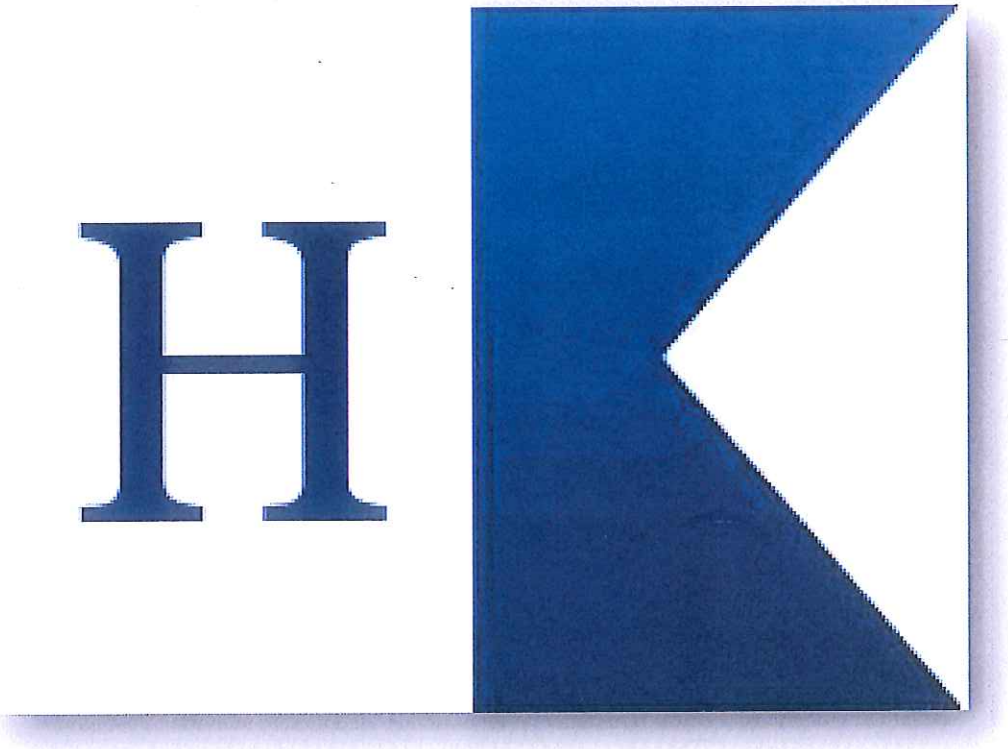
CAPITAL PREP HARBOR SCHOOL:
CHARTER SCHOOL APPLICATION



CHARTER SCHOOL APPLICATION SUMMARY

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

Capital Prep Harbor School

Proposed Charter School Name

Bridgeport, Connecticut

School Location (city, town)

August 2014

Proposed Opening (month, year)

Contact Person:	Ms. Lisa Buffington		
Organization:	Capital Preparatory Schools, Inc.		
Street Address:	c/o Reid & Riege, PC, One Financial Plaza, 21st Floor		
City:	Hartford	State: CT	Zip: 06103
Telephone:	(860) 278-1150	Fax: (860) 240-1002	E-mail: jhorak@rrlawpc.com

Returning Applicant: Yes No (please circle)

TYPE OF SCHOOL	
Local charter school	
State charter school	X

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

Year/ Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1								36	36	36	36	36	35	35	250
Year 2								36	36	36	36	36	35	35	250
Year 3	22		44		44		44	44	44	44	44	44	36	35	445
Year 4	22	22	44	44	44	44	44	66	66	66	44	44	44	36	630
Year 5	22	22	44	66	66	66	66	66	66	66	66	55	50	44	765

Signature (Charter Applicant Representative) **Date**

Lisa Buffington 1/24/14

Signature (Charter Applicant Representative) Date

TABLE OF CONTENTS

Executive Summary 1

Section I: School Vision and Design 5

1. Mission and Vision Statements 5
2. Educational Philosophy 18
3. Curriculum 21
4. Instruction 27
5. Student Assessment 37

Section II: Strength of Organizational Effort 47

1. Experience and Expertise of Founders 47
2. School Governance and Management 50
3. School Leader 63
4. Evidence of Support 66

Section III: Student Composition, Services and Policies 69

1. School Demographics 69
2. Special Education and Section 504 of Rehab. Act of 1973 77
3. English Language Learners 80
4. Admissions Policy and Criteria 86
5. Student Discipline Policies 90
6. Human Resources Policies 106
7. Child Day Care Services 117
8. Student Health and Welfare 117

Section IV: School Viability 118

1. Building Options 118
2. Financial Plan 118
3. Self-Evaluation and Accountability 121
4. Timetable 123
5. Transportation 125

TABLE OF CONTENTS

Preferences 128

1. Serving High-Need Student Population 128
2. Reducing Racial, Ethnic, and/or Economic Isolation 129
3. Partnering With an Organization and/or School Leader 129
4. Turning Around an Existing School 129
5. Serving an Underserved Geographic Location, etc. 130
6. Opening in a Priority School District 130
7. Being a Higher Ecducation Insitution 130
8. Locating a Work Site 130

Appendices

- Appendix A – Academic Calendars A1
- Appendix B – Sample Student Schedule B1
- Appendix C – Social Justice Project: Student Resource Packet C1
- Appendix D – Sample Curriculum Unit for Math D1
- Appendix E – Sample Curriculum Unit for English Language Arts E1
- Appendix F – Capital Preparatory Magnet School
  School Climate and Student Connectedness Survey Results F1
- Appendix G – Capital Prep Harbor School Advisory Handbook G1
- Appendix H – Student Assistance Team Practices H1
- Appendix I – Capital Prep Harbor School Physical Education Plan I1
- Appendix J – Names and Functions of Professional Learning Communities J1
- Appendix K – Resumes of Founding Members K1
- Appendix L – Draft Governing Council By-Laws L1
- Appendix M – Draft Governing Council Officer Job Descriptions M1
- Appendix N – Resumes of Governing Counsel N1
- Appendix O – Draft Memorandum of Understanding with
  Charter Management Organization O1
- Appendix P – Letters of Support P1
- Appendix Q – Model Special Education Policies and Procedures Manual Q1
- Appendix R – Home Language Survey and Parent Notification Letter R1
- Appendix S – Safe School Climate Plan and CORE Addendum S1
- Appendix T – Parent and Student Handbook T1
- Appendix U – Employee Handbook U1
- Appendix V – Job Descriptions V1
- Appendix W – Budget Documents W1
- Appendix X – Completed Waiver Request Form X1

EXECUTIVE SUMMARY

The Capital Prep Harbor School (the "Harbor School") is designed as a replication of the Capital Preparatory Magnet School ("Capital Prep") in Hartford, Connecticut. The founders of Capital Prep have developed an internationally recognized model designed to prepare children from historically disadvantaged populations to compete and 'win' in education. Capital Prep has proven that all children when given the right conditions and environment not only succeed but excel in their academic as well as their social-emotional growth.

Several historic court cases have affirmed that students who reside in urban centers have long been underserved by the public school systems across the country and denied full access to a quality public education. Urban cities in Connecticut, including Bridgeport, Hartford, and New Haven to name a few, are among these urban centers. Public education is the one institution upon which underserved and disadvantaged families are hopeful that their children, provided with the knowledge, skills, and opportunities necessary, will be able to break the cycle of racial and economic isolation. In *Sheff v. O'Neill*, 678 A.2d 1267 (1996), the Connecticut Supreme Court, in a landmark case, held that students enrolled in the City of Hartford schools were racially and economically isolated in violation of the Connecticut State constitution and "imposed an affirmative constitutional obligation on the legislature to provide substantially equal educational opportunity for all public school children".[1]

As a result, then Governor William O'Neill and the Connecticut State Legislature were ordered to take steps to reduce racial, ethnic, and economic isolation in the public education system. In 2003, the State Legislature approved a settlement in the *Sheff vs. O'Neill* case that led to the establishment of Voluntary Interdistrict Programs, including Magnet Schools, Regional Vocational and Technical Schools, and Charter Schools, as strategies to desegregate the urban centers. Specifically, agreement was reached to create "eight new integrated magnet schools in Hartford over the next four years". Capital Prep—with its innovative model, academic approach, and overarching vision—developed from the demands of parents involved in this landmark case to ensure equal educational access and opportunity for their children and all children in the State of Connecticut.

The Capital Prep model is distinguished by the purposeful exchange of love through high expectations, early-college exposure and a pervasive sense of individual and social responsibility. The goals of the Capital Prep model are to extend educational opportunities to students from disadvantaged populations and provide a classic year-round, college-preparatory education to these students who would otherwise not have access to such. This model has also enticed students from surrounding suburban schools to enroll and participate in a shared objective of college- preparatory education. In addition to challenging students to be individual high achievers by advancing them to college courses during their high school years and preparing them to complete their baccalaureate degree and beyond, the ethos of the Capital Prep model encourages students to view themselves as part of a community and be prepared to be agents of change. Furthermore, unique to the Capital Prep model is an advisory system designed to

[1] Sheff v. O'Neill 238 Conn. 1, 678 A.2d 1267, 111 Ed. Law Rep. 360

help foster personalization, strengthening the relationship between each student, their teachers, and their learning environment.

The Capital Prep model of a college-preparatory educational experience for students in grades Pre-K through twelve is grounded in the principles of applied learning, rigorous expectations, mutual accountability, and self-reflection. The model is designed to prepare students for college, and support their development into informed, global citizens who are inspired to discover and fulfill their social, academic and civic responsibilities and work toward social justice in their communities. The Capital Prep model has been successful across multiple indicators of a student's educational experience from test scores to school culture to the performance of athletic teams. The educational model serves the whole child, their family and the community, and provides a nurturing environment for individual development and enrichment for students and faculty alike. It is this environment—school culture and the relationships with students and their families—that is the key to Capital Prep's success. These essential elements of the Capital Prep experience have been documented and honed over time into a model that is easily replicable in other communities with similar needs. Increased need and demand for the Capital Prep model presents the opportunity for the founders of the Harbor School to contract with Capital Preparatory Schools ("CPS"), the charter management organization associated with Capital Prep, to codify and replicate in Connecticut's third poorest city of Bridgeport.

Statement of Need and Demand

Bridgeport faces many challenges similar to those that plague Hartford. Hartford is the poorest city in Connecticut with 38 percent of its residents living in poverty, which is over twice the national average. Bridgeport is the third poorest city with 23.6 percent of residents living in poverty[2] and has an unemployment rate of 12.3 percent, exceeding the state rate of 8.1 percent.[3] In addition, the cities of Hartford and Bridgeport have very little racial, ethnic, and economic diversity in the student population enrolled in its public schools. On this data alone, ninety percent and 78 percent of the student population in Hartford and Bridgeport respectively can be described as disadvantaged and underserved.[4] Local, regional, and national recognition for the academic success of Capital Prep, as evidenced by the school's achievement of sending 100% of its graduates to college and its ability to attract suburban students, has fueled increasing demand for the Capital Prep experience. For example, in the last academic year, 4,710 urban and suburban students applied for only 70 available seats at Capital Prep[5]. It is this recognition that has facilitated discussions with the City of Bridgeport to support the Harbor School and allow CPS to replicate the Capital Prep model in some of the city's lowest performing schools. In addition to the shared strategic vision of CPS and the political leadership in Bridgeport that contemplates replication of the Capital Prep experience, the educational climate in Bridgeport is open to new approaches to education, making the conditions in Bridgeport ripe for introduction of the Capital Prep model.

Success of the Capital Prep Model

The Capital Prep model has been celebrated internationally for preparing children from historically disadvantaged populations to realize their full academic and social potential. In 2007, U.S. News and World Report cited Capital Prep as one of the nation's top high schools. Capital Prep has

---

[2] http://quickfacts.census.gov/qfd/states/09/0908000.html

[3] Source, Bureau of Labor Statistics, http://www.bls.gov/cps/cps_htgm.htm, August 2013

[4] http://datacenter.kidscount.org/data/tables/4549-students-eligible-for-free-or-reduced-price-school-lunch?loc=8&loct=2#detailed/10/1698,1727/false/1143,1142,1141,1140/any/10443,13508

[5] Source, Regional School Choice Office. www.choiceeducation.org

hosted visitors and provided support to educators from all over the world, ranging from Europe to Asia to parts of Africa, the Caribbean and Canada. In addition, our Founder and Head of School, Dr. Stephen D. Perry, has presented the Capital Prep model in over 40 states and numerous countries and territories in the Caribbean. In addition to being our Founder and Head of School, Dr. Perry was featured in CNN's Black in America series. He is also an Education Contributor for CNN and MSNBC; an Essence Magazine columnist; best-selling author; and host of the number one docudrama for TVONE "Save My Son." In addition, the Capital Prep model has earned accolades and support from other educational organizations, such as ConnCAN, Connecticut's Commissioner of Education, Stefan Pryor, and Connecticut's Governor, Daniel Malloy.

Capital Prep has sent 100% of its predominantly low-income, minority, first- generation high school graduates to four-year colleges every year since its first class graduated in 2006. In addition, 86 percent of these students remained in college[6]. Capital Prep's academic success is illustrated by comparing average CAPT test scores from Capital Prep students over the past four years with those of other students from Hartford and Bridgeport as well as statewide averages.

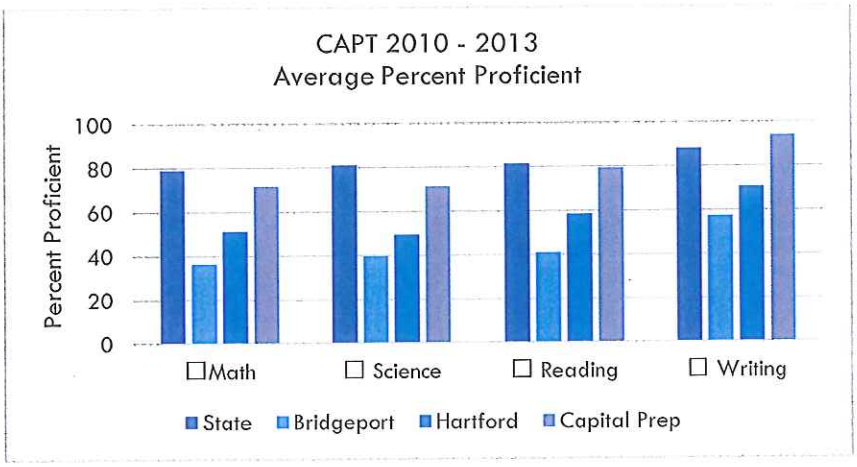


Table 1: 2013 Connecticut 4-Year High School Graduation Rates[7]

Category	Capital Prep	Hartford	Bridgeport	Connecticut
All students	97.0	64.8	66.3	84.8
Hispanic	100.0	54.7	58.8	68.6
Non-Hispanic	96.2	73.2	72.9	88.2
Asian	*	62.2	72.2	91.9

[6] Source: National Student Clearinghouse - Student Tracker for High Schools Aggregate Report, Report Generated November 21, 2013

[7] http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2013_graduation_rates.pdf

Black	95.2	73.4	72.5	73.0
White	*	83.7	60.9	91.3
Male	93.3	60.2	60.1	81.5
Female	100.0	69.5	72.6	88.3
ELL	*	46.3	55.8	62.7
Non-ELL	97.0	67.9	68.4	85.9
Eligible for Free Lunch	100.0	60.2	66.0	66.6
Not Eligible for Lunch	87.5	91.9	60.0	93.1
Special Education	*	42.7	47.3	64.4
Non-Special Education	97.0	70.0	69.5	88.0

In addition to demonstrated academic achievements, Capital Prep has enjoyed success in other areas critical to a classic college-preparatory experience. For example, Capital Prep boasts one of the most victorious cross-country programs in the State. Additionally, the school's football team is undefeated through thirty games in the regular season over the past three years; the girls' basketball team is defending state champion and ranked first in the State; and the boys' basketball team is also a top-ranked team as well the indoor and outdoor track teams. As one of the smallest co-ed schools in the Connecticut Interscholastic Athletic Conference, these achievements are a demonstration of the success of the Capital Prep model.

Please answer the following questions as thoroughly and clearly as possible in the format provided. If you are unable to provide a specific answer to a question, please describe the process and timeline by which you will address the issue raised. As discussed in Section 1 of this application, your response to each question will be evaluated and rated using the Application Review Standards, as described on page 11 of this application, against the criteria detailed in the Application Rubric, as attached in Appendix G.

Section I: School Vision and Design

1. Mission and Vision Statements

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

The Harbor School provides a diverse community of student learners from Bridgeport and surrounding communities with the academic and character college and career readiness skills needed to become responsible and engaged citizens for social justice. The Harbor School accomplishes this endeavor by providing a nurturing and loving environment that fosters strong student-teacher relationships, requires rigor throughout a classic college-preparatory curriculum, demands high expectations, and is relevant; connecting student learning to real-world experiences and opportunities through applied teaching methods such as project-based learning. The Harbor School is proud to develop caring, respectful, responsible, knowledgeable, and self-confident students prepared to excel in higher education and actively engage in and contribute to their communities.

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

The Harbor School, similar to Capital Preparatory Magnet School, will prepare students in grades Pre-K through twelve to excel in college and inspire them to make a difference in their communities by equipping them with knowledge, critical problem solving skills, global understanding through thoughtful research, collaboration skills, and respect and compassion for all.

To accomplish the mission and vision, the proposed governing council has developed a strategic plan with clearly defined learner expectations or objectives, action steps, and specific, measurable, attainable, relevant, time-bound goals, referred to as SMART goals, outlining what the school expects to achieve for students, teachers, parents, and the community it seeks to serve.

Objective 1: *To prepare students for acceptance to a four-year college or university*

Action Steps:

- We will provide students with a classic, liberal arts, and rigorous college-preparatory curriculum
- We will provide a year-round academic program to reduce the impact of "summer learning loss" that is found to be most prevalent among minority and poor students
- We will provide students with early exposure to the rigor of college course work and an opportunity to earn between 15 and 21 college credits prior to high school graduation.
- We will prepare students for college entrance examinations and guide them through the

application and financial aid process.

- We will provide opportunities for unique personal experiences and extra-curricular activities to build a high school resume attractive to college recruiters.
- We will arrange for community members to serve as consultants to eleventh and twelfth grade students engaging in the Senior Social Justice Capstone Project.

SMART Goals:

- Each year, 100% of the grade twelve students (seniors) will graduate from the Harbor School.
- By the end of their educational careers at the Harbor School, 100% of the grade twelve students (seniors) will be college-ready, having taken and passed four years of English; three years of rigorous courses in Algebra I, Geometry, and Algebra II; three years of rigorous science courses in Biology, Chemistry, and an upper level science elective; three years of social studies and history; two years of World Languages; earned a minimum of 15 college credits; and engaged in a variety of extracurricular activities including sports, theater, arts, or technology.
- Each year, 100% of graduating seniors will be accepted to four-year colleges or universities.
- Each year, 100% of grade eleven students (juniors) will prepare for and take the SAT.

Objective 2: *To support students to understand themselves as unique individuals/learners with personal needs and shared social responsibilities*

Action Steps:

- We will individualize teaching and learning, and develop students' meta-cognitive skills, through strategies such as student-led conferences and individual learning plans, also known as "student success plans," which shall be in place for all Harbor School students by kindergarten.
- We will hold high expectations for each student tailored to their strengths and challenges.
- We will provide an individualized network of affective supports through the use of our Advisory System and other relational interactions between students and staff throughout the educational experience
- We will pursue parent and community engagement in order to insure our connection with the whole child, which will enhance our ability to support each student's specific needs.
- We will integrate the school's theme of social justice throughout the curriculum and students' educational experience in order to encourage students to view themselves as part of a community and prepare students to become agents of change
- Students will create, implement and participate in awareness-raising activities throughout their educational careers

SMART Goals:

- Prior to the start of each academic year, 100% of the student individual learning plans will be revised.
- All students, grades preK-12, will lead a minimum of two student-led conferences a year through which students, in collaboration with advisors and parents, will reflect on their learning and create a plan to implement those learning strategies that support their strengths and challenges
- Every student will participate in the Advisory System, including attending daily meetings with their Advisory and participating in weekly individual meetings with their advisor.
- Each advisor will communicate with parents at least twice monthly and will facilitate a minimum of

two student-led conferences a year.

- Parents will engage in discussions with their students' advisor to monitor and facilitate their academic and affective growth at least twice monthly.
- Parents will participate in two student-led conferences per academic year.
- Each student will participate in two sports per academic year.

Objective 3: *To provide a positive and inclusive climate for learning*

Action Steps:

- We will provide a healthy, safe, and supportive classroom and school climate that is relationship-focused through the creation of a loving, nurturing, and "no excuses" environment designed to produce a "high-touch" experience in order to reinforce with each student that multiple adults in the school care about them and believe in them.
- We will implement strategies and provide a model for addressing disrespect, intolerance, and bullying within the school and the larger community
- We will adopt a Safe School Climate Plan that includes staff members, parents and students in the process of assessing and improving the culture and climate of the School and institute School-Wide Positive Behavior Intervention and Support (PBIS) programs
- We will adhere to a strengths-based model of teaching and learning that focuses on the talent and diversity of our students and the surrounding community
- We will conduct a School Climate and Student Connectedness Survey every year
- We will create a broad sense of community throughout our school culture through extensive parent engagement in efforts such as school governance and hiring processes, as well as community involvement through school-sponsored internships, volunteer opportunities and our Social Justice Capstone Project.
- We will support the life-long learning of teachers and staff, as well as continual renewal and enrichment of content knowledge and instructional strategies, through extensive professional development efforts
- All staff members at the Harbor School will participate in collaborative professional learning communities (PLCs) centered on school improvement goals which will provide leadership for the rest of the staff on a particular school improvement initiative while also participating in each of the initiatives.
- We will support leadership development of Harbor School staff through the nurturing of a leadership cohort of likely administrators in the CPS network of schools

SMART Goals:

- Each year, the School will conduct annual staff professional development trainings that may include multiculturalism, culturally responsive classroom, behavioral data and discipline, teaching behavioral expectations, and bullying procedures/prevention.
- Each year, the School will engage in data collection and analysis to assess effectiveness and anti-bullying and PBIS programs and improvements in classroom and school-wide behavioral management.
- Each year, the School will maintain a daily average attendance rate of 90% or above.
- Ninety percent (90%) of student, parent and teacher respondents to the School Climate and Student Connectedness Survey will report that they, or their children, feel safe at school.

- Parents will participate in at least five school-sponsored events per year.
- Each teacher will be a member of a PLC, which will provide professional development opportunities at least twice per year.
- All Teachers and staff will participate in professional development weekly.

Objective 4: *To build core skills necessary for academic and professional success*

Action Steps:

- We will ensure the relevance of student educational experiences through applied learning approaches such as project-based learning, action-research projects, service learning opportunities, and community-based internships
- We will provide interdisciplinary opportunities to engage in cross-curricular studies
- We will utilize project-based learning at all grade levels so that students can apply core competencies through authentic learning and real-world applications
- We will provide students with internship opportunities in a variety of local organizations, businesses, and professional training programs that will prepare them for future career goals/college majors and other adult life topics

SMART Goals:

- By the end of 12th grade, each graduating student will have participated in an average of 30 hours of internship experience in a professional setting.
- Every student will participate in a minimum of three extracurricular activities per year.
- Each marking period, or "quint," every teacher will be responsible for helping students to produce three artifacts through which students will be able to demonstrate their authentic learning, and a real-world application of such learning, at the bi-annual student-led conferences.
- All students will adhere to the Harbor School disciplinary code including the school dress code at all times

Objective 5: *To assure every student a maximum degree of success by providing a curriculum, which is based on an understanding of the students' cognitive, social, and emotional stage of development and supported by staff, including specialized support staff, to address cognitive, social and emotional needs*

Action Steps:

- We will implement a curriculum rooted in the Common Core State Standards and our Learner Expectations that incorporates an ongoing, data-driven curriculum planning and development process utilizing the Understanding by Design model to allow for instruction to be both relevant We will provide opportunities for teachers to discuss best practices, as well as create and revise unit plans, during weekly grade team meetings and monthly department meetings.
- We will provide the academic and affective supports needed for students with diverse learning needs, including students with disabilities, to achieve academic and non-academic success.
- We will insure the provision of a continuum of services based on student need, including monitoring of and adherence to student Individual Education Programs (IEP) and 504 Plans, through coordination and oversight by our Student Assistance Team (SAT), comprised of the classroom teacher, intervention specialist, administrator, parent, and sending district (if applicable)
- We will support English Language Learner students on their individual learning pathways and will provide appropriate supports to help them achieve linguistic and academic progress

- We will engage in consistent, positive interactions with our students in a loving environment and pursue ongoing, supportive relationships with their families in order to enable student achievement at the highest levels.

SMART Goals:

- Annual professional development will occur to support students with diverse learning needs, which may include differentiation, assessment, appropriate modifications and accommodations to align with the Common Core State Standards and confidentiality
- Teachers will observe one of their colleagues at least once a month to study the implementation of best practices
- The Professional Learning Community for Assessment and Data Analysis will meet at least three times a year to analyze standardized testing data and in collaboration with department leaders to identify areas of strength and areas for growth related to each standard assessed.
- Grade teams and departments will meet weekly and monthly, respectively, to review best practices, analyze data, and create and revise unit plans.
- The Harbor School will meet 85% of established special education hours required by student IEPs or 504 Plans.
- The Student Assistance Team will meet weekly as a group, and with classroom teachers, to evaluate the academic and non-academic accommodations necessary and appropriate to support diverse learners in our school.
- Each year, 10% of the population will be referred to the SAT for academic and non-academic support.
- Each year, the number of students in the SAT will decrease by 30% within four months of referral.
- Eighty percent (80%) of the student, parent and teacher respondents to the School Climate and Student Connectedness Survey will report feeling that the learning environment at the Harbor School is positive.

Objective 6: *To help students acquire a body of knowledge and an understanding of language arts, social studies, science and mathematics*

Action Steps:

- We will provide comprehensive academic supports throughout our students' educational careers such as academic monitoring through our Student Assistance Team, Seminar, Enrichment classes, our Academic Center and Advisory.
- We will implement an assessment system that is aligned with our mission, vision, educational philosophy, curriculum and instruction, and the Common Core State Standards that contains formative or benchmark assessments as well as summative assessments and opportunities for student self-reflection and parental involvement.
- We will engage in data-driven instruction in order to enhance the academic, personal, and social growth of each student.
- We will provide opportunities for students to practice skills discussed in class using novel ways such as online resources such as Khan Academy, IXL and BrainPop.
- We will implement Johns Hopkins University's Center for Talented Youth ("CTY") programming as an additional academic enrichment program for students.

SMART Goals:

- Each year, overall performance for students in grades 6-12 on applicable mandated state assessments and/or local assessments in mathematics will improve by 10%.

- Each year, 60% of the students who have attended the Harbor School for at least two years will score proficient or above in math, science, reading and writing on applicable state standardized assessments.
- Each year, Harbor School students will exceed the district average on applicable state standardized assessments.
- Each year, 90% of the lower school students participating in the CTY Program at the Harbor School will earn at least 85% on their final coursework assessment and thereby qualify to continue in the Program.
- Each year, there will be a 10% increase in students identified as qualifying for the CTY Program as a result of their participation in the Harbor School curriculum.

Objective 7: *To provide opportunities for students to formulate attitudes and values that will enable them to participate and contribute positively to a constantly changing community, country and world*

Action Steps:

- We will encourage students to view themselves as part of a community and prepare students to become agents of change
- We will develop non-traditional community-based learning and research opportunities.
- We will provide students with the opportunity to challenge the systems and structures that perpetuate the existing underclass, which is consistent with the social justice theme of the school.
- Together with parents and students, we will strive together to improve the lives of their communities by continuing to encourage and facilitate community service efforts.
- We will infuse social justice into the academic and service learning experiences of our students throughout their educational careers.
- We will provide opportunities for students to master methods of making their voices heard and to practice these skills through involvement in local organizations and projects.
- We will support students' development as agents of change throughout their educational careers through a spiraling inquiry based on our Essential Questions and guided by our Learner Expectations.
- We will provide students with internship opportunities in a variety of local organizations, businesses, and professional training programs that will prepare them for future career goals/college majors and other adult life topics.

SMART Goals:

- Each year, all students will complete a minimum of three volunteer hours per semester with their Advisory cohort.
- Each year, every grade twelve student (senior) will plan, organize and/or facilitate an authentic experience(s) involving members of their community to address a social injustice.
- All students, grades preK-12, will lead a minimum of two student-led conferences a year through which students, in collaboration with advisors and parents, will evaluate their progress in relation to the School's Learner Expectations, Social Justice Strands and the Essential Question for each grade.
- Each year, 100% of fifth grade student will complete a social justice capstone project as a requirement for graduating from lower school to middle school.

- Each year, 100% of grade twelve students (seniors) will complete the Senior Social Justice Capstone Project prior to graduation which will be an action-research project focused on a social issue facing their community.

> First, the **Harbor School**, like Capital Prep, will strive to create **consistent, positive interactions** between students and adults in a **loving environment** through the establishment of **strong, continuing relationships** with **students and their families**.

- Each year, every sixth through twelfth grader will take a public service class.

Pedagogical Approach

Key to the success of the Capital Prep model and the success of the Harbor School are adherence to three values or the "three R's": Relationships, Rigor and Relevance[8]. First, the Harbor School, similar to Capital Prep, will strive to create consistent, positive interactions between students and adults in a loving environment through the establishment of strong, continuing relationships with students and their families. Second, the School will ensure academic rigor as illustrated by the use of a standards-based grading system, access to on-line educational opportunities for gifted students and college courses for upper school students, and through innovative student-led conferences.[9] Third, the School will ensure the relevance of student educational experiences through applied learning approaches such as project-based learning, action-research projects, service learning opportunities, and community-based internships. Through positive relationships with adults who support their students in developing positive self-esteem and who expect their students to meet the rigor of academically challenging and culturally enriched curriculum with real world opportunities, the model allows all students to compete, succeed, and excel intellectually and socially in a college or university environment.[10] The three values or "R's"—relationships, rigor and relevance—align with the model's learner expectations or objectives—collaborator, information processor, empathetic citizen, problem-solver and knowledgeable person[11] – to support overarching goals described above.

---

[8] http://www.leadered.com/pdf/R&Rframework.pdf; http://www.leadered.com/pdf/Academic_Excellence.pdf

[9] Appropriate services will be provided to students identified as special education, 504 and ELL students to insure quality education standards in a rigorous curriculum are accessible to all students. The Harbor School believes that high standards are attainable through quality education services.

[10] The School will provide and plan for appropriate supports and interventions to assist all students in achieving academic success. This includes supports for both identified and non-identified students in need of strategies and assistance to reach their academic potential.

[11] Bloom, Benjamin S. *Taxonomy of Educational Objectives* (1956). Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education.

Operationalizing the Three R's through the Key Design Elèments

The three "R's" are operationalized through the Advisory System and the key design elements of the school model: Learner Expectations (synonymous with the Objectives articulated in the above), Essential Questions, Social Justice Strands, Common Core Standards, Project-Based Learning Tools, Artifacts, Self-Assessments, Academic Enrichments, Center for Talented Youth Programming and College Courses. The relationship between the three "R's" and key design elements are operationalized for students, teachers, and families using Capital Prep's school-wide system, the Organizational Matrix. For example, the school-wide Matrix demonstrates the progressive spiraling of Essential Questions which provides the lens through which students examine the Social Justice Strands and Learner Expectations across all grades.

Table 2: Organizational Matrix

	QUINT 1	QUINT 2	QUINT 3	QUINT 4	QUINT 5
GRADE 12					
GRADE 11	How do social injustices affect communities? What can I/we do about it?				
GRADE 10	What are the external factors affecting perceptions of social differentiation?				
GRADE 9	How does social differentiation affect the relationship among social institutions?				
GRADE 8	How does the study of other social institutions help you understand the communities with which you identify?				
GRADE 7	What social institutions do I identify with?				
GRADE 6	Who am I?				
GRADE 5	How do social injustices affect communities? What can I/we do about it?				
GRADE 4	What are the external factors affecting the way groups define themselves?				
GRADE 3	How does the way groups define themselves affect the relationship among groups?				
GRADE 2	How does the study of other groups help you understand the communities with which you identify?				
GRADE 1	What groups do I identify with? What groups am I identified with?				
KINDERGARTEN	Who am I?				
Pre-K	Who am I?				
LEARNER EXPECTATIONS	**Collaborator**	**Researcher/Info Processor**	**Empathy**	**Problem Solver**	**Communicator/ Knowledgeable Person**
Content Theme	**Human diversity** *** Age** *** Race/Ethnicity** *** Religion** *** Sexual Orientation** *** Gender** *** Ability**	**Globalization** *** Environmental Issues, Population** *** Science, Technology** *** War, Conflict**	**Equity/Power** *** Class** *** Poverty** *** Work/Employment** *** Access to Education** *** Urbanization**	**Problems of Well-being** *** Personal Health, Illness /Disease, Health Care** *** Alcohol/Substance Abuse** *** Crime, Violence, Justice system** *** Family issues**	**Presentation/ Answering the EQ**
Products	Artifacts	Artifacts	Artifacts	Artifacts	Portfolio
Common Core					

tate Standards					
ssments	SBG	Student-led Conferences and SBG	State-mandated Assessments and SBG	Student-led Conferences an SBG	SBG
cademic nrichments					
TY					
ollege ourses					

Although the Learner Expectations are integrated throughout the school year, in each marking period or "quint" students focus on one Learner Expectation in particular. In addition, each "quint" has a particular Social Justice Strand as the focus throughout the School. This vertical alignment of social justice content and Learner Expectations not only allows for collaboration across grade levels, but it serves as a road map for younger students to see how their knowledge and understanding of these issues will progress over the course of their time at the Harbor School. The Capital Prep model supports the scaffolding of services for specialized populations to maximize success within the School environment. The social justice themes and Learner Expectations are taught through Project-Based Learning Tools, in alignment with the Common Core Standards. Project-Based Learning provides inquiry-based, real-life experiences for students to develop their knowledge and meta-cognitive skills. Through these projects, students produce various artifacts that illustrate the students' understanding of the social justice theme and the Learner Expectation for that quint. Students conduct self-assessments at the end of each quint to evaluate their mastery of the Learner Expectation skills. This matrix is used by department heads and individual teachers to map and illustrate the integration of the essential elements of the Capital Prep model for each class through completion of the grade-level and content-specific areas such as applicable Common Core Standards, Academic Enrichments, CTY opportunities and, if applicable, college courses. Each key design element is described below.

Learner Expectations (Objectives)

School faculty will assess student progress towards fulfilling the mission statement using an academic and behaviors of learning rubric. As reflected in the Organizational Matrix, the Learner Expectations, referred to as habits of learning in the Capital Prep model, are:

- Students as collaborators
- Students as information processors
- Students as problem solvers
- Students as knowledgeable people
- Students as responsible and empathetic citizens

Understanding how academic work can relate to their lives and real problems is a powerful motivator for young people.

Social Justice Theme

Social Justice, broadly interpreted, is the theme of the Harbor School. The ethos of the school encourages students to view themselves as part of a community and prepares students to become agents of change. The opportunity to infuse social justice into the academic and service learning experience provides a rich educational context for all students—inner city and suburban students. Students from the inner city desire to understand the

origins and dynamics of poverty and inequality especially in relation to their own lives but are also inspired to work toward changing this dynamic for themselves and their communities. Similarly, suburban students often seek opportunities to learn in and from a racially and ethnically diverse environment and to understand the dynamics of inequality and other salient issues impacting society. For both groups of students, education becomes an antidote for despair and self-centeredness by demonstrating how knowledge may be used not only to analyze the world but also to suggest possibilities for change. Understanding how academic work can relate to their lives and real problems is a powerful motivator for young people.

Essential Questions

An agent of change, as defined by the Learner Expectations, is a collaborator, an information processor, a problem solver, and a knowledgeable and empathetic person. In the developmental years at Bridgeport, students will identify who they are, the communities and social institutions they belong to and the effects of social differentiation on the interaction between communities. Students will investigate these spiraling "essential questions" and reflect upon them regularly. These reflections will create artifacts for student portfolios, documenting a student's growth towards becoming an agent of change. These essential questions are the method by which students internalize the School's Learner Expectations.

Academic Mastery

The three "R" values as operationalized through the social justice theme, college-preparatory curriculum and Learner Expectations will lead to the achievement of academic mastery for all students. The goal of the Harbor School is that all students, in particular those who have been historically underserved by the traditional public education system, including students who are English Language Learners or who receive special education services or section 504 accommodations, will meet or exceed the state's mastery level in reading, writing, mathematics, and science. The 2013 CAPT assessment results for Capital Prep illustrate student mastery in mathematics, science, reading, and writing with scores of 70%, 78%, 71%, and 85% respectively. In a comparison to the competing affluent suburbs, Capital Prep outperformed Farmington, Greenwich, and the state average in reading and writing. Further data analysis reveals that students of disadvantaged subgroups, specifically Black/Latino students and students eligible for free and reduced price lunch, achieve greater academic success at Capital Prep than students in the above-mentioned suburban school districts.

Pedagogical Approach

College Preparedness and Early-College Exposure

The core mission and philosophy of the Harbor School model is to prepare students, in particular those from low-income and minority communities for success in a four-year college education and a life-long commitment to social justice in society as a result of their participation in the School's two-hundred and six day, thirteen year academic calendar. The Harbor School and its families are focused on providing access to preparation for a college education through early-college exposure. Like students at Capital Prep, students at the Harbor School will experience the actual rigor of college by providing students with a full-scale academic and interpersonal immersion into a college experience. The early-college exposure through a partnership with a local community college and a challenging college-preparatory environment, the Harbor School is committed to insuring that 100% of the school's graduating seniors are accepted to four-year colleges and universities.

Capital Prep has nurtured a strong partnership with Capital Community College since its inception, allowing students early-access to college level courses and exposure to post-secondary school culture. The Harbor School is in the process of establishing a similar partnership with Housatonic Community College in

Bridgeport in order to follow the same model. When academically capable, or by the beginning of the second semester of their junior year, students will enter into learning communities. These communities will enlist the coordinated efforts of the community college's faculty and school staff together will plan and implement a strategy to effectively expose students to and prepare them for the rigors of college. Students will take courses with college students and professors. This includes specialized populations, such as special education, 504 and ELLs. The School believes that all students should have access to higher education in particular those with special needs. Staff will work with students to understand their disability/learning styles and how to self-advocate in a college setting.

Each student will be advised on selecting a "concentration" within the field of social justice, similar to selecting a major. Students will be assigned a curriculum for that concentration (which is at the associate degree level) and adhere course requirements in their pursuit of a career in promoting social justice. Like students at Capital Prep, Harbor School students will take a significant number of courses with most earning as many as 33 credits before they graduate from high school which will position them well for acceptance and scholarships to some of America's top colleges and universities. The Harbor School aims to consistently produce students who are well equipped for success at the collegiate level.

Center for Talented Youth Programming

Capital Prep has forged an exciting partnership with the Johns Hopkins University's Center for Talented Youth ("CTY")[12]. CTY identifies and develops the talents of the most advanced K-12 learners worldwide through summer programs, on-line courses and family academic programs. CTY has been recognized as one of the leading educational programs for the top 7% of testers. CTY connects gifted students to challenging courses, engaging faculty, and other gifted students around the world. Like Capital Prep, the Harbor School will embed CTY into its academic experience as an additional academic enrichment program integrated into the classroom experience.

Applied Education

Harbor School students will have the opportunity to participate in school-sponsored internships within the local community. School staff will place students with organizations that work with the student's chosen Social Justice Project topic. Those students who are unable to be placed in internships that align with their topic can also be placed in a variety of local organizations, businesses, and professional training programs that will prepare them for future career goals/college majors and other adult life topics. These opportunities are given to students based on need, availability, and administrator approval.

Project-Based Learning

Harbor School students will be provided various opportunities throughout the year to demonstrate and apply curricular objectives and learner expectations to authentic tasks. Individual teachers or a team of teachers develop these projects. Students must be able to demonstrate their level of mastery with skills and processes that they will need to complete the capstone assessments including the Social Justice Capstone Project. An example of project-based learning is the middle school science fair projects that students present in a community forum each year. Another example is the model used in the high school social studies classes that requires all students to complete an in-depth, individualized research project using primary and secondary sources each marking period. Students explore topics that interest them within a historical theme.

[12] http://cty.jhu.edu/research/docs/pub/What%20We%20Know.pdf

Social, Personal and Community Learning Objectives

The school model creates excitement around learning by developing non-traditional community-based learning and research opportunities. Extension and definition of the term 'community' affords students and those they touch with the opportunity to challenge the systems and structures that perpetuate the existing underclass, which is consistent with the social justice theme of the school. The School, parents and students will strive together to improve the lives of their communities by continuing to encourage and facilitate community service efforts.

Individual Learning Plans

Individual learning plans, also known as "student success plans," are student-centered and are used to engage all students based on their unique interests and strengths. These plans will provide the student support and assistance in setting goals for academic, career, social, emotional, and physical development that meet the rigorous expectations of the Harbor School. The State of Connecticut requires the "student success plans" for students in grades 6 - 12. The Harbor School will develop these plans for students beginning in kindergarten.

Social Justice Capstone Project

The Harbor School will require a capstone project, the Social Justice Capstone Project, which will be a graduation requirement from the School. The project will begin in students' junior year of high school and will require students to do the following: identify a social justice problem; research the problem; write a literature review that provides background information and synthesizes the research; and create an action plan to address this problem. Through an advocacy approach, students will reach out to the community for resources including human. At the conclusion of implementing their action plan, students will measure their project's success using qualitative and quantitative data, write a final paper reflecting on the effectiveness of their social justice action project, create a series of presentations to a wide variety of audiences throughout the process, and defend their final project in front of a panel of staff members. For more information on the Social Justice Capstone Project, please see Appendix C for the Social Justice Project: Student Resource Packet, which outlines the process.

Curricular Program[13]

Like Capital Prep, the Harbor School curricula are designed as a thirteen-year interdisciplinary unit studying the effects of and solutions to social injustices in students' local and global communities. The Social Justice Capstone Project is the culmination of this education in which students demonstrate their ability to be agents of change. Generally, students will follow a comprehensive curriculum that first builds on the foundation of literacy and numeracy development and secondly prepares them for college acceptance. The curriculum is aligned to the Common Core State Standards (CCSS) in English Language Arts, Connecticut State Frameworks, and the Connecticut Grade Level Expectations for PK-8. In addition, the school model integrates the five Learner Expectations with state curricular frameworks, along with specialized supports for students who need and/or require it, to achieve its social justice goal of creating agents of change. Each department will continue to develop Common Strands, Enduring Understandings, and appropriate accommodations/modifications and specialized instruction, guiding the modality in which instruction is delivered from grades Pre-K through twelve. Through this comprehensive curriculum framework, students will be able to achieve identified goals in core curricular areas including English Language Arts, Mathematics, Science, Social Studies, and World Languages. The school model also places an emphasis on the Art, Health and Wellness, and Physical Fitness.

---

[13] Please see a sample School Calendar and Student Schedules in Appendices A and B respectively.

2. Educational Philosophy

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

a. Describe the founding group's core beliefs and values about education.

The Harbor School is based on the highly successful school model developed by the founders of the Capital Preparatory Magnet School in Hartford. Capital Prep sought to address the achievement gap by infusing elements of academic models that had been successful in supporting students from historically disadvantaged populations, such as Upward Bound, Student Support Services and Veterans' Upward Bound, with those that had traditionally sent high rates of students to four-year colleges, like private college preparatory schools. The achievement gap that exists between minority and white students has been long discussed.[14] This gap is typically framed in terms of performance on standardized tests, college going rates and college graduation. As the founders of Capital Prep sought to address the achievement gap, they found that researchers had consistently uncovered that the roots of the gaps in performance could be traced back, at least in part, to the types of schools that minority students attended and parental educational levels.[15] The objective of the creation of the Capital Prep model was to address these issues by creating an academic structure that was organized around what had been proven to support historically disadvantaged students as well as those from elite private schools gain acceptance to four-year colleges.

Models designed to support historically disadvantaged populations, such as Upward Bound, have been shown to be effective with the populations served by Capital Prep.[16] "Overall, of the UB participants enrolled in postsecondary education, 74 percent were enrolled in a four-year institution and 25 percent in a two-year institution."[17] One of the key elements of these part-time out of school support programs, as well as traditional private college prep schools, is to provide multiple opportunities for students to establish meaningful supportive relationships. Features such as extended years, days and weeks, advisory, two sport requirements, capstone projects where students work with a mentor, as well as purposeful student groupings, were present in both Upward Bound programs and successful private prep schools.

All of these elements are imbedded in Capital Prep's model including a year round academic schedule, extended days, Saturday academies, the advisory system, a two sports requirement, a senior social justice project and organization of the school in "houses."

The addition of the six week summer marking period was driven by research on summer learning loss that is most prevalent among minority and poor students.[18] Barbara Heyns' 1978 landmark study of 2,978 6th and 7th graders in the Atlanta city public schools was the first thorough investigation of summer

---

[14] Thernstrom, A. & Thernstrom, S. (2003). No Excuses: Global the Racial Gap in Learning. Simon & Schuster.

[15] Bickel, R., Howley, C., Williams, T. and Glascock, C. (2001, October 8). "High School Size, Achievement Equity, and Cost: Robust Interaction Effects and Tentative Results." Education Policy Analysis Archives, 9(40). Retrieved [September 19, 2005] from http://epaa.asu.edu/epaa/v9n40.html.

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

[17] Ibid.

[18] Cooper, H. (2003). *Summer Learning Loss: The Problem and Some Solutions.* http://ecap.crc.illinois.edu/eecearchive/digests/2003/cooper03.html

learning.[19] Heyns found that while poor children and black children came close to keeping up with middle-class children in cognitive growth when school was in session, they lagged far behind during the summer. The impetus for the year round school year was the knowledge that Capital Prep would serve minority and poor students.

Based on this research, and numerous site visits to successful college preparatory schools across the country over the course of three years, the founders developed the Capital Prep model and established Capital Preparatory Magnet School in Hartford.

The founders of the Harbor School were guided by the core beliefs and values articulated by the founders of Capital Prep in their development of strategies to support historically disadvantaged students, their families and their communities. The following core beliefs have shaped the innovative school model and reflect the founders' philosophy about education and child development.[20]

- We believe that every student can learn and excel given the right conditions and learning environment. We will intentionally promote and establish a learning environment that is filled with love, respect, empathy, accountability, and responsibility to necessary for the academic, personal, and social growth of every student.[21]
- We believe in the whole child. We believe that consistent, positive interactions between students and adults in a loving environment and ongoing, supportive relationships with their families will enable student achievement at the highest levels. We will incorporate an array of academic and affective supports in the learning environment to foster the success of all students.[22]
- We believe that students must connect the relevance of their academic work to the real world. We will provide project-based and problem-based learning opportunities to help students apply their skills and knowledge to real world issues and come to view themselves as catalyst for social change.[23]

---

[19] Heyns, B. (1978). Summer Learning and the Effects of Schooling. New York: Academic Press.

[20] Evidence supporting the efficacy of the Capital Prep model is discussed more fully in section II.3. Curriculum.

[21] Teach Up for Excellence. Tomlinson, C.A. and Javius, E.L. (2012). For Each to Excel. Vol. 69, No. 5., pp.28-33.; Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Blackwell, L., Trzesniewski, K., & Dweck, C.S. (2007). *Child Development*, 78. 246-263; Realizing the Potential of Learning in Middle Adolescence; (2012). Halpern, R. PhD., Heckman, P. PhD., & Larson, R. PhD. http://www.howyouthlearn.org/pdf/Realizing%20the%20Poential%20of%20Learning%20in%20Middle%20Adolescence.pdf; Teachers as Role Models: Teaching Character and Moral Virtues, Lumpkin, A. http://eapp-www.csuchico.edu/kine/documents/teachersasrolemodels.pdf

[22] Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. (2004) Klem, A.M. and Connell, J.P., http://www.indiana.edu/~ceep/hssse/Klem.pdf; Student motivation in middle school: The role of perceived pedagogical caring. Wentzel, Kathryn R. Journal of Educational Psychology, Vol 89(3), Sep 1997, 411-419. doi:10.1037/0022-0663.89.3.411

[23] Achieving Academic Excellence through Rigor and Relevance. Daggett, W.R. (2005). International Center for Leadership in Education. http://www.leadered.com/pdf/academic_excellence.pdf; Helping students find relevance: Teaching the relevance of course content can help students develop into engaged, motivated and self-regulated learners. Roberson, R. (2013). American Psychological Association. http://www.apa.org/ed/precollege/ptn/2013/09/students-relevance.aspx; The importance of establishing relevance in motivating student learning. Kember, D., Ho, A. and Hong, C. (2008). Active Learning in Higher Education vol. 9 no. 3 249-263

- We believe that data-driven instruction is essential to every aspect of the college preparatory educational program to enhance the academic, personal, and social growth of each student.[24]
- We believe students must be become critical and caring thinkers. We will support student development as critical and caring thinkers through the use of a rigorous college-prep curriculum and exposure to opportunities historically inaccessible or unavailable to underserved or disadvantaged students and their families.[25]
- We believe that all students are entitled to high-quality curriculum and instruction throughout their educational experience.[26]
- We believe that parent and community engagement are vital to student success.[27]

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

Because the educational philosophy of the Harbor School is focused on the whole child and creating a supportive environment that fosters the success of every student, these core beliefs are operationalized in a highly individualized educational program for students that is designed to meet the unique needs of every learner. The educational philosophy is child-centered, grounded in the belief that every student has the potential to achieve excellence. The combination of academic and affective supports provides resources for students, which address their particular learning needs in order to achieve mastery of critical skills. Teaching and learning is individualized through strategies such as individualized learning plans and student- led conferences. High expectations are tailored to each student's strengths and challenges. Applied learning strategies connect content to each student's life and experience. Affective supports are also individualized through the use of advisory and other relational interactions with students throughout the educational experience. In addition, parent and community engagement insures our connection with the whole child, which enhances our ability to support each student's specific needs.

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

The school's educational philosophy holds that with the right conditions and learning environment, including affective and academic supports, every child can achieve academic excellence. The purposeful exchange of love through rigorous expectations, mutual accountability and respect, self-reflection, empathy and a pervasive sense of individual and social responsibility guide the school's affective supports. Affective supports include such strategies such the advisory and the student assistance plan. Learner expectations, essential questions, and social justice strands guide the school's academic supports. Academic

---

[24] Using Data to Guide Instruction and Improve Student Learning. Lewis, R., Madison-Harris ,R., Muoneke, A. and Times, C. *SEDL Letter* Volume XXII, Number 2, Linking Research and Practice (and references therein).

[25] *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, Paul, R. (1995). Foundation for Critical Thinking, The Foundation for Critical Thinking; "Employers More Interested in Critical Thinking and Problem Solving Than College Major," Humphreys, D. aacu.org, Apr. 10, 2013

[26] Achieving Academic Excellence through Rigor and Relevance. Daggett, W.R. (2005). International Center for Leadership in Education. http://www.leadered.com/pdf/academic_excellence.pdf

[27] A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Henderson, A.T. and Mapp, K.L. (2002). http://www.sedl.org/connections/resources/evidence.pdf; Research Spotlight on Parental Involvement in Education. National Education Association. (2013). http://www.nea.org/tools/17360.htm; Parent Involvement. National Middle School Association (2006). http://www.nmsa.org/Research/ResearchSummaries/ParentInvolvement/tabid/274/Default.aspx; What Research Says about Parent Involvement in Children's Education In Relation to Academic Achievement. Michigan Department of Education (2002). http://michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf; The Benefits of Parent Involvement: What Research Has to Say. Olsen, G. and Fuller, M.L. (2010). http://www.education.com/reference/article/benefits-parent-involvement-research/

supports include strategies such as an extended learning day, year-round schooling, individualized learning plans, and project-based learning. Additionally, the school has incorporated throughout the grades Pre-K to 12 learning environment a data-driven, differentiated, college-preparatory educational experience that culminates in a capstone action research project.

Capital Prep has ten years of experience honing the essential elements of the educational model and providing evidence that the founders' educational philosophy leads to successful student academic achievement on a range of measures. For example, 100 percent of our graduates are accepted to four-year colleges as compared to 98% of graduating seniors statewide. In addition, Capital Prep students not only outperform students in Hartford and Bridgeport on standardized assessments such as the CAPT, but Capital Prep African American and Latino students outperform their counterparts in largely white, affluent suburban communities.

3. Curriculum

Charter schools have the freedom to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school, and that best serve the needs of the anticipated student population. The curriculum must align with the Common Core State Standards (CCSS) for English language arts and mathematics and the Connecticut State Frameworks for all other areas of study.

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

Curriculum Development

Instruction at the Harbor School is designed to teach students to be proficient in the five learner expectations of the school. Students will be taught to be collaborators, problem solvers, empathetic citizens, researchers and knowledgeable people. The curriculum allows students to investigate these pillars of an educated person specifically through the theme of social justice. This thirteen-year instructional plan culminates in a yearlong capstone project or Social Justice Project (SJP) during the senior year, which requires students to identify, research and implement a plan to correct a social injustice in their community.

Teachers will employ the principles and framework of Understanding By Design (UbD)[28] to plan and develop curriculum units that are integrated with the social justice theme. Understanding by Design is a three-stage curriculum framework developed by Grant Wiggins and Jay McTighe that will require teachers to identify the objective of the unit of instruction and map backwards from the desired outcome. During Stage 1 of the framework, curriculum experts will, keeping in mind the school's goals, curricular priorities, and five learner expectations, identify the appropriate Common Core State Standards (CCSS), enduring understandings, essential questions and skills to be taught during each unit of study.

Students will be taught to be collaborators, problem solvers, empathetic citizens, researchers and knowledgeable people.

Stages 2 and 3 of the Understanding by Design curriculum development process are both on-going and collaborative endeavors. During the second stage, subject-area teachers by department and grade level reflect upon the unit expectations to determine what type of evidence is needed to determine that

[28] http://www.authenticeducation.org/ubd/ubd.lasso

the desired learning and understanding have been achieved. The teachers will create a list of formal and informal assessments to guide individual lessons and to ensure student success. Through the analysis of data common formative assessments and standardized tests, such as the Connecticut Mastery Test, Smarter Balance assessment and Measures of Academic Progress assessments, department teacher teams will identify subject-specific strengths and weaknesses for students, both as a group and as individuals, to modify instruction. Grade-level teacher teams will share and compare outcomes of the department teams' analysis. During stage 3, as a result of professional discussions, subject-area teachers will design and implement instruction and assessment strategies for their specific groups of students.[29] During stage 2 and 3, subject-specific units are reviewed and revised to meet the needs of specific students. After this initial process has occurred, the collaborative effort of design will continue to develop and revise effective scope and sequences within each curriculum.

Unit development discussions will occur throughout the school year during bi-weekly departmental meetings as well as during grade-level meetings. The department curriculum team will discuss content and method of instruction, continually revising stage 2 and 3 unit plans. Grade-level meetings occur within the school day, two to three times weekly for forty-five minutes. During this time, grade-level teachers will collaborate to revise methodology and continue to create interdisciplinary learning activities relating to the school learner expectations as well as the expected performances outlined in the Common Core State Standards. The planned units are designed to increase the depth of understanding students already have related to specific topics as well as to increase the skills necessary for them to become productive members of society.

Although the curriculum is rooted in the Common Core State Standards and the learner expectations, the constant revisions in stages 2 and 3 of the Understanding by Design curriculum planning and development process allows for instruction to be both relevant and appropriate for the learners in a specific classroom. Daily instruction is adaptable and flexible, relying on the expertise of the subject-area and grade-level team to meet the diverse learning needs, abilities, and interest of students currently in their classrooms.

Curriculum Selection

Understanding by Design principles are also used to develop a powerful curriculum selection process. UbD principles suggest a number of criteria, described below, that were used for selecting curriculum and textbook materials for the Capital Prep model[30].

- **Criteria #1 – Does the curriculum program support development of agents of change as described in the school's Blueprint and Learner Expectations?**
    - Extent to which the curriculum supports student development into informed, global citizens who are inspired to discover and fulfill their social, academic and civic responsibilities and work toward social justice in their communities.
- **Criteria #2 – Do the curriculum/materials focus on big ideas and/or essential questions?**
    - Extent to which the curriculum/materials identify a limited number of big ideas – concepts, themes, issues, etc. – and include provocative essential questions around which knowledge is examined.

[29] http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf

[30] http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/UbD-Review-Criteria-for-Textbooks.pdf

- **Criteria #3 – Do the curriculum/materials require learners to be thoughtful, reflective, and use high-level skills?**
    - Existence of continual instruction and assessment opportunities for students to be thoughtful and reflective through the six facets -- explain, interpret, apply, give perspectives, empathize and explore their own self-knowledge.
    - Existence of ample opportunities to learn and to use high level skills, such as research, scientific inquiry, strategic reading, writing, problem solving and decision-making.
- **Criteria #4 – Do the curriculum/materials include valid and varied assessments - both traditional and performance-based?**
    - Inclusion of a variety and balance between traditional and understanding-based performance assessments and between summative and formative assessments.
    - Evaluation of the validity of the assessments – the connections between the assessments and the goals of the materials.
- **Criteria #5 – Do the curriculum/materials contain effective and engaging activities?**
    - Inclusion of activities that help students master understanding, inquire into essential questions, explain and explore their understanding, promote interaction between teachers and students, motivate student learning, and help students make meaning.
- **Criteria #6 – Do the curriculum/materials continually revisit big ideas?**
    - Existence of curriculum/materials that use "overarching" big ideas and questions to develop ideas in greater depth and inquire into them over time.
    - Extent of coherence of the curriculum/materials as determined by how well they revisit, refine, and reflect on ideas and/or explore the same or similar questions over time.
- **Criteria #7 – Do the curriculum/materials reflect a "developmentally appropriate" approach to student learning?**
    - Inclusion of curriculum/materials that support rigorous academic learning of big ideas and essential questions, but are not so far above or below the current abilities of the learner that they stifle learning.
- **Criteria #8 – Are the curriculum/materials geared to the diverse abilities, interests and needs of students?**
    - Extent to which the curriculum/materials support the varied needs of students in a diverse classroom environment, including special education students.
    - Extent to which the curriculum/materials and strategies incorporate multiple student intelligences and learning styles.
- **Criteria #9 – Is the curriculum program based on text alone, or does it include many different types of materials, including technology-based learning?**
    - Evaluation of whether the text is the sole source of information or whether there are multiple sources that allow for thoughtful understanding based learning and inquiry.
    - Evaluation of the role of technology in promoting understanding based teaching and learning.

- **Criteria #10 – Do the curriculum/materials encourage interdisciplinary connections?**
    - Extent to which the curriculum/materials encourage interdisciplinary connections, such as by integrating big ideas and essential questions or skills and processes across disciplines.
- **Criteria #11 – Are the curriculum/materials and instructional plans well organized and easy to use (teacher friendly)?**
    - Extent to which the understanding based program is well-organized, how big ideas and essential questions are clearly organized and made explicit throughout the curriculum/materials, how well-developed and organized is each unit and lesson, how assessments and materials are integrated throughout the program, how accessible suggested outside materials are, and how easy it is to adapt the program to a teacher's own style.
- **Criteria #12 – Are outside experiences, including family and community involvement, part of the learning experience?**
    - Inclusion of authentic learning experiences as an on-going part of the curriculum materials.
    - Inclusion of opportunities for parents to work with their children in order to supplement understanding based learning experiences. Supplemental materials, such as study guides, should also help students organize their learning and thinking.

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

The Harbor School's curriculum development process explicitly requires alignment with Common Core State Standards (CCSS). In addition, the school uses a standards-based approach to grading that focuses on mastery by identifying skills that are aligned with CCSS. As a result, these standards are not only the basis for the curriculum design but for measuring student achievement and success. The Common Core State Standards provide a consistent, clear understanding of what students are expected to know and be able to do as a result of instruction. The CCSS ensure that students are college and career ready in literacy and mathematics. As a natural extension of meeting the charge to define college and career readiness, the CCSS outline a vision of what it means to be a literate person in the twenty-first century.[31] The Standards for Mathematical Practice describe varieties of expertise that mathematics educators should seek to develop at all grade levels. The practices rest on those "processes and proficiencies" with longstanding importance in mathematics education.[32]

The School's curriculum was designed using the Understanding by Design (UbD) frameworks developed by Grant Wiggins and Jay McTighe. The UbD framework offers a planning process and structure to guide curriculum, assessment and instruction. The three stages of backwards design involve identifying desired results, determining the assessment evidence, and planning learning experiences and instruction. "Student achievement is strengthened when the curriculum is coherent, developmental and allows for in-depth learning"[33]. The UbD frameworks meet the needs of students; therefore, supporting high student achievement by allowing for the curriculum to spiral and by centering teacher instruction on the

---

[31] http://www.corestandards.org/ELA-Literacy

[32] http://www.corestandards.org/Math

[33] McTighe, J. & Seif, E. (2011). *Teaching for meaning and understanding: A summary of underlying theory and research.* Pennsylvania Educational Leadership, 24(1), 6-14.

cognitive and developmental needs of students.

The Curriculum Design Team, led by the Academic Dean and consisting of a representative but small group of teacher leaders will engage in an ongoing process to design, implement, and evaluate the curriculum and related materials to ensure alignment with the Common Core State Standards and with the mission, vision, and philosophy, including the Learner Expectations and the three "R's", of the Harbor School. The Team will be charged with the gathering and reviewing trends and issues in teaching all disciplines as documented in professional journals and issue papers or briefs, or as observed in visits to other schools. The Team will continuously gather resource materials, curriculum content, instructional methods, and assessment tools to inform their work and to discuss with all teaching staff. Additionally, the Curriculum Design Team will meet with the Data Team to conduct a regular review and analysis of interim and State assessment results. Analysis of this data will help the Curriculum Design Team determine how well the School is doing to meet the diverse needs of students and make modifications as needed to the curriculum, assessments, or instruction accordingly using the UbD model and in the context of the Learner Expectations (Objectives). The Team will engage regularly with subject-area and grade level teachers to provide guidance on the development and implementation of unit plans and assessments. Constant revision to create curriculum documents will be expected to address issues created by student diversity and learning styles. The Harbor School curriculum design teams should "expect that once teachers and students start using the curriculum on a larger scale, there will be some issues to discuss".[34] This revision process likewise facilitates student success by creating an ongoing process for improvement and tailoring of curriculum design.

The curriculum is also designed using the Universal Design for Learning (UDL) framework. The purpose of UDL curricula is to help students learn a specific body of knowledge and master a set of skills, but also to help them master learning by becoming expert learners. "Cognitive psychology research indicates that student learning is enhanced when students are able to explore, organize, connect, process and apply information and ideas"[35]. Expert learners are strategic, knowledgeable, purposeful and motivated to learn more. Designing curricula using UDL allows teachers to remove potential barriers that can prevent learners from become experts in order to support higher levels of student achievement. The UDL curriculum is comprised of four main components: goals, methods, materials and assessment. Goals are often described as learning expectations. Goals are expressed in a way that acknowledges learner variability and differentiates the goals from the means. Expert teachers apply evidence-based methods and differentiate those methods according to the goal of instruction. In the UDL curriculum, materials offer alternate pathways to success, including choice where appropriate and varying levels of support and challenge. UDL assessments reduce or remove barriers to accurate measurement of learner knowledge, skills and engagement because of the ability to accommodate learner variability. This ability allows our teachers to better meet the needs of their students, thereby facilitating greater student success both academically and non-academically.

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

The Harbor School curriculum, like that of the Capital Prep curriculum, is appropriate for all students, regardless of ability. The CCSS articulate rigorous grade-level expectations in the areas of

---

[34] Mooney and Mausbach (2008). "Align The Design", ASCD

[35] McTighe, J. & Seif, E. (2011). *Teaching for meaning and understanding: A summary of underlying theory and research.* Pennsylvania Educational Leadership, 24(1), 6-14.

mathematics and English language arts. Students with disabilities–students eligible under the Individuals with Disabilities Education Act (IDEA)–must be challenged to excel within the curriculum and be prepared for success in college or career endeavors. Teachers will challenge all students by using differentiated instruction, a theory based on the premise that instructional approaches should vary and be adapted to individual students' needs.[36] In order to ensure that students with disabilities are adequately supported in their learning, staff at the Harbor School will use a student's individualized education program (IEP) to specify the supports and accommodations to help each student access the CCSS. These supports and services are based on careful assessment of the student's current level of performance using collected data. The supports and accommodations are designed to address any aspect of a student's disability that is interfering with learning. "Differentiated instruction recognizes the need for students to receive flexible models of skilled performance. Teachers implementing differentiated instruction are encouraged to demonstrate information and skills multiple times and at varying levels. As a result, learners enter the instructional environment with different approaches, knowledge and strategies for learning"[37].

The on-going revisions of curriculum in Stage 3 implementation of subject units will provide yearlong opportunities for teachers to modify instructional methods to meet the needs of specific students. The tri-annual analysis of MAP data will allow teachers to identify areas of growth and deficiencies amongst students in their classrooms. Subject and grade-level teams of teachers will analyze this data to effectively plan for opportunities of growth in standard skill acquisition.

The most effective way to meet the needs of all of the students the school will serve, including those students with disabilities, is to apply the principles of UDL. "According to the National Center on Universal Design for Learning, UDL emphasizes that an effective goal must be flexible enough to allow learners multiple ways to successfully meet it"[38]. UDL also provides opportunities for English Language Learners (ELLs) to work towards proficiency in outlined standards as well as demonstrating their level of understanding. "UDL supports cultural differences because it allows students different means of expression, which is extremely different from culture to culture. UDL is especially important for ELLs, because it not only provides different means of expression which reduces anxiety for public speaking, but provides these students with supportive tools to assist in the learning of the English language."[39]

The Harbor School, like many schools, will serve a diverse student population that speaks multiple languages. English Language Learners bring with them many resources that enhance their education and which can serve as resources within the classroom. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language. Additionally, they bring an array of talents and cultural practices and perspectives that can be used to enrich the curriculum. The curriculum will help foster success in the ELL student population because it is literacy-rich. The immersion in a variety of language-based experiences helps develop foundational skills in English. The curriculum allows for students to engage in discourse and interaction that help to develop communicative strengths. Throughout the curriculum, assessment and feedback are critical to help guide the learning of the ELL student. Within the curriculum, teachers model and scaffold the use of new vocabulary and learning strategies. By modeling and presenting information in different formats, ELL students are able to fully

---

[36] Tomlinson, C.A., (2001). *How to differentiate instruction in mixed-ability classrooms.* (2nd Ed.) Alexandria, AV: ASCD.

[37] Hall, T., Strangman, N., & Meyer, A. (2011). *Differentiated instruction and implications for udl implementation.* National Center on Accessible Instructional Materials.

[38] McLaughlin, M. (2012). Six principles for principals to consider in implementing CCSS for students with disabilities. *Principal*, Sept/Oct 2012.

[39] https://sites.google.com/site/astudyonudl/impact-of-udl-on-academic-and-cultural-diversity

participate in and take advantage of the rigors of the CCSS-aligned curriculum.

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

Using the Understanding by Design model for curriculum design, CCSS, enduring understandings, essential questions and skills will be identified for unit plans for each class taught at the Harbor School in what will be considered Stage 1. These unit plans will reflect changes in national standards and the scope and sequence of content will be refined to meet requirements set forth by the CCSS. During this stage of planning, grade-level expectations will be mapped out and enduring understandings and essential questions to be addressed in specific units of study will be created. At the end of each year, each department will review the desired results of each unit to assess their appropriateness based on reflection of the past year's implementation. Planned end of unit assessments created in Stage 2 of unit design, will be modified throughout the year at the discretion of subject-specific teachers. The academic dean and department chairs will monitor all proposed changes to assessments to ensure the integrity to Stage 1 planning.

While learning objectives and lesson plans will be outlined in Stage 3 planning, this will be the most dynamic part of the Harbor School curriculum design process. Teachers will rely on results of standardized assessments, department professional development and professional conversations during grade-level meetings to revise day-to-day instruction and assessment with the ultimate goal of success on the identified end of unit assessment. The academic dean will monitor teacher's weekly lesson plans and conference with teachers to ensure the success of this process. When deemed necessary by the academic dean, the department chair will provide professional development for individual teachers having difficulty maintaining integrity to the curriculum outlined in Stage 1 and 2 of each unit.

e. *Provide one sample curriculum unit for English language arts and math for one grade to be served in year one of the proposed school's operation. The following minimum curriculum components must be include in the unit: content and skills; standards, CCSS, and state frameworks; learner expectations; big ideas/key concepts; assessments; teaching strategies; learning activities; and instructional resources.*

Please see Appendices D and E for Sample Curriculum Units for Math and English Language Arts, respectively.

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-teacher or aides, technology, physical space, etc.).*

Instructional Approach

The Harbor School is a year-round college-preparatory pre-K through 12th grade educational program organized around a core theme of social justice, guided by a spiraling series of essential questions and evaluated in light of explicit learner expectations and standards-based assessments. The core elements of the School's pedagogical approach are framed by the Capital Prep Organizational Matrix, which illustrates the integration of Capital Prep's social justice theme, essential questions, learner

expectations and student assessments. These elements, outlined in detail in [Sections I.1 and 2], include an emphasis on academic mastery, college preparedness, early-college experience, programming for gifted and talented students, project-based learning, and the integration of social, personal and community objectives into the educational goals of the school.

In addition to these elements, the Harbor School believes that the creation of a loving, nurturing, and "no excuses" environment is key to student success. Based on the documented and improvements over time, the Capital Prep school culture model is easily replicated in other educational environments. As a result, the Harbor School's educational approach and teaching methods will be designed to produce a "high-touch" experience in order to reinforce with each student that multiple adults in the school care about them and believe in them. The Harbor School will operationalize its commitment to students through multiple "touches" such as the Advisory System; regular communication between parents, student and school; the mandatory two sport requirement in the Sports Education Model, and; consistently high expectations of every student, which is particularly loving for students from disadvantaged populations who may not have experienced this in other contexts. The school culture model, which is essential to its success, is deliberate and driven by design. The critical elements of Capital Prep's pedagogical approach, school culture, instructional methods, and student assessments, are discussed in more detail below.

Instructional Methods

Nurturing Environment for Students and Teachers

Area of support	Students	Staff
Individual Support	*Students have advisors*	*Staff have peer pairs*
Group Support	*Students in advisory*	*Staff are in professional learning communities*
Individual Development	*Students have individualized learning plans*	*Staff have individualized teacher plans*
Action Research	*Students have Capstone Project*	*Staff have creative symposium*
Leadership Opportunities	*Students have student government*	*Staff have leadership cohort*
High-Touch Environment	*Students have 2 sport requirement*	*Staff engage in afterschool activities*

School Climate

The Harbor School will replicate the model of Capital Prep, which has successfully created a positive school environment for students, teachers and parents. As reported in its "School Climate and Student Connectedness Survey" in 2013, staff provided positive responses across six categories of measurement: school leadership and involvement, staff attitudes, student involvement, respectful climate, school safety and parent and community involvement, with the highest ranking for the categories of staff attitudes. Parents surveyed provided the most positive responses in the areas of the quality of the education of their child at Capital Prep, respect for cultural diversity and high expectations from adults at the school. Students in grades 5-12 also provided consistently positive responses to the survey, with the

highest rankings in the areas of high expectations and social and emotional learning. For complete School Climate survey results, please see Appendix F.

Advisory

The Advisor's Mission

The main purpose of the advisory program at the Harbor School is to foster personalization, strengthening the relationship between each student and their learning environment. It is the responsibility of the advisor to monitor both social and academic development of each of their advisees throughout their experience at the school, while fostering a positive school culture. Advisors will work to create affective bonds with their advisees and their families, as well as, act in the role of academic mentor. Guidance in both domains should be provided daily, and students will be encouraged to create and successfully meet both short and long term goals in each. Student-led conferences will be utilized for advisor and advisee assessment of these goals. In advisories, students will develop skills needed to become an agent of change as outlined in the school's *Blueprint*. Advisors will promote this by encouraging the creation and collection of artifacts, identifying and facilitating public service activities and assisting in the development of senior justice projects.

Advisor Role

Each staff member is an advisor for a group of students. This group of students will consist of students from all grade levels. The advisor and their advisees will be part of the same advisory group for the entirety of their enrollment at the Harbor School. The roles of the advisor are as follows:

Academic Support: The advisor will promote the monitoring of individual student progress. To effectively do so, advisors will be the facilitator of their individual advisee family PowerSchool accounts. Discussions about student progress will be held formally in advisory sessions and also informally as necessary. Each advisee will work to create an ILP for each quint. Advisors will also facilitate discussions around SAT preparation, activities around social justice topics and learner expectation applications.

Guardian Contact: The advisor will contact parents/guardians at least once every other week to discuss student progress and strategies for improvement. These conversations are also a way for advisors to be informed of issues outside of school impeding their advisee's ability to meet success in their academic and/or social goals. The advisor should also refer to and discuss data found on PowerSchool to help parents/guardians be better involved in their child's education. Content of all guardian contacts will be recorded in the Advisory file on PowerSchool.

Affective Support: The advisor will build and maintain a relationship with each advisee in order to better advocate for and support each student's individual learning plan. The advisor will schedule a time to meet individually with each of their advisees at least once a week. During this meeting, advisors will not only discuss academics but also give the student an opportunity to discuss any issues that students may have.

Portfolio and Student-Led Conference Development: The advisor will monitor and support the creation and maintenance of an electronic portfolio that showcases student learning and growth. As part of this development, advisors will facilitate discussions about the learner expectations and how the students can demonstrate meeting these expectations. Students will submit pieces of work to demonstrate learning and growth with respect to specific learner expectations. These pieces of work together with a thoughtful reflection will be artifacts included

in advisee SLC presentations.

Public Service Support: The advisor will encourage non-senior advisees to participate in at least 3 hours of public service, to be served outside of the school community, per semester. Advisors should assist in identifying volunteer opportunities and, whenever possible, plan whole advisory projects. The advisor will be responsible for collecting evidence of public service hours.

Senior Advisee Support:

Social Justice Project (SJP): The advisor will support juniors/seniors in the development of an SJP topic, essential question, action plan, and final paper. They will provide feedback on a regular basis. Advisors will support seniors in creating opportunities for the entire advisory to become involved in the senior's project.

College Acceptance Requirements: The advisor will check in with their senior advisees regarding their college application and acceptance process to ensure that they are meeting deadlines. This includes applications, essays, recommendation letters, scholarships, financial aid, etc. They should also support parents throughout this process.

Advisory Buddy Facilitator: The advisor will facilitate opportunities for Upper and Lower school 'buddies' to interact. Each Upper School advisory is paired with a Lower School advisory to form a buddy advisory relationship. On every third Friday of a given month, these two advisories should meet for a combined Friday session. When fifth grade students move into the Upper School, they step up into their buddy advisory. For more details about Advisory, please see the full Advisory Handbook located in Appendix G.

Student Assistance Team (SAT) Academic Monitoring

The Harbor School will replicate Capital Prep's strong support system, which includes additional academic support and social skills development, managed by the Student Assistance Team (SAT). This is supplemental to the support that students already receive from their classroom teachers. The SAT also strives to work with parents to increase their understanding of current educational practices and student achievement. This process is viewed as a unique approach to sustaining student interest, motivation, and success. The SAT's practices are outlined in more detail in Appendix H.

Seminar

Seminar is a 50-minute block of time during the school day that is used to support student learning. This includes, but is not limited to: skill development for those in need of intervention support, an opportunity for seniors to implement their social justice action plans, access to the internet for research and collaboration purposes, time to work with community members.

Enrichment

Teachers and students have developed enrichment clusters that allow students to be involved in some form of extra-curricular activity during the school day. Using a form of the Renzulli Enrichment Cluster Model developed by the National Research Center of the Gifted and Talented, the Harbor School will offer activities such as Robotics, Journalism, Yearbook, Drama, Art, Chess, Moralistic Teaching, World Languages, and Running to name a few. Similar to seminar, this time can also be used for students to seek further academic support or for seniors to execute their action plans. As its name suggests, enrichment enhances students' educational experience.

Academic Center

Each staff member is required to stay after school a minimum of one day a week for 45 minutes and provide academic tutoring and support for students in their classes. Students use this as quiet time to complete assignments as well as time to get the tutoring help they need from their teachers. The teachers' academic center schedule is disseminated to both students and their parents to allow families to plan according to students' needs.

Wellness Mission

The Capital Prep model holds that it is imperative for students to gain a life-long health consciousness to realize their physical, emotional, as well as mental potentials. As students develop plans of actions to increase their levels of five student expectations, they will also create a Wellness Plan describing their path towards a healthier lifestyle; setting in motion better habits of health. During physical education, the Harbor School students will assess their individual progress towards fulfilling the wellness mission statement through daily reflection or their Wellness Plan. Wellness Plans will include descriptions of how students will cultivate better habits of health. Habits of health, keys to a healthy lifestyle, at the Harbor School are:

- Students as purposeful and efficient movers
- Students as collaborative participators
- Students as motivated exercisers
- Students as life-long physical beings

In addition, rooted in the expectations of traditional preparatory schools, Upper-School students at the Harbor School will be expected to participate in "at least two co-curricular activities per year for the duration of the project and/or season". The founders believe that participation in daily after-school activities displays personal commitment, hard work and the ability to be a member of a group are all demonstrable traits that students will need to compete successfully for seats at four-year colleges or universities.

The Harbor School's Wellness Mission is based on the "sports education model," a curriculum model designed to make physical education more meaningful for unmotivated students.[40] Sport Education is a curriculum and instruction model designed for delivery in physical education programs at the upper elementary, middle school, and high school levels. It is intended to provide children and youth with more authentic and enjoyable sport experiences than what we typically see in past physical education classes. Students participate as members of teams in seasons that are longer than the usual physical education unit. They take an active role in their own sport experience by serving in varied and realistic roles that we see in authentic sport settings such as captains, coaches, trainers, statisticians, officials, publicists, and members of a sports council. Teams develop camaraderie through team uniforms, names, and cheers as they work together to learn and develop skill and tactical play.

The three major goals that guide program development in Sport Education are for students to become competent, literate, and enthusiastic players.[41] This means that teachers must design learning experiences that facilitate students learning in realistic settings. According to Siedentop (1994),

- A competent player has sufficient skills to participate satisfactorily, can execute strategies that are

[40] A description of this model can be found at www.tbc.school.nz/elearning/.../What%20is%20Sport%20Education.doc

[41] (Siedentop, 1994)

appropriate for the complexity of the game being played, and is a knowledgeable player;

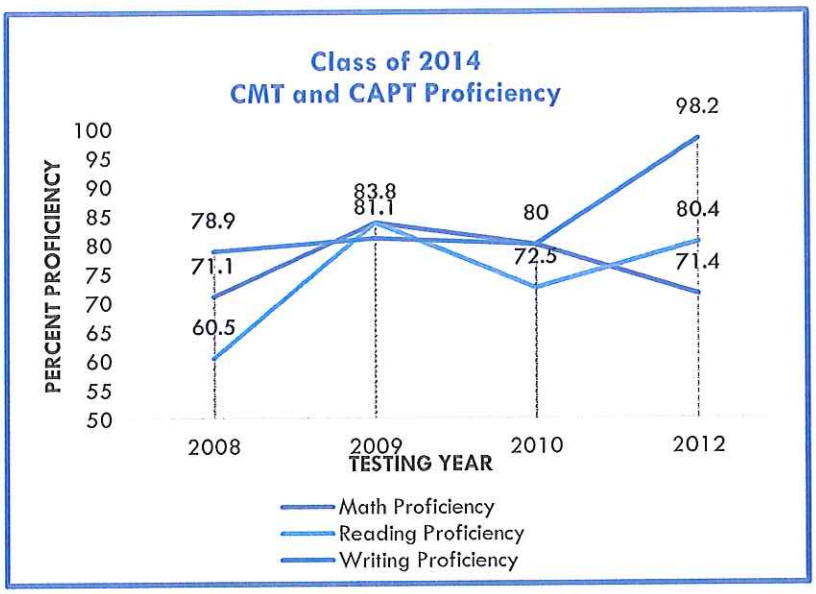
- A literate player understands and values the rules, rituals, and traditions of sport, and is able to distinguish between good and bad sport practices in a variety of sport settings; and,
- An enthusiastic player is one who preserves, protects, and enhances the sport culture through participation, involvement, and appropriate behavior.

Please see the Harbor School Physical Education Plan, attached as Appendix I for a full description of the Wellness Mission.

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

Student Achievement

Innovative and individualized instructional methods will help support high achievement standards for all students enrolled in the Harbor School. Innovative instruction, such as project-based learning, allows for students to extend their understanding of content and application of skills past traditional levels of expectation. Project-based learning allows students to make both interdisciplinary and social-justice connections. These connections enhance student achievement and allow for students to demonstrate mastery of the content and skill areas being assessed. As a result of authentic performance tasks and interdisciplinary learning, students who have progressed through the Capital Prep model have increased their academic capacity. The evidence, CMT and CAPT data, indicates positive growth in student achievement on reading, writing and math assessments. The data below for the Class of 2014 shows increases in the percentage of students reaching proficiency or higher on the state assessments. Gains as large as twenty percent in reading and writing have occurred as the result of innovative and individualized instruction delivered through a comprehensive student-centered curriculum.



Standards Based Grading

CPS determines an individual student's level of mastery through Standards Based Grading (SBG) rather than a traditional grading system. SBG allows students to work towards mastery of content standards and skill-based standards at their own pace for an entire academic year. SBG provides a "wealth of information to help teachers adjust instruction"[42] for the class as a whole or for individual students, including Students with Disabilities, English Language learners, or struggling students. For students who are gifted and talented, SBG allows for increased extension activities to enhance student learning. At the completion of the academic year, all students must have demonstrated mastery of "priority standards" or those standards deemed necessary to be successful at the next grade level.

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

Several Professional Learning Communities (PLCs) will be developed within the school, one of which will be the PLC for Assessment and Data Analysis ("Data Team"). The Data Team will work closely with administration to analyze standardized testing data and in collaboration with department leaders to identify areas of strength and areas for growth related to each standard assessed. When areas for growth are identified, the Data Team will propose a series of interventions to help strengthen instruction. The proposed interventions may range from changes in whole-class instruction to small group instruction to individual support. If standardized testing data indicates the majority of a specific cohort has failed to master a specific standard or skill, whole group intervention will be necessary. The teachers of the struggling cohort will be paired with a master teacher who will provide support and coaching related to best practices. In addition, smaller, grade level teams of teachers perform on-going analysis of classroom and Common Formative Assessment data. As a result of these grade level data discussions, modifications to instruction and in-class interventions are made to help all students reach their maximum academic potential. This collaborative, non-evaluative environment allows for increased discussion of best practices

[42]Patricia L. Scriffiny, "Seven Reasons for Standards-Based Grading," *Expecting* Excellence, 66, no. 2 (2008): 70-74.

related to teaching and learning.

If standardized data indicates that a small group of students is in need of intervention, the small group instruction can be tailored to the individual needs of the student. Alternative assessments and methods for showing mastery of content or skill can be provided to students after re-teaching and learning has occurred. Individual students who have demonstrated weakness in mastery of content or skill can receive individual support after unsuccessful intervention strategies have occurred. When working individually with a student, teachers will be able to much more accurately determine the specific learning needs of the student and implement innovative teaching strategies to help the struggling learner work towards mastery of content and skill.

In addition, data teams will work collaboratively with the Standards Based Grading (SBG) PLC to create rubrics for each skill or content area that will be assessed. Non-standardized assessment data is a strong indicator of student success and can be obtained at much more frequent intervals when compared to standardized assessment data. The Data Team and SBG PLC will work in collaboration to determine what is considered mastery for each skill and content area. When mastery has been determined, exceeding mastery and approaching mastery categories can be described in detail so that a comprehensive rubric can been created. By standardizing rubrics, classroom assessment data becomes a much more valuable tool when assessing instruction to determine if all of the students' needs have been met.

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

The Harbor School will ensure that teachers are proficient in delivery of effective instructional methods to their students through evaluation of lesson plans, formal and informal observations, data analysis and professional development.

Evaluation of Lesson Plans

Stage 1 of the UbD curriculum design process outlines essential questions and enduring understandings in addition to desired outcomes. As a result of this process, mastery level of standards can be determined and assessments will be created in Stage 2 of UbD. Stage 3 of UbD is the daily instructional planning. Teachers will be guided through this phase with the assistance of the department leader as well as the academic dean. Weekly lesson plans will be created to reflect the CCSS addressed within the unit, the lesson objectives, intended instructional outcomes with reference to data, classroom learning activities and instructional differentiation. Lesson plans will be submitted weekly to the department leader as well as the academic dean for feedback and evaluation. Teachers struggling with writing effective lesson plans will receive coaching and support from the department leader as well as the academic dean. It is the goal of the team that all teachers will consistently write effective lesson plans in order to ensure that the integrity of the curriculum is upheld.

Formal and Informal Observations

Formal and informal observations will be frequent and ongoing. The goal of the department leader and academic dean will be to assess the classroom climate and learning. Charlotte Danielson and Dr. Robert Marzano, as well as other experts, refer to walkthroughs as a preponderance of evidence in order to make a reasoned judgment about a teacher's overall practice.[43] In conducting observations,

[43] http://www.learningsciences.com/news/informal-observations-its-not-a-gotcha-tactic/

department leaders and administrators can determine the effectiveness level of the teacher in terms of student engagement, higher-order thinking and questioning that occurs between students and between students and the teacher. Observers will make a record of the successful best practices observed and will reflect on these practices. Using classroom and standardized assessment data, the observer can determine if the instructional practices have produced the desired outcomes as set forth in Stage 1 of UbD. The department leader and academic dean will have an opportunity to meet with the teacher and provide a narrative of classroom activities and discourse, as well as a reflection on the effectiveness of instruction. The department leader and academic dean will strive to ensure that the curriculum goals are addressed and individual needs of students are met.

Data Analysis

Standardized assessment data analysis will also be an ongoing process. Upon initial availability of the data, the data specialist will look for trends at the school level and subject-specific trends. After this phase, a more in-depth analysis will take place. As described above, the Data Team will work closely with administration to analyze standardized testing data and, in collaboration with department leaders, to identify areas of strength and areas for growth related to each standard assessed. When areas for growth are identified, the Data Team will propose a series of interventions to help strengthen instruction. Teachers of struggling cohorts will be paired with a master teacher who will provide support and coaching related to best practices. This collaborative, non-evaluative environment allows for increased discussion of best practices related to teaching and learning.

In addition, matched cohort analysis will be completed to determine if students received an "added value" educational year. One of the explicit educational goals of the School will be that as a result of the curriculum and innovative instruction, all students will show longitudinal growth. Data is shared with the teaching staff so that adjustments can be made to the scope and sequence of the curriculum or the instructional delivery when necessary. Multiple standardized assessments will occur during the academic year and therefore, triangulation of data will occur. After triangulation, the teaching team, Data Team, data specialist and Student Assistance Team (SAT) will meet to determine necessary interventions for students who have struggled to meet mastery of the standards outlined in the curriculum.

Professional Development

Professional development is necessary to increase the capacity of all teachers. Good teaching requires life-long learning and continual renewal and enrichment of content knowledge and instructional strategies. The Harbor School intends to develop strong leadership skills in its teachers, many of who become experts in various areas of instruction. These in-house experts who have both strong knowledge of their content and good rapport with their colleagues will take a leadership role in the design and delivery of the professional development. Professional development will occur weekly and each session has a specific focus. For example, in-house professional development will focus on innovative instruction, standards-based grading, data-driven instruction, differentiated instruction and CORE training.

Capital Prep Schools has a number of partnerships with local school districts, area community colleges, and business organizations that will provide exceptional opportunities for Harbor School teachers, administrators and other educational professionals to engage in a variety of external professional development activities including the following:

- Full day professional development sessions focused on instruction, curriculum, and best practices

- Participating in district sponsored professional development sessions
- Visiting other schools to observe and learn from their instructional strategies
- Access to current educational research through community college's library databases

The Capital Prep model creates a nurturing environment for teachers designed to foster relationships with students through the advisory system and with colleagues through professional development activities. Colleagues will be encouraged to work together to develop a compelling academic social and professional climate and culture through their participation in the School's Professional Learning Communities, subject area department meetings, and the existence of a whole-school teacher workroom. Simultaneously, each faculty member will receive opportunities for growth and monitoring through individualized teacher plans as well as the School's creative symposium in which teachers will devise an action-research project related to their individualized teacher plan that they present to the community at the end of the year. The focus of these projects will be to enhance the culture and climate of the school and improve their capacity to practice.

The Capital Prep model holds that an essential component of professional development is utilizing the talent and expertise that exists within the organization. As a result of this belief, two initiatives below were integrated into the model:

Professional Learning Communities

All staff members at the Harbor School will participate in collaborative professional learning communities (PLCs) centered on school improvement goals. Each group will provide leadership for the rest of the staff on a particular school improvement initiative while also participating in each of the initiatives. These groups will collaborate on an ongoing basis using electronic communication (email, threaded discussions, collaborative workspaces) as well as in person meeting times. Each week one of the PLCs will organize and facilitate a professional development session for the staff. Administrative and "housekeeping" issues will typically be addressed in daily staff meetings as after-school meetings are reserved for professional development. The names and functions of the PLCs are set forth in Appendix J.

Professionals as Collaborators

The Professionals As Collaborators Program has two purposes to: (1) properly indoctrinate and mentor new staff into the Harbor School teaching and learning expectations and (2) provide a venue, or informal network for staff to reflect on work-related issues such as school policy, best practices, and community outreach strategies to name a few. All faculty members will be assigned to a *Peer Pair*. Peer Pairs meet during common planning times. The *Peer Pairs* discuss student progress in academics and social and emotional development, interdisciplinary teaching strategies, the implementation of specific Senior Social Justice Projects, home-school partnerships, time lines for upcoming assessments, school functions, and strategies for completing teacher responsibilities. Although these meetings will be informal by nature, each Peer Pair submits a completed Professional as Collaborators Weekly Overview. Overviews will be read for themes of conversations and may be used to dictate future professional developments, school programs and/or faculty discussions.

Individualized Teacher Plans

Individualized Teacher Plans ("ITP") provide both teacher and supervisor the opportunity to craft a professional development strategy that builds upon the teacher's identified strengths and weaknesses. Teachers meet with their supervisors regularly to monitor their ITP and the culmination of each year's ITP is referred to as the Creative Symposium, where the Harbor School faculty will present an action-research

project to their colleagues and the community based on the goals of their ITP.

Leadership Cohort

The Harbor School will develop a leadership cohort of likely administrators in the CPS network of schools through its leadership development efforts. For example, almost 30% of Capital Prep's current faculty has the certification necessary to be a principal which requires five years of teaching, Master level of coursework, an internship and passing of the state administrator's exam. The Harbor School will support similar leadership development efforts for its staff.

5. Student Assessment

Beginning in the 2014-15 academic year, the Smarter Balanced Assessments will replace the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) as statewide assessments.

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

The Harbor School's comprehensive assessment system is designed to measure student achievement of the Common Core State Standards and the School's Learner Expectations built upon the foundational principles of the three "R's"—rigor, relationships, and relevance. The School's assessment system contains formative, benchmark, and summative assessments. The assessment system also provides opportunities for students to take ownership and responsibility for learning by incorporating the student-advisor developed individual learning plans, self-reflection, and self-assessment. The components of the School's assessment system include:

State Mandated Assessments

The Harbor School will administer the Smarter Balanced Assessments in English language arts/literacy and mathematics for Grades 3-8 and 11 aligned to Common Core State Standards as of the 2014-2015 academic year. The Smarter Balanced Assessments system also features summative and interim assessments to measure growth and progress, and formative tools and resources to help teachers differentiate instruction and meet the unique needs of each student. This system is designed to provide timely and meaningful information designed to improve teaching and learning to ensure all students graduate from high school and are college-ready.[44]

Standards-Based Grading

Standards-based grading focuses on mastery by identifying skills that are aligned with the Common Core State Standards. Students will be assessed on a set of skills with the goal of identifying areas of mastery that will allow students to move forward at the pace that is both managed by their teacher and relevant to their own academic needs. A standards-based grading system allows the teacher, students, and parents to understand the extent to which individual students have achieved mastery of the essential standards for a class, or how well individual students understand the material in a given class.

Capital Prep converted its student assessment framework from a traditional grading model to a standards-based grading model in the 2012 academic year; and the Harbor School will adopt this same standards-based grading framework as well.

---

[44] http://www.smarterbalanced.org/

Student-Led Conferences

Part of the school's mission is to develop students into independent and reflective learners. Student portfolios and student-led conferences are integral to the advisory component of the assessment system. The conferences, led by students in collaboration with advisors and parents, will require students to reflect on their learning and evaluate their progress in relation to the Harbor School's Learner Expectations, Social Justice Strands and the Essential Question for each grade. Students will review their progress by completing a Goal Sheet & Self- Assessments and creating a portfolio of artifacts that demonstrate their mastery of the skills related to Learner Expectations. The collection and organization of artifacts into a portfolio provide the evidence for student-led presentations on learning and growth in two conferences throughout the year. In the final assessment, students will select the artifacts that demonstrate their mastery of each Learner Expectation as well as how the students have answered the Essential Question for the grade. Depending on grade-level, artifacts will be identified by the student, teacher and/or advisor for presentation to parents at the conference. These meta-cognitive experiences prepare all students for successful completion of the Social Justice Project, college-level work, and careers for the 21st century.

Self-Reflection and Portfolio Development

The School model, like the Capital Prep model, will place a large emphasis on self-reflection as a strategy to improve student learning and engagement in the learning process. We believe that developing meta-cognitive skills is essential to college-preparedness since learning in college needs to be self-managed. It is extremely important that students be able to recognize their strengths and weaknesses as well as preferred learning styles. The student-developed portfolio will contain artifacts from all classes as well as extracurricular experiences that demonstrate student growth with each of the Learner Expectations. The end product of the portfolio will be used to assess overall student growth.

Grade Level Assessment

Incoming students will complete a series of assessments in the core areas of reading, writing, math, and science that are aligned with the *Connecticut Curriculum Frameworks, Connecticut Grade Level Expectations for PK-8* and *Common Core State Standards* to establish baseline data. On an eight-week assessment cycle, teachers will receive benchmark data necessary to monitor progress and make instructional decisions based on the benchmark results. The cycle will include a DRP (Degrees of Reading Power), Reading Comprehension and Editing and Revising by Rally, grade level mathematics and a writing prompt created by Hartford School District's Assessment Office. The school will administer DRA (Direct Reading Assessment) three times a year at the elementary level. The high school benchmark assessments will include all components of CAPT with the exception of mathematics. Subject-specific benchmark exams that mirror the state tests in the stated subject areas will be given to students in Algebra 1, Geometry, and Algebra 2. Other core mathematics classes will give similar content-specific benchmark exams. These tests will occur on the same testing cycle.

In addition, The Harbor School will participate in the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments three times during the academic year. The first cycle of testing occurs in September and serves as baseline measure in reading, mathematics, language usage and general science. The MAP assessment is computerized adaptive, allowing success for all learners. NWEA uses the Rasch Unit (RIT scale) to measure a student's progress. The RIT scale is an equal-interval scale much like centimeters on a meter stick. It is used to chart a student's academic growth from year to year.

Individual Class Assessments

Within each class, teachers use formative and summative, and informal and formal assessments to determine mastery of learning objectives. All teachers use the 75% rule to determine mastery, which means that at least 75% of the students must demonstrate mastery on a particular learning objective. Teachers use a variety of strategies to re-teach and re-assess until 75% is achieved. Students requiring more intensive instruction are provided Response to Intervention (RtI) services, which is a multi-tiered, problem-solving approach to providing preventative and intervention that address the academic and behavior difficulties of all students at increasing levels of intensity. For example, all students receive Tier I interventions or "best practices" from the classroom teacher. Tier II is for students who are not meeting grade level benchmarks and for whom Tier I interventions are not supportive enough. The classroom teacher provides Tier II students the same instruction as students in Tier I as well as targeted interventions. Additional support staff may be necessary. Tier III students are not making adequate progress at Tier II and may receive intensive instruction, specific to the student's highest area(s) of need. The classroom teachers provide the interventions with additional support from specialists skilled in addressing the areas in which the students are deficient.

Capstone Projects

While the founding members of the Harbor School acknowledge the importance and value of skill-based assessment, we believe that a student must be able to perform on large-scale authentic assessments to be truly prepared for college and future career. The capstone Social Justice Project (SJP) is the ultimate assessment of this ability and therefore, the SJP is a graduation requirement for Harbor School students. (See Social Justice Capstone Project in Section 1.2 for more details.) Additionally, students in grades 5 and 8 will participate in similar capstone projects designed to prepare students, staff, and parents for the ultimate SJP. These capstone projects will serve as promotion requirements for students to enter the next level of their education.

b. *Explain how the assessment system ensures the participation of all students, including those students identified as requiring special education, in the appropriate Smarter Balanced Assessments and/or other alternate assessments for students through the Planning and Placement Team (PPT) process.*

All students at the Harbor School will participate in the Smarter Balanced Assessments that will replace the CMT and CAPT beginning in the 2014-2015 academic year. Students requiring special education will take the assessments in accordance with their IEP specifications and accommodations. Specifications and accommodations may include extended time for test completion, native language reader directions, text reader for test items on the MIST application, reader for test items, word-to-word dictionary and alternative setting. "Accessibility is a core principle of the Smarter Balanced development process. The assessment system uses technology to deliver assessments that fit the needs of individual students. A set of universal accessibility tools – such as a digital notepad, scratch paper and breaks – are available to all students. Designated supports including text-to-speech and color contrast are available to any student with a determined need and accommodations are available to students with a documented need in an IEP or 504 plan."[45]

[45] http://www.smarterbalance.org

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

Individual student progress

The teaching methods to be employed at the Harbor School will be aligned with state and national standards. Instruction will be data-driven. As described in more detail in Section I.4.c, the Data Team will work closely with administration to analyze standardized testing data and in collaboration with department leaders to identify areas of strength and areas for growth related to each standard assessed. When areas for growth are identified, the Data Team will propose a series of interventions to help strengthen instruction. The proposed interventions may range from changes in whole-class instruction to small group instruction to individual support.

Through the use of an eight-week assessment cycle, student progress towards mastering each standard will be tracked. Assessment results will be used to target standards, skills, and concepts that need additional instruction through direct-instruction, or implementation of our Tier II and III SRBI model.

Scientific Research-Based Interventions (SRBI) Model

The SRBI model of the Harbor School follows state recommended guidelines as it addresses both academic and affective needs. Tier I involves differentiated instruction to meet diverse student needs. Differentiation will occur through content, process, product and environment strategies. The use of interdisciplinary units will create various opportunities to engage the School's Learner Expectations. Tier II interventions involve small group work on specific skills. The use of assessment data will help identify students with similar skill deficits. Through consistent monitoring and periodic assessments, students will exit once they reach determined benchmarks. Tier III interventions include direct one-to-one instruction in basic academic and social skills.

An example of a Tier II intervention are short, 4-6 week, math seminars that will focus on one specific skill at a time. The mathematics department will analyze data from the CMT and other assessments to identify areas of weakness in our student population and choose those most in need to participate in the seminar. Students will exit if they have shown significant growth from a pre-test given the first day to a post-test given at the end of the seminar period.

Standards-Based Grading

The Harbor School will utilize a Standards Based Grading (SBG) model. This model allows for teachers to gain baseline data for each student on the standards that will be assessed. With instruction and direct practice, students will build their capacities in each standard. Students will be given multiple assignments and assessments to show progress towards mastery. SBG allows for students to continually work towards mastery on standards, whereas traditional grading models limit student mastery to designated marking periods. For the students who are struggling to meet mastery, interventions and supports will be put in place. Tier II and Tier III interventions will be coordinated through a collaborative effort of parents, teachers and the Student Assistance Team.

Role of Advisory

In addition to the classroom teacher's role, the student's advisor as well as the student will have an active role in monitoring progress toward achieving academic goals throughout the student's educational career at the School. The advisor – advisee relationship allows for adults in the building to have weekly conferences with students about their SBG and Individualized Learning Plans (ILP). These conferences are designed to promote the monitoring of individual student progress and help initiate the process of students advocating for extra help on the standards they are struggling with and pursuing reassessments with the goal of reaching mastery. Discussions about student progress will be held formally in advisory sessions and also informally as necessary. Each advisee will work to create an ILP for each quint. Advisors will also facilitate discussions around SAT preparation, activities around social justice topics and learner expectation applications. In addition to providing support toward meeting academic goals, the advisory system is designed to measure student progress toward achieving non-academic goals, which are incorporated into each student's ILP.

Student-Led Conferences

Students will also be held accountable for, and be active participants in evaluating, their academic progress through the student-led conferences process twice a year. The advisor will monitor and support the creation and maintenance of an electronic portfolio that showcases student learning and growth. As part of this development, advisors will facilitate discussions about the Learner Expectations and how the students can demonstrate meeting these expectations. Students will submit pieces of work to demonstrate learning and growth with respect to specific Learner Expectations. These pieces of work together with a thoughtful reflection will be artifacts included in advisee student-led conference presentations.

Group and school progress

In addition to examining each grade level's performance on state-mandated assessments by content and skill objective, the Harbor School will use cohort comparisons to examine student growth. Cohort scores will be used to assess curriculum and instruction, as described more fully in Section I.4.c and below. Along with other assessments, these scores identify areas in which the School may need to revise curriculum and/or strengthen instruction and will also be important factors for determining teacher and school improvement goals and professional development planning. Cohort scores from year to year will be used to ensure that additional instruction or changes in curriculum made in response to prior year's results have been effective in improving areas of weakness. These scores will be reported to staff and parents.

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

As described in Section I.4.c., the PLC for Assessment and Data Analysis, known as the Data Team, will work closely with administration to analyze standardized testing data and in collaboration with department leaders to identify areas of strength and areas for growth related to each standard assessed. When areas for growth are identified, the Data Team will propose a series of interventions to help strengthen instruction. The proposed interventions may range from changes in whole-class instruction to small group instruction to individual support. In addition, teachers will meet in grade-level teams as well as by subject area to analyze data and share successful teaching strategies, challenges, and instructional materials appropriate to our student population. This collaborative, non-evaluative environment allows for increased discussion of best practices related to teaching and learning.

In addition, data teams will work collaboratively with the Standards-Based Grading (SBG) PLC to create rubrics for each skill or content area that will be assessed. Non-standardized assessment data is a

strong indicator of student success and can be obtained at much more frequent intervals when compared to standardized assessment data. By standardizing rubrics, classroom assessment data becomes a much more valuable tool when assessing instruction to determine if all of the students' needs have been met.

The Harbor School will use cohort comparisons on state-mandated assessments to inform professional development, department initiatives, common strategies, and individual teacher instruction. In addition to the grade-level assessment cycle are common assessments administered twice a year in each content area by grade. This data is also used to make instructional decisions about appropriate teaching strategies and is used to design agendas and goals for staff meetings and professional development. All of these data sources provide an indicator of expected performance on state-mandated assessments.

These methods of measuring student growth are re-evaluated on a yearly basis to ensure that the assessments provide data reflective of CMT and CAPT outcomes and support the decision-making process.

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

The School's assessment calendar summarizes the formative, benchmark, and summative assessments by grade level that will be administered throughout the school year. A brief overview of the purpose of each assessment is also provided. The school's assessment calendar is provided at the end of this section.

To address the needs of students who do not meet established achievement targets, the Harbor School will implement a SRBI model. The School will also employ a Student Assistance Team (SAT) to help identify, support, and monitor students and families with academic, social, and/or emotional challenges as discussed in section I.3.b. The Harbor School will administer the NWEA MAP assessments three times during the academic year to allow teachers to collect and analyze baseline data and to determine relative grade-level equivalencies. These scores, along with SBG, will enable teachers and support staff to plan appropriate Tier I and Tier II interventions for students who have demonstrated significant academic deficiencies.

The fall cycle of testing takes place during the month of September; the winter cycle of testing takes place in January. This second cycle allows for progress monitoring and for staff to determine the effectiveness of Tier I and Tier II interventions. Teachers will collect and analyze this data, noting student improvement from the fall cycle of testing. For students who have failed to demonstrate growth and still remain significantly deficient, Tier III interventions will be put in place. The last cycle of testing occurs in May. The final cycle allows for teachers to determine if students have met the projected growth that was calculated after the fall cycle of testing. Students who meet or exceed the projected growth are determined to be progressing more rapidly than students who scored within the given RIT band. For students who did not meet the projected growth, teachers and the SAT team will need to revisit the interventions and supports put in place to assist student learning.

Teachers will also administer classroom assessments frequently and regularly throughout the grading period to monitor progress and determine if students are moving towards mastery of the learning standards. Classroom assessments that indicate a lack of mastery of a skill or content standard will initiate the process of the grade-level team creating SMART goals for the student. SMART goals will have the following characteristics:

- **Specific and Strategic:** to facilitate determination of achievement by educators and evaluators at the end of the evaluation cycle and to create targeted and individualized learning objectives for

each student

- **Measurable:** to facilitate evaluation and management of the student's progress toward goal
- **Action-oriented:** to clarify change envisioned as result of the particular goal and responsibility for each action step
- **Realistic:** to create an attainable yet ambitious result.
- **Tracked:** to assist teachers in determining whether a student is progressing in a timely manner, or whether modifications needs to be made, a goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved.

Table 3: Assessment Calendar

Assessment	Purpose of Assessment	Assessment Window	Grades Assessed	Notes
Early Development Instrument (EDI)	The EDI is a questionnaire that measures five core areas of early child development that are known to be good predictors of adult health, education and social outcomes. The Edi assesses students' readiness to learn at school in five domains: physical health and well-being, social competence, emotional maturity, language and cognitive development and communication skills and general knowledge.	Winter	Kindergarten	
Development Reading Assessment (DRA 2)	The DRA-2 is a formative reading assessment in which teachers are able to systematically observe, record, and evaluate changes in student reading performance. A student's DRA-2 level (independent reading level) reflects the student's oral reading fluency (95% accuracy) and comprehension (90%) at independent performance levels.	Fall, winter and spring cycles	Kindergarten – Grade 3	Students struggling on the indicators tested will receive interventions with grade-level teachers and support staff. Interventions will be created using individualized SMART goals and will be monitored in an ongoing and systematic fashion.
District Writing Assessment (DWA)	The district writing assessment is given three times during the year. Fall testing serves as a baseline to determine skills in writing. Following assessments (winter and spring) are used to determine student growth. The DWA is an argumentative piece that is driven by informational, complex text. Students in grades K – 5 will have a structured reading of the required text by their teachers to best scaffold and support understanding of the text. Students in grades 6 through 8 will independently read one piece of short, grade level text and independently extrapolate information to support their argument. In grades 9 through 12 students are required to independently read two pieces of complex, grade level text and independently extrapolate necessary information to support their argument.	Fall, winter, spring cycle	Kindergarten – Grade 12	
Measures of	The NWEA MAP assessments are computer adaptive	Fall, winter,	Grades 1 -	Students who are performing

Academic Progress (MAP)	assessments that measure student growth through a research-based system. The MAP assessments are aligned to the CCSS for math, reading and language usage. These tests are measured using multiple-choice items.	spring cycle	12	significantly below the grade level equivalency score will receive tiered in-class interventions. Interventions will be monitored and progress monitoring will be ongoing.
Smarter Balanced Assessment Consortium (SBAC)	The SBAC assessments are aligned to the Common Core State Standards in English language arts/literacy and mathematics. These computer adaptive assessments are designed to ensure that all students leave high school ready for college and career.	Spring (March – April)	Grades 3 – 8 and 11	
Standards Based Grade Reporting (SBG)	SBG involves measuring students' proficiency on well-defined course objectives. The purpose of SBG is to raise student achievement by clearly communicating students' progress toward learning targets. SBG aligns grading with the CCSS as measured by consistent and accurate student achievement data and common criteria for grading. Students receive SBG for each course at the end of each marking period or quint.	August, October, December, March, May	Grades pre-kindergarten - 12	Students who have failed to master the standards in each of the academic classes will attend the academic center weekly with the individual teachers of their classes. Students will have content and skills retaught and will be reassessed on the standards. Students may also be recommended for the School's after school and Saturday tutoring programs.
Student Led Conferences (SLC)	Student led conferences occur twice annually. This is an opportunity for all students in pre-kindergarten through grade 12 to share their progress on the learner expectations and academics with their parents. Students will collect artifacts that exemplify skills in each subject area as well as each learner expectation and will reflect on these. The student-initiated conversation will center around the social justice essential question and academic and social emotional goals that students work on achieving in collaboration with the academic advisor.	Winter and Spring	Grades pre-kindergarten – 12	
Preliminary SAT (PSAT)	The PSAT is a standardized test that provides firsthand practice for the SAT. It measures critical reading skills, math	October	Grades 10 and 11	

	problem-solving skills and writing skills.			
Scholastic Assessment Test (SAT)	The SAT is a globally recognized college admission test that assesses students' skills in critical reading, math and writing.	October, November, December, January, March, May, June	Grades 11 and 12	Students with low SAT scores will participate in additional SAT preparation classes and reassessed.
LAS Links Placement	The purpose of the LAS Links assessment is to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine which English Learner (EL) services are appropriate for the student.	Fall	ELL students who are new to the district. Students will be identified through the home language questionnaire upon enrollment to the school.	
***pre*LAS**	The *pre*LAS observational assessment provides young students with the language support they need before entering primary school, making them more effective in the classroom. *pre*LAS is used for program entry and exit, instructional placement, identifying academic strengths and monitoring progress.	Fall	Students, ages 3 through 6	
LAS Links Benchmark Assessment	Three formative interim assessments per grade span that enable instructors to track the progress of English language learners throughout the school year. The assessment assesses students in four domains: listening, speaking, reading and writing. The benchmark assessment enables the instructor to adjust instruction to help students gain English proficiency more quickly.	Fall, Winter, Spring	ELL Students in grades kindergarten through 12	

Section II: Strength of Organizational Effort

1. Experience and Expertise of Founders

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

Ten founding group members came together to develop the application to establish the proposed Capital Prep Harbor School. Resumes for each of the ten are included in Appendix K. Each founding member brought a unique background and set of skills to the process.

Stephen D. Perry, MSW, EdD, featured in CNN's Black in America series, is the most talked about innovative educator on the scene today. Dr. Perry is the founder and principal of Capital Prep Magnet School, cited by U.S. News and World Report as one of the top schools in the country. Dr. Perry recognizes the importance of transforming the community. Born into his family's third generation of poverty on his mother's 16th birthday, Dr. Perry believes that the success of a life is determined by where you end, not where you start. It is this philosophy that inspired him to transform the lives of poor and minority children by providing them with access to a college education. Dr. Steve Perry is a strong advocate of personal and civic responsibility in all aspects of life. He emphasizes the social issues that aim at building up both the individual and the community so that the next generation can be better contributing members of society. In addition to being the principal of Capital Prep, Dr. Perry is an Education Contributor for CNN and MSNBC, an Essence Magazine columnist, best-selling author, and host of the #1 docudrama for TVONE "Save My Son." Dr. Perry is and will continue to provide his leadership and vision as the Head of Schools for Capital Preparatory Schools, Inc.

Richard Beganski, MA, has been the Academic Dean of Capital Prep Magnet School since the school began in 2005. Mr. Beganski has created or co-created most of the original documents that created the structure for Capital Prep: Blueprint, Student Expectations and Student Handbook. Mr. Beganski's most recent improvements in school culture and academia are the changes made in grading (changing the system from a traditional 100 point system to one aligned with the Common Core State Standards), instruction (implementation of Individualized Teacher Plan which is a monthly conversation on agreed-upon topics related to the professional responsibilities of instruction at Capital Prep) and professionalism (creation of Creativity Symposium where faculty "show" the results of their academic research through their Student Learner Objectives). Mr. Beganski is a dedicated educator and school administrator and has demonstrated unwavering commitment to finding areas of improvement in implementation of the Capital Prep model through a continuous process of self-reflection and analysis.

Scott F. Wojnarowicz, MA has been a teacher at Capital Prep in the Math Department since 2005. Mr. Wojnarowicz was the founding member of the Capital Prep Magnet School planning committee. In addition, he was the primary author of the original draft of the Capital Prep Student Expectations manual, co-author of Capital Prep's Blueprint, and author of Capital Prep's Physical Education and Wellness Plan. Mr. Wojnarowicz is also the creator and coordinator of the Peer Pairs: Professionals as Collaborators program at Capital Prep. Mr. Wojnarowicz is the author of several papers and presentations in the areas of Math and Cross-Country programming and has led numerous professional development workshops within Capital Prep and for the broader community.

Kelly Horan, has been a teacher at Capital Prep Magnet School in the Science Department since July 2011. Since joining the Capital Prep, Ms. Horan has taken on increasing levels of responsibility in an effort to improve teaching and learning through data-driven instruction. Ms. Horan has developed

interdisciplinary units tied to the Capital Prep Learner Expectations and Social Justice Strands and has created, evaluated and implemented science curricula aligned with the Common Core State Standards, Connecticut Science Frameworks and Next Generation Science Standards. Ms. Horan currently serves as Science Department Team Leader and the Testing Coordinator for Capital Prep. In this role, Ms. Horan leads periodic analyses of standardized assessment data to inform classroom instruction and tiered interventions for students not meeting growth targets.

Rachel Konforty, JD, MPA, MSW, worked extensively with founding members over a period of several months as an independent strategic consultant. Primarily working with Dr. Perry, Mr. Beganski, Mr. Wojnarowicz, and Ms. Horan, Ms. Konforty collaborated to codify the existing Capital Prep model and use it as the basis for completing this application. In addition, Ms. Konforty collaborated with founding members on other matters related to completion of this application such as governance, community engagement and external partner relationships. Ms. Konforty will be involved in developing a training curriculum for Harbor School teachers and leadership and in implementing professional development around the Capital Prep model both prior to school opening and continuously throughout operation.

Scott Kapralos, MA, EdD, has been a teacher at Capital Prep Magnet School in the Math Department since 2005. Mr. Kapralos was one of the founding members of Capital Prep and has committed most of his career to the development and improvement of the Capital Prep model. Mr. Kapralos created the Social Justice Capstone Project (SJP), which is a graduation requirement for all Capital Prep students. Working with community members, he is responsible for identifying consultants and internships to support students with the SJP. Mr. Kapralos has also worked extensively to develop methods to analyze data in order to make improvements in the math curriculum at Capital Prep and to support implementation of standards-based grading across all grades. Currently, he is working to improve pedagogy and curricula supportive of the vision of the Common Core State Standards and the Smarter Balanced Assessments.

Kitsia Ferguson, MBA, EdD, has been a teacher at Capital Prep Magnet School in the English Department since 2006 and is currently the Head of Capital Prep's Lower School. Ms. Ferguson was the Director of Instruction and Data Analysis and a Middle School Team Leader at Capital Prep as well. In addition, Ms. Ferguson developed Capital Prep's 6th Grade Academy that addresses the cognitive and affective needs of adolescent learners, led curriculum development in reading for the middle level grades and was an instructional coach for grades 6 through 8 at Capital Prep. She is also the varsity cheerleading coach for the school.

Monique Ethier, MA, has been a teacher at Capital Prep Magnet School in the Math Department since 2007. In addition to her responsibilities as a student advisor, Ms. Ethier facilitates a number of extracurricular student groups and organization of Capital Prep's professional learning communities. She is also active in collaborative curriculum development at Capital Prep and sits on the School's Innovation Committee. Ms. Ethier also brings extensive volunteer experience working with disadvantaged populations.

Lauren Davern, MA, has been a teacher at Capital Prep in the History Department since 2007 and currently serves as the History Department Chair. Ms. Davern is co-director of the Social Justice Capstone Project and Co-Founder of Culture of Respect and Empathetic Values (CORE), Capital Prep's anti-bullying policy. She is Capital Prep's head girl's lacrosse coach and facilitates a number of other extracurricular student groups. Ms. Davern is currently a doctoral candidate in Central Connecticut State University's Educational Leadership Program.

Lisa Loomis, has been Head of the English Department at Capital Prep since August 2013 and a teacher at Capital Prep in the English Department since July 2012. As Department Head, Ms. Loomis is responsible

for reviewing lesson plans and coaching teachers toward improvement. Ms. Loomis is also responsible for guiding the English Department toward alignment with the Common Core State Standards and preparing students for the SBAC test. Ms. Loomis has been instrumental in creating school-wide ELA and Humanities curricula aligned with CCSS, developing school-wide literacy rubrics and implementing standards-based grading. She is also assistant coach for the girls' lacrosse team.

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

None of the founding members intend to serve on the School's Governing Council or anticipate moving into another role in the proposed School. The Capital Prep Harbor School will contract with Capital Preparatory Schools, Inc. as the charter management organization details of which are presented in section 2.k below.

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

The Capital Prep Harbor School (the "Harbor School") is designed as a replication of the Capital Preparatory Magnet School ("Capital Prep") in Hartford, Connecticut. The founders of Capital Prep have developed an internationally recognized model designed to prepare children from historically disadvantaged populations to compete and win in education. Capital Prep has proven that all children when given the right conditions and environment not only succeed but excel in their academic as well as their social-emotional growth.

Capital Preparatory Schools, Inc. ("CPS"), the charter management organization for the Harbor School, was established by members of the founding team at Capital Prep in order to replicate the success of Capital Prep in other urban centers like Bridgeport. CPS will build on the experience of this team in creating and developing the internationally-acclaimed Capital Prep model, establishing the Capital Preparatory Magnet School, and realizing high levels of student achievement consistently over the past ten years, as described more fully in Section I and Section III.1. on Student Demographics.

The Capital Prep model has been successful across multiple indicators of a student's educational experience from test scores to school culture to the performance of athletic teams. The educational model serves the whole child, their family and the community, and provides a nurturing environment for individual development and enrichment for students and faculty alike. It is this environment—school culture and the relationships with students and their families—that is the key to Capital Prep's success. As evidence of its success, Capital Prep has sent 100% of its predominantly low-income, minority, first- generation high school graduates to four-year colleges every year since its first class graduated in 2006. In addition, 86 percent of these students remained in college.

CPS has fully supported the founding members during the planning and design of this application to establish the proposed Capital Prep Harbor School. The Buck Foundation joined CPS in supporting the founding members by providing support for consultant services in the preparation of this charter school application.

The Northeast Charter Schools Network (NECSN) also teamed with the founding members as a consultant on the preparation of this charter school application. NECSN's mission is to support and expand

New York and Connecticut's high-quality charter school movement. NECSN is the leading statewide advocate and proponent for charter schools. NECSN's member services are designed to help schools operate more effectively, with a particular emphasis on academic achievement and responsible governance. If approved, NECSN would likely be involved to some degree as the school launches to ensure implementation of best practices around governance and management issues.

Finally, founding members worked with many stakeholders in the Bridgeport area, seeking input and information during the design process. Founding members continuously met with local public officials, including Mayor Bill Finch and his Education Adviser, Joshua Thompson, as well as local community-based organizations, religious leaders and representatives from Housatonic Community College. The Capital Prep Harbor School plans to carry these partnerships forward and expand them further to ensure that the educational programming at the school continues to serve the needs of its students and the community at large.

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.*

The Governing Council of the Harbor School, comprised of up to 15 members, will govern the Harbor School in accordance with the terms of its approved charter and all applicable laws and requirements of the Connecticut State Board of Regents as the authorizing entity. The Governing Council with a structure of officers, By-Laws, and delegation of school operations and management to a School Leader will contract with Capital Preparatory Schools, Inc. as its Charter Management Organization (CMO) to develop the professional capacity of teachers and administrators.

The Governing Council seeks to recruit and develop a strong, committed, and visionary team of leaders who represent the diversity of the School's constituencies in the Bridgeport area community and possess the skills, knowledge, and attributes needed for the Council to effectively carry out its responsibilities. A teacher[46] representative as required by statute, a student representative, and a parent representative will serve on the Council with the responsibility of sharing information with and bringing information back from their constituent group to the Governing Council. The Chairperson of the Bridgeport Board of Education or a designee is required by statute serve on the Governing Council.[47] Members of the Governing Council will serve staggered two-year terms, which may be renewed up to three times.

---

[46] Teachers, as statutorily required Board members, focus on making decisions to best serve the school, given its program, mission, and strategic plan. They also serve as representatives of all teachers at the school. (C.G.S. § 10-66bb(d)(3)).

[47] The Chairperson of the Bridgeport Board of Education or a designee is required by statute to serve on the Council. (C.G.S. § 10-66bb(d)(3))

All members of the Governing Council have the right to actively engage in the discussions and vote on all issues before the Council or any committee, except teacher or student representatives on matters involving staff performance evaluation or discipline and compensation, Executive Sessions; or any other matter at the discretion of a majority of the council member present at the time. The school leader (Principal) will serve as an ex-officio member of the Council without voting rights or authority. Additionally, any Council member who has a self-dealing transaction, a conflict of interest, or indemnification of that member, will be excused from the discussion and vote.

In accordance with its By-Laws (Appendix L), the officers of the Governing Council will consist of a Chair, Vice Chair, Secretary, and Treasurer (and such other officers as the Board may establish). Detailed job descriptions for these officers are included in Appendix M. The officers are elected for a one-year term (renewable up to three times) at the annual meeting of the School's Governing Council. The Governing Council will establish and conduct its work through a committee structure. The committees will each address specific concerns as directed by the Governing Council and Chair or as articulated in the By-Laws, and report back to the full Governing Council and Chair with guidance or recommendations. Among other responsibilities, the Chair of the Governing Council will name council members to the committees respective of their skills, knowledge, and interests. The Governing Council may form permanent or *ad hoc* committees to meet the governance and oversight needs of the Harbor School as those may evolve over time. Initially, the Council will establish the following committees:

Chart 1: Governing Council Committees and Membership

Committee	Membership	Key Responsibilities
Governing Council	All 15 members	Conducts the affairs of the school, subject to education law, non-for-profit corporation law and the school's charter and by-laws
Executive Committee	Chair Leads; Membership includes all Officers	Facilities effective decision-making by all board members; advisor to the chief executive officer and a liaison between the CEO and the full board.
Academic Committee	Chair, Vice Chair, School Leader, and 3-5 members	Oversees education program and reviews student achievement data,
Advancement Advisory Council	Secretary leads and 3-5 members; may include non-board members	Responsible for fundraising and development, public relations, and community outreach
Audit Committee	Vice Chair and 3-5 members who are financially literate and one member who is financial professional. (Treasurer and Chair of Finance Committee may not members of the Audit Committee)	Responsible for selection of outside auditor, meets with auditor to receive the audit report and management letter, and discusses the management letter with the full Council and the senior staff; may audit the expenses of the board and the chief executive officer of the organization.
Finance Committee	Treasurer leads and 3-5	Responsible for oversight of the preparation of

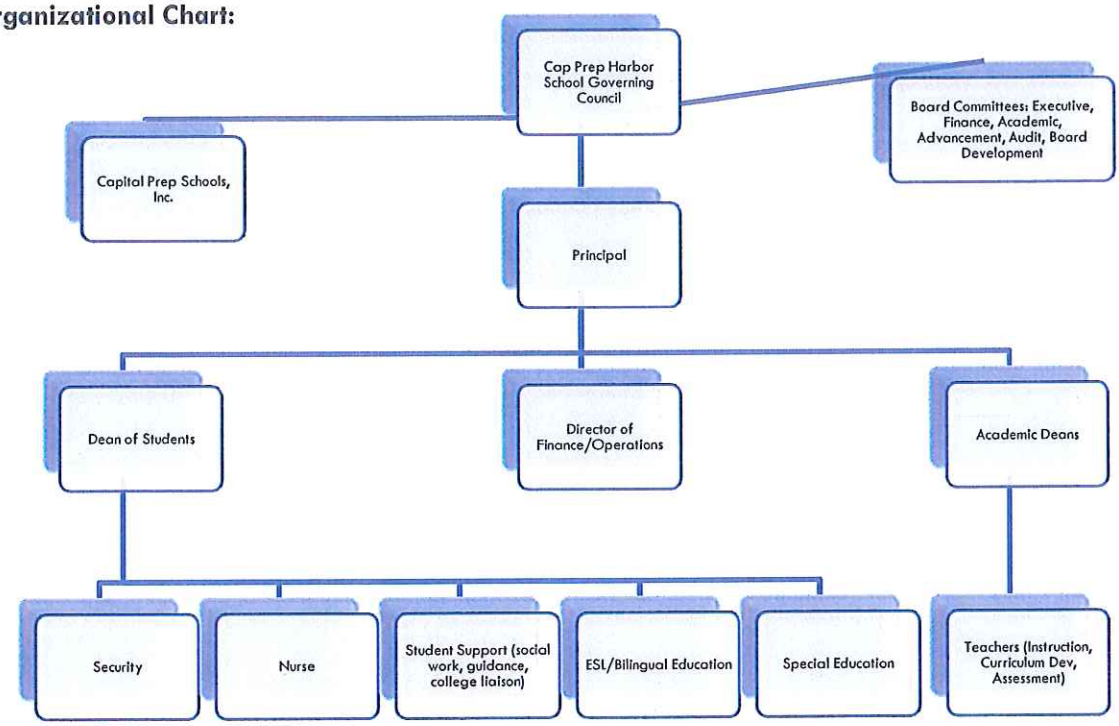
	members (Chair of Audit Committee may not be a member of the Finance Committee.	the annual budget and the financial performance of the School in meeting its budgeted revenues and expenses.
Board Development Committee	Vice Chair leads and 4 members	Responsible for board recruitment, orientation, self-assessment, continuing education, and management.
Strategic Planning Committee	Chair Leads and all members	Responsible for developing a 3 to 5 year blueprint for the school's future

Additionally, the Harbor School will recruit and fill the following positions for each year of the charter term based on the enrollment plan presented on the application cover page.

Chart 2: Staffing Plan by Year					
Example of Position By Year School	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Principal	1	1	1	1	1
Academic Dean	1	1	2	2	2
Dean of Students	1	1	1	1	1
Director of Finance	1	1	1	1	1
College Counselor	1	1	1	1	1
Social Worker	1	1	1	1	1
Special Education Coordinator	1	1	1	1	1
School Nurse	1	1	1	1	1
Security	2	2	2	3	3
Executive Assistant	1	1	1	2	2

Below is an organization chart that encompasses the Governing Council, committees, and employees.

Organizational Chart:



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

The founding group has discussed and established both general and specific criteria for the initial selection of officers and candidates for the School's Governing Council. The founding group has identified the personal qualities, skills sets and expertise, and diversity that added all together create a profile of the membership needed on the Governing Council to effectively oversee the School. Following the practice of other successful charter school boards of directors, the founding group has created a matrix to match prospective candidates with the criteria. The initial Governing Council will use this tool as well to assess the needs of the Council and to guide its strategic plan for recruitment and selection.

Among the criteria expected for all candidates for membership is the demonstrated: 1) commitment to the education of all children; 2) commitment to the implementation of the School's mission and vision; 3) commitment to actively engage in the decision making process that bears responsibility for the success of the program[48]; and a commitment to a 2-year period of dedicated service. In addition to these commitments, the criteria for the selection of officers include: 1) an understanding the distinctions between governance and management; 2) strong leadership skills that inspire collaborative commitment to the mission and vision of the School; 3) strong facilitation and communication skills; 3) strong organizational skills; and 4) a demonstrated ability to support and develop a strong school leader.

In terms of specific criteria, the founding group seeks candidates who: 1) represent the various constituent groups including teachers, students, and parents; 2) reflect the diversity of the Bridgeport area

[48] http://www.uscharterschools.org/cs/uscsp/forum/cs_disc/16

community including age, race and ethnicity, socio-economic background, and geography; and 3) have skill sets, knowledge, and expertise in education, governance, law, finance, fundraising, marketing, human resources, youth development, and charter school development; 4) strong ties to the community; and 5) a demonstrated ability to work collaboratively and make decisions in the best interests of the School and the students served. A sample of the criteria—personal qualities, skill sets, and expertise—is outlined in the section that follows.

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

As the Harbor School proposes to open in August of 2014, the recruitment process for initial Council members is well under way. Initial Governing Council members have been identified and additional members will be selected based on recommendations from CPS, the Bridgeport School District, and through engagement with community organizations in the Bridgeport area community. The founding members have already developed significant relationships with Mayor Bill Finch of Bridgeport, as well as several other community-based organizations named in this application, positioning the Harbor School to quickly recruit additional Council members who have the attributes, skill sets, and experience outlined in section 2.b. After approval of this application, the existing Council members will convene to finalize the By-Laws and other strategic policies to guide the Council.

Initial Governing Council members are listed below. Full resumes may be found in Appendix N:

MS. TERESA WILSON, founder and Executive Director, Village Initiative Project-V.I.P. College Preparatory & Life Skills Program, Inc., Bridgeport, Connecticut; Twenty plus years experience designing and implementing programs to expose inner city youth to the benefits of higher education; coordinates college tours and collaborates with school districts to identify students; assist with SAT prep, college selection and course of study; provides counseling and mentoring; Administrative Secretary to first African American former State Senator Margaret E. Morton and former Bridgeport Superintendent of Schools James A. Connelly and served on Mayor Bill Finch's Transition Team; serves on the Bridgeport Board of Education's Teacher Recruitment Committee and the Student Engagement and Activities Committee, the Bridgeport Education Alliance, the College Access Alliance of Bridgeport, and CAAB-College Access Alliance of Bridgeport (CAAB). Born, raised, and attended Harding High School, Hampton University for Business Management, and Stone Academy for Court Reporting. Position on Governing Council: Proposed Secretary.

PASTOR KENNETH H. MOALES, JR, Senior Pastor and CEO, Cathedral of the Holy Spirit in Bridgeport, Connecticut. Financial oversight and membership development of 900 members; manages and evaluates 53 employees; manages the completion of a newly constructed $12 million combined worship facility/educational school complex; oversees the direction of the three educational subsidiaries of the church; Master's of Divinity from Yale; BA in financial accounting from Morehouse College having been employed as Junior Auditor, Actuarial Accountant/Forensic Specialist, Account Analyst and Loan Officer, Senior Tax Specialist, and Senior Accounts Payable Clerk; experienced in accounting software. Actively involved in community affairs having served as a former President and Vice President, Bridgeport Board of Education; President of Mayor's East End Neighborhood Zone, Treasurer for the Connecticut Coalition

for Environmental Justice, and Member of Omega Psi Phi Fraternity, Inc., and Founder/Director of Summer Camp Agape Youth Outreach. Position on Governing Council: Proposed Treasurer.

REV. WILLIAM D. McCULLOUGH Minister for 21 years; founder and CEO of U-Turn Ministries, FaithCARE, and Safe Street Kids (SSK); Senior Pastor of Russell Temple CME Church in Bridgeport, Connecticut with 250 members and over 10 outreach ministries; He has touched the lives of thousands in Pennsylvania and Connecticut through various conferences, relief efforts, community service initiatives, and humanitarian projects. Rev. McCullough is also the educational & scholarship chairman of the Interdenominational Ministerial Alliance (IMA) of Bridgeport & Vicinity; Experienced visionary leader organizing community development initiatives, home buying programs; after school programs and tutoring, health and fitness. Position on Governing Council: Proposed President of the Council.

MS. NATASHA RIVERS, Director of Admission and Marketing, Diocese of Bridgeport, Connecticut with a successful track record of increasing student enrollment in Bridgeport Catholic Elementary Schools; Employment/Training Specialist developing and organizing job readiness workshops and referral services; Human Resources Specialist; International Student Exchange Program—Paris France and Kingston, Jamaica; B.A. in Anthropology, SUNY at Stony Brook; M.A. in Business Management and Human Relations, Webster College, Geneva, Switzerland.

PASTOR CARL McCLUSTER, Senior Pastor/Teacher, Shiloh Baptist Church, Bridgeport, Connecticut responsible for all Christian Education training activities; provide and/or oversee counseling for active congregation of 300; founder of community development corporation to provide programs and activities for youth and seniors; and services such employment and homeownership education; Expertise trainer in affordable housing, financial literacy, debt managing plans; Certified Trainer for Freddie Mac Credit Smart Financial Literacy products; Master of Divinity, Virginia Union School of Theology and Yale Divinity; Master of Public and Private Management Degree Candidate; B.A. in Political Economy, The Colorado College, Colorado Springs, Colorado; U.S. Securities and Exchange Commission Certification; United States Air Force Cadet and United States Army Veteran.

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

Recruitment and Selection

Many have quoted Dr. Chenzi Grignano, Director of the Charter Schools Project at Duquesne University, who writes that "charter school governance offers an exciting opportunity to build a public school leadership team around shared values rather than around the unpredictable results of school board elections"[49]. The Governing Council of Capital Prep Harbor School agrees and believes that to build such a school leadership team will require a standing, permanent committee charged with the ongoing assessment of the Council's membership needs; the recruitment and nomination of new members who best fulfill those needs; and the development of a robust orientation and training program for new members. The Council will establish the Board Development Committee and charge it with these responsibilities in consultation with CPS, as the charter management organization.

[49] Grignano, Chenzi, Guidance for Charter School Operators, Charter Schools Project, Duquesne University, 1999.

The Board Development Committee will devise and implement a purposeful step-by-step process incorporating proven recruitment practices. **Step 1** will require Committee members to become intimately familiar with the School's by-laws, which outline who is eligible for membership, the composition of the membership, the membership terms, procedures for filling vacancies and procedures for removal. Similarly the Committee will become intimately familiar with the charter or contractual agreement, which details how the School will be governed. Here, the Board Development Committee will review any and all supporting documents, which describes the direction of the Council in the short- and long-term. Doing so will help the Committee identify the skills sets, attributes, and expertise needed on the Council.

Step 2 will require that the Committee prepare a job description, which articulates the responsibilities and expectations of being a member of the Governing Council. **Step 3** involves the development of a profile of the current—meaning a given point in time—Governing Council. Many charter school boards use a recruiting matrix to analyze the current board, taking into account such diversity in composition including age, gender, race, or ethnicity; specific talents and skills such as legal, finance, or public relations; stakeholder representative such as a parent of children enrolled in or a teacher teaching in the charter school. The Committee will use the current profile and the information gathered in Step 1 to create recruiting priorities to guide recruitment efforts of the Committee and the Council.

Initially, the Board Development Committee will look for certain qualifications, as specified in section 2.b. In addition, the Development Committee will look for a balance of skill sets, personal qualities and diversity considerations, which will be reviewed and assessed on an ongoing basis, as shown in the following chart of recruitment priorities.

Chart 3: Sample of Recruitment Priorities

Skill Sets	Personal Qualities	Diversity Considerations
• Finance • Facilities management • Legal • Human Resources • Fundraising • Marketing • Education • Governance • Youth Development • Charter School Development	• Passion for the mission • Commitment to the community • Time/availability	• Race/ethnicity • Gender • Age • Geography • Socio-economic background

Step 4 will involve the development of an initial list of prospective candidates for membership on the Governing Council. This list includes candidates put forth by any and all members of the Governing Council, the School Leader, and community members. The board development committee will examine the list of prospective candidates individuals in the context of recruiting priorities established and those candidates who best match recruiting priorities will be considered for any vacancies. **Step 5** requires the Committee to communicate with those candidates at the top of the list by letter stating the Council's interest in them as a member, a description of what membership entails, and an application for them to return if they are interested in serving on the Governing Council. Committee or Council members may be charged with the responsibility of making follow up calls to determine the level of interest and to extend an

invitation to visit the charter school.

Step 6 will involve candidate interviews with three members of the Board Development Committee, and perhaps the School Leader. Following the interviews, the Committee will assess the extent to which candidates are committed to the mission and vision of the School; contribute the time necessary to be an effective leader and member of the Council; and possess some of the key skills, knowledge and other assets that match the recruiting priorities. **Step 7**, the final step of the process, requires the Committee to present a slate of candidates who reflect the recruiting priorities to the Governing Council for consideration and action in accordance with its By-Laws.

Upon approval, new members will receive a job description, a board member contract to sign, and participate in an orientation outlining clearly defined expectations, roles, and responsibilities for service on the Governing Council. The orientation will thoroughly acquaint new members with the approved charter outlining the Council's contract with the State, organizational structure including By-Laws, and the decision-making processes of the Council. All members of the Council will participate in ongoing trainings to best prepare them to effectively oversee and govern the School, including evaluating student, administrator, Council, and overall school performance. This may include access to publications, conferences, seminars, and other opportunities on topics pertinent to the school governance.

Board membership terms will be limited to 2-year terms renewable up to three terms as specified in the bylaws, requiring the ongoing recruitment of candidates for the Governing Council. The goal of Council membership selection is to ensure and sustain a broad range of diverse skill sets, expertise, and personal attributes to create a sound foundation for school governance and support.

Removal

CPS, as the charter management organization, will ensure that the Governing Council receives the individual and collective support to effectively and successfully govern the School. Council members who are struggling to honor their commitments will be offered support from CPS. If a member fails to contribute as productive members of the Board, the member may be removed from office by a vote of two-thirds of Council as set forth in the By-Laws, which are included as Appendix L.

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

The Governing Council will exercise oversight and responsibility for the operation of the school as set forth in the charter agreement with the State and in accordance with the School's approved By-Laws. The Council will be organized through its committee structure to exert broad oversight over all aspects of the school's operations. Committees will work in collaboration with the appropriate staff members and, as appropriate and necessary, with individuals outside of the school and report their activities to the full Board.

The Board of Directors will support the mission, vision, educational philosophy and specific goals and objectives of the Harbor School through the active engagement of its representative and diverse membership, establishment of major educational and operational policies, and provision of adequate resources and appropriate budgets for spending and maintenance of an open and accountable organization. More specifically, Council members as described in a job description received at orientation will have the following responsibilities:

- Monitor and strengthen academic program/performance;
- Select, support, and review performance of the school leader;
- Support and review performance of the charter management organization;
- Oversee organizational planning;
- Oversee school finances and mange resources effectively;
- Develop resources and community relationships to ensure adequate resources;
- Oversee legal and ethical integrity of the school;
- Oversee the physical plant of the school; and
- Recruit and orient new Board members, and assess Board effectiveness

Specifically, The Board will exercise oversight and responsibility in each of the following areas:

Policy Development

The Governing Council will develop policies for the school that address all areas of operation, including personnel management, financial management, organizational structure, resource development, community engagement, Board development, and academic and non-academic student goals. The Council will provide oversight on the execution of these policies through its key committees. In establishing these policies, the Council will develop metrics of accountability to monitor the execution of policies in school operation.

Education

In addition to the policy goals established by the Board, the Academic Committee will conduct detailed reviews of the performance of the school program. This may include reviewing student academic achievement, student progress on non-academic goals, and assessments of the school culture, and overall growth and development of students.

Management

The Governing Council will negotiate the roles, responsibilities, and the terms of its contract with the CPS, the charter management organization. The Council will approve the Memorandum of Understanding (MOU) with the CMO (See Appendix O). The Council will collaborate with the CMO to identify the school leadership, but the Council will retain responsibility for hiring and dismissal of that individual. The Council will collaborate with the CMO to conduct ongoing support and evaluations of the school leader but retain responsibility for the final evaluation. The Council will evaluate the performance of the CMO based on the roles and responsibilities listed in the MOU.

Finances

The Council will operate a fiscally sound school. The Council will establish fiscal metrics that include goals for cash on hand, working capital, and reserves. The Council will review monthly financial statements, primarily through its Finance Committee, which will bring summary reports to the full Council. The Council will hire an independent auditing firm to review the financial status of the organization at the end of each fiscal year.

Personnel

The Council will approve a personnel manual for the school, which will include policy on hiring,

dismissal, vacation, sick leave, compensation, benefits, and compliance with legal and ethical standards. The Council will approve procedures for the CMO to recruit and identify candidates for staff positions. The Principal will hire all personnel subordinate to him/herself. All teachers and staff will be employees of the school, and not the CMO.

Student Achievement

The Council will set school performance/student achievement targets, and monitor progress toward these targets, using its Academic Committee to bring summary reports to the full Council. The Committee will receive reports from the Principal and school leadership/staff on key issues relating to student achievement.

Mission

The Council will safeguard the mission and vision of the school, to ensure that there is no drift from the core purpose set out in the charter of the school.

Physical Plant

The Council will assure that the physical plant is maintained and conducive to learning requirements as set forth in the school model (including accommodations for all students with disabilities). The Council will work with the CMO and school leader to identify and plan for physical plant changes or repairs, as necessary.

Law

The Council will comply with state and federal law and local statutes applicable to the operation of a school, including the care of students and employment of staff. This will be executed through the creation and continuous monitoring of the policies discussed above.

Parent Engagement and Community Outreach

The Council will work to engender constructive relationships with parents and community, seeking their involvement in the successful operation of the school and attracting resources to support the School's mission.

Holding the School Accountable to parents and other stakeholders

Upon approval and issuance of a charter, the Governing Council of Cap Prep Harbor School understands that it is and chooses to be publicly accountable to a variety of stakeholders—students, parents, teachers, taxpayers, public authorities, and Connecticut Board of Regents—for academic results and for sound stewardship of taxpayer dollars. Accountability requires that the Governing Council engage in an ongoing and transparent communication with stakeholders using a variety of thoughtful and meaningful strategies.

1. The Governing Council will ensure that parents and teachers are represented on the Council and encouraged to actively engage in the decision-making process. The Governing Council will also encourage the involvement of stakeholders in the work of its committees, particularly the Strategic Planning Committee. The School Leader will also encourage the involvement of parents in the school-based committees and activities.
2. The Governing Council with the School leadership will conduct a number of school community events, open houses, and forums to share its vision with stakeholders and demonstrates its mission in action and practice.

3. The Governing Council will require the school leadership to provide regular school academic progress reports.
4. The Governing Council will work collaboratively with the School leadership to ensure that any and all required reports to the State are prepared thoroughly and submitted promptly.
5. The Governing Council will post its meeting agenda and minutes, policies, school report card, financial audits, and Annual Report to the Connecticut Education Department, and any other information on its website for public viewing and comment.
6. The Governing Council with the School's leadership team will present annually data and information specific to academic achievement, academic gaps and areas requiring focused improvement strategies, college-readiness, and the Social Justice Projects.
7. To increase engagement and involvement, the School will host and arrange teacher conferences and school events at times when most family members can attend; provide, interpreters, and bilingual materials.
8. The Governing Council and the School will school satisfaction and effectiveness surveys twice yearly to students, parents, teachers, and Council members.
9. The Governing Council will implement a process for receiving and responding to parent and teacher complaints with the goal of resolving matters at the School level.
10. The Governing Council will require the School track, document, and report on why students choose to leave the charter school through exit interviews. This data will be used for school improvement and to report to stakeholders.

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 Harbor School Governing Council understands the essential differences between governance and management and seeks to recruit and select a school leader who has clearly demonstrated this understanding in practice as evidenced in part through his or her work experience. The Governing Council will adhere to best practices in providing oversight and guidance to the school leader.

For example, in *Creating an Effective Governing Board Guidebook* by Frank Martinelli, developed for The Center for Public Skills Training, Martinelli references John Carver, author of *Boards That Make A Difference*, and his "Ends" and "Means" model of board policy governance. Martinelli states that "in Carver's view, 'ends' policies and decisions have to do with three things: the charter school's results or outcomes (educational achievement at a level acceptable to the charter school leadership and the charter authorizing body as specified in the contract), the recipients of those results (children attending the charter school), and the costs to achieve those results. 'Means' refers chiefly to the approaches or methods used by staff to achieve the ends determined by the board."[50]

Martinelli further quotes Paul Shay, Executive Director of Canada World Youth, who understands from Carver's work that "A board delegates responsibility for the achievement of the ends to the CEO

[50] http://www.charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf

(charter school administrator), and provides parameters on the acceptable means that the CEO and other staff can use. By providing parameters on what the administrator cannot do instead of telling the CEO what to do, the board empowers the CEO and staff to choose the most successful, creative and cost-effective means within the parameters. The board is saying, "Find the best way to achieve these ends, but stay within these boundaries." The Harbor School Governing Council will seek to embody these principles of good governance.

The Council will be responsible for the governance and oversight of the School, and essentially sets the parameters-- the Council establishes, monitors, and evaluates the School policies and procedures—for the school leader and staff. The school leader is responsible for the creation, implementation, and management of day-to-day operational plans based on the Council's over-arching policies, and report all major activities back to the Board. General roles, responsibilities, and decision-making processes will be split between Board officers, members, committees, and school leadership as follows:

- **Council Members (full Board)**: will adopt policies and procedures for systems within the school; collaborate to develop school goals and objectives consistent with the school's mission; monitor and evaluate progress toward established school goals and objectives; and, develop resources and relationships to support school activities.
- **Council Committees**: will direct or request detailed research and data assessment in content areas; seek external expertise in content areas; arrange trainings for Board members in content areas; and, develop specific content area recommendations and plans to bring to Board.
- **Council Officers**: will lead Council members in fulfilling duties; secure adequate resources to support Board members; create lines of communication within and out from the Board; and, lead strategic planning to ensure the future success of the school.
- **School Leader**: will manage day-to-day operations of the school; ensure a safe learning environment; hire, supervise, and evaluate school staff; ensure adequate support and professional development for staff; develop, implement, and manage specific operations plans to ensure progress toward school goals and objectives determined by the Council; collaborate with families and stakeholders to mobilize community resources for student success; and, report school activities, progress and challenges to the Board at its monthly meetings.

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

Through a contractual relationship, the Board will work with CPS to select and evaluate the school's leader. CPS will assist with recruiting and screening candidates, undertaking a careful search process to find a qualified and passionate individual, preferably with experience and knowledge of charter and school choice high quality options and recruitment of students. The CMO will then present final candidates to the full Council, which will be responsible for final selection and contract negotiation.

Once hired, the school leader will report directly to the Governing Council. S/he will participate in Board meetings as an ex-officio non-voting member reporting the school's progress and success in meeting the teaching and learning expectation articulated in the School's mission and vision. The school leader will also meet regularly with the Board Chair, and be available for meetings with other Board members. While supporting the school leader to ensure the success of the Harbor School, the Council will contract with and delegate the bulk of the school leader's day-to-day support and guidance to the CMO.

As the CMO and the Board share support duties for the school leader of the Harbor School, both

will be involved in the annual performance evaluation for the school leader with the Council holding final authority to retain or remove the school leader. The school leader will be evaluated based on the State's SEED model for lead administrator evaluation during Year One. This model will require the Council and the CMO to take into account the following key components: (1) leadership practice, (2) student learning, (3) stakeholder feedback, and (4) teacher effectiveness. The evaluation process will also follow the SEED model's process of orientation, goal setting, evidence collection, mid-year formative review, self-assessment and summative review and rating.

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. Please provide a draft contract or letter of understanding defining the services, responsibilities and fee structure of the relationship. Please disclose any plans to share management personnel between the charter school and the organization.*

Background on Capital Preparatory Schools, Inc.

Capital Preparatory Schools, Inc. was established in 2011 by many of the founders of Capital Preparatory Magnet School in Hartford, Connecticut ("Capital Prep"). Recognized internationally for its effectiveness with historically disadvantaged populations, the Capital Prep model is distinguished by the purposeful exchange of love through high expectations, early-college exposure and a pervasive sense of individual and social responsibility. The goals of the Capital Prep model are to extend educational opportunities to students from disadvantaged populations and provide a classic college-preparatory education to many students who would not otherwise have it. The Capital Prep model is built on the creation of a college-preparatory educational experience throughout our students' academic career that is grounded in principles of applied learning, rigorous expectations, mutual accountability, and self-reflection. The model is designed to prepare our students for college, and support their development into informed, global citizens who have the opportunity to discover and fulfill their social, academic and civic responsibilities and work toward social justice in their communities and beyond.

Capital Prep has been successful across multiple indicators of a student's educational experience from test scores to school culture to the performance of our athletic teams. The educational model serves the whole child, their family and the community, and provides a nurturing environment for individual development and enrichment for students and faculty alike. It is this environment, our school culture and the relationships with our students and families that are the key to success. These essential elements of the Capital Prep experience have been documented and honed over time into a model that is easily replicable in other communities with similar needs. The goal of CPS, the charter management organization associated with the Capital Preparatory Magnet School, is to codify and replicate the Capital Prep model in Connecticut's third poorest city of Bridgeport.

Charter Management Organization Services

As the charter management organization (CMO), CPS will perform specific operational functions such as human resources, finance, external affairs, and talent development. This contractual relationship will allow school leaders and faculty to focus on student achievement, rather than on administrative tasks. In addition, the leaders at CPS, including Dr. Steve Perry, as the Head of Schools, have a wealth of experience in successfully working with historically disadvantaged youth, will serve as important resources, mentors, and coaches to the school's leadership staff.

The provision of these services will be codified in a Memorandum of Understanding (a draft of which is attached hereto as Appendix O). The MOU will define the roles and responsibilities of the CMO

and the School, in addition to outlining the fee structure for the services provided. The School's Governing Council will be responsible for evaluating the services and determining the renewal of the contract with CPS. As the CMO, CPS will provide support in the following areas: start-up, operations, talent development, oversight, fundraising, marketing and advocacy, human resources, facility, finance, procurement, and board relations.

In addition, the Harbor School will contract with CPS for a small contingency of ancillary services including accounting, performance management, and program evaluation. These services will simply bolster the school's capacity, much in the same manner as the CMO services, and be codified under a separate fee structure in a sub-portion of the MOU (Appendix O). The School's Council will be responsible for evaluating these services separately, and determining the renewal of this portion of the contract with CPS.

The Harbor School does not anticipate sharing management personnel between the School and the charter management organization.

3. School Leader

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

A School Leader has not been identified at this time.

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

As outlined in response to section II.2.g, the Governing Council, through a contractual relationship with CPS, will identify and select a highly qualified school leader of the Harbor School. CPS will assist with recruiting and screening candidates, undertaking a careful search process to find a qualified and passionate individual with proven experience in school leadership, improving student outcomes, community engagement, and an unequivocal commitment to the mission, vision and educational philosophy of the Harbor School.

Recruitment

The recruitment, retention and development of the school leader of the Harbor School is a matter of great importance because effective educational leadership is vital to bringing about improvements and advances in the provision of education and student learning. Many urban school districts have struggled to attract and retain qualified school leaders and a number of barriers to hiring quality principals have been identified:[51]

- Urban districts suffer from low applicant-to-hire ratios, relatively low-quality candidates in general and a heavy reliance on internal candidates. However, a striking lack of dedication of resources, personnel and attention to new principal recruitment significantly exacerbates this shortage.[52]
- Faulty selection processes further exacerbate the shortage of principal candidates. Although

[51] Improved Principal Hiring: The New Teacher Project's Findings and Recommendations for Urban Schools, The New Teacher Project, September 2006, http://www.broadeducation.org/asset/1128-tntpimprovedprincipalhiring.pdf

[52] Ibid.

districts generally use appropriate selection criteria, the processes by which they evaluate candidates against these criteria are seriously flawed. These flaws prevent districts from making consistently appropriate selection decisions and increase the risk that less qualified candidates will be hired.[53]

- Inevitably, hiring delays caused by late vacancy notification and administrative inefficiency compounds the problems described above. These delays result in the withdrawal of many new principal candidates from outside the system, further limit districts' ability to make selective hiring decisions, and compress the amount of time in which selection must occur. As a result, critical elements of the selection process are carried out inconsistently or eliminated altogether.[54]

To overcome these obstacles, CPS will guide the Harbor School in creating a model hiring process for its school leader that includes designing a thoughtful recruitment strategy and providing basic training on selection to Human Resources staff at the school. The principal hiring process will include the following steps: [55]

1. Recruitment, during which the school will engage in intensive efforts to attract a large and diverse pool of prospective principal candidates, both from internal sources (e.g., assistant principals within the Bridgeport school district) and external sources (e.g., principals of schools in neighboring districts and graduates of school leadership programs).
2. Initial eligibility screen, through which the school will make a preliminary assessment as to each candidate's basic eligibility for the principalship (e.g., verification of academic requirements) without making any further determination as to the individual's actual competency as a school leader.
3. School competency screening, whereby the candidate will be evaluated by trained selectors against an objective set of criteria for school leadership and either recommended for hiring by a school or dismissed from the hiring process.
4. School fit panel interviews, during which a diverse group of school representatives (e.g., teachers, parents, community members) will make a recommendation to the Board as to the candidate's potential fit with their school. Following the school fit panel interviews, the Board of Directors will formally consider and approve the hire.

The Board may consider the following criteria when selecting the school leader:

- Proven track record in school leadership and improving student achievement
- Clear alignment to the mission, vision and educational philosophy of the school
- Ability to build strong community alliances
- Significant prior administrative experience
- High level of organization and resourcefulness, with a keen ability to manage day-to-day operations of a school

[53] Ibid.
[54] Ibid.
[55] Ibid.

- Firm grasp of curriculum and firm commitment to data-driven instruction
- Sophisticated analytical abilities

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 engagement and creating authentic learning opportunities are critical elements of the Capital Prep model being implemented by the Harbor School. Accordingly, garnering community support and partnerships have been a primary focus of the founding members, even prior to approval. Over the course of this application process, the Harbor School has enjoyed overwhelming support for the Capital Prep model and establishment of the Harbor School from diverse stakeholders across Bridgeport, such as political leaders, the local community college, community-based service organizations and religious institutions. Please see descriptions of these partnerships below, and the full letters of support attached to this application in Appendix P.

Bridgeport Mayor Bill Finch has publicly acknowledged the accomplishments of Capital Prep, on which the Harbor School is modeled, and voiced his full support for the Harbor School. In addition, Mayor Finch has explicitly stated that the Harbor School is an integral part of his long-term vision for creating safer, more economically viable, better-integrated communities across Bridgeport that align with the Mayor's cutting-edge economic development and violence reduction initiatives underway. The Harbor School will be a cornerstone of the Mayor's revitalization effort to support economic growth and opportunity for Bridgeport families through the launching of a Teachers Village in Bridgeport. In addition, the Mayor has stated that the Harbor School's holistic approach to education to bolster the City's efforts to expand out-of-school opportunities for Bridgeport youth and improve quality academic and non-academic programming.

Representative Charles "Don" Clemmons, State Legislator, 124th District has also submitted a letter of support for the Harbor School, stating his excitement at the prospect of the establishing a school in Bridgeport that adheres to the successful Capital Prep model.

Child and Family Guidance Center was founded in 1925 to address the emotional and psychological wellbeing of children and their families. To this end, the Center offers a wide range of outpatient mental health and substance abuse counseling services for children under the age of 18 as well as a variety of in-home supportive services to their families. In partnership with the Harbor School, the Center will, as a clearinghouse for Harbor School students' mental and physical health needs, provide for the social and emotional wellbeing of Harbor School's students and their families. Through this partnership, the Center will enhance the Harbor School's capacity to provide wrap-around services to our students to improve the probability of academic success.

Achieving College and Career Enrichment Skills for Success (ACCESS) provides educational and supportive services to middle and high school students to prepare them for college and to pursue a degree in Science, Technology, Engineering, or Mathematics. ACCESS students are minority, low income, or will be a first generation college student. ACCESS' objective is to give students and parents support, provided resources, opportunities, programs and activities related to STEM careers that will motivate and encourage its students to pursue a STEM-related degree program. In partnership with the Harbor School, ACCESS will help provide the School with community resources that will extend our college and career readiness efforts.

StreetSafe Bridgeport is modeled after the highly-acclaimed Boston program and employs outreach workers to connect with at-risk young people and steer them toward a network of nonprofit service providers. Through its partnership with StreetSafe Bridgeport, the Harbor School will seek to

realize its goal of providing authentic community-based experiences for our students. Harbor School students will have the opportunity to provide peer-to-peer support in working with StreetSafe outreach workers and young people involved with the program. In addition, the Harbor School will pursue opportunities for our students to provide administrative and other volunteer support for the organization, such as research and writing, in order to learn to learn valuable non-profit administration skills. These experiences will provide authentic learning opportunities for our students, a key element of our educational model.

The Harbor School is partnering with **Housatonic Community College** to provide students with early-access to college level courses and exposure to post-secondary school culture. When academically capable, or by the beginning of the second semester of their junior year, students will enter into learning communities. These communities will enlist the coordinated efforts of the community college's faculty and school staff, who together will plan and implement a strategy to effectively expose students to and prepare them for the rigors of college. Students will take courses with college students and professors. In addition, each student will be advised on selecting a "concentration" within the field of social justice, similar to selecting a major. Students will be assigned a curriculum for that concentration (which is at the associate degree level) and adhere course requirements in their pursuit of a career in promoting social justice. Like students at Capital Prep, Harbor School students will take a significant number of courses with most earning as many as 33 credits before they graduate from high school which will position them well for acceptance and scholarships to some of America's top colleges and universities.

The Village Initiative Project provides college preparation and enrichment opportunities for Bridgeport youth. The Harbor School will partner with the Village Initiative Project to arrange for college visits for prospective students, allowing us to provide access to college visits to our students who would not otherwise have these opportunities.

Hall Neighborhood House, Inc. provides a host of social and educational programs that benefit the lives of children, youth, families and senior citizens in Bridgeport. As a settlement house, Hall's mission is to provide services that enrich and empower the lives of families, children and individuals in Bridgeport and the surrounding communities. The Harbor School's partnership with Hall will further enhance its ability to provide wrap-around services to the School's students and their families. In addition, through its partnership with Hall, the Harbor School will create additional opportunities for Harbor School students to engage in authentic community-based experiences and acquire valuable skills related to social service provision and non-profit management through volunteer efforts in support of Hall.

Catholic Academies of Bridgeport are faith-based learning communities comprised of three elementary schools. The mission of Catholic Academies is to support a plan to enhance and sustain Catholic Education for Bridgeport students of all faiths and, in partnership with secondary institutions, to become a center for academic excellence and faith-based learning for children from pre-K through grade 12. The Harbor School has partnered with Catholic Academies to support our shared interests in developing programs that meet the needs of Bridgeport's underserved and reducing racial, ethnic and/or economic isolation throughout the City.

Excel Bridgeport is a community organization comprised of students, parents, teachers, community members, and policy makers working to dramatically improve education for students in Bridgeport's public schools. Excel Bridgeport's goal is to ensure all children in Bridgeport have an opportunity to attain a world-class education that prepares them for college, career, and life. To accelerate educational progress in this city, Excel Bridgeport prepares students, parents, and the community to be positive and knowledgeable advocates for district-wide education reform. Excel Bridgeport encourages improvement in

city schools and highlights progress made toward increasing student achievement. Like the founding members of the Harbor School, Excel Bridgeport believes that a system of high-performing public schools is essential for the future of Bridgeport. The Harbor School's partnership with Excel Bridgeport will provide authentic learning opportunities for our students to impact institutions and effect social change in their communities. Harbor School students will gain real-world experience with community mobilizing and social action, while supporting education reform in their communities, through opportunities such as internships, action research projects, volunteer efforts and implementation of action plans related to the Social Justice Capstone Project at Excel Bridgeport.

In addition to the partnerships the Harbor School has formed with the community-based organizations listed above, the founding members have garnered the support of various religious leaders across Bridgeport who will help engage parents and publicize the opening of the School. An exemplary Letter of Support from Reverend Carl McCluster of the Shiloh Baptist Church is attached in Appendix P.

Section III: Student Composition, Services and Policies

1. School Demographics

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

Like Hartford, Bridgeport is a city which disproportionately suffers from poverty, racial and ethnic isolation and low educational attainment and school performance. Bridgeport is significantly higher than state averages on a range of key demographic indicators of disadvantage.

Significant minority population: Like Hartford, and many other urban centers in Connecticut, Bridgeport has very little racial, ethnic, and economic diversity in the student population enrolled in its public schools. The population of Bridgeport has more than three times the proportion of black and Hispanic residents than Connecticut as a whole.

Table 4: Race and Ethnicity[56]

Racial/ethnic category	Bridgeport	Hartford	Connecticut
Hispanic/Latino (any race)	38.2%	43.4%	13.4%
White (not Hispanic or Latino)	22.7%	15.8%	71.2%
Black or African American	34.6%	38.7%	10.1%
Other or multiracial	8.3%	7.6%	6.7%

Disproportionate poverty: Across multiple metrics, in particular with respect to children, Bridgeport residents disproportionately live in poverty.

Table 5: Income and Poverty

Metric	Bridgeport	Hartford	Connecticut
Per capita income[57]	$19,743	$16,448	$37,807
Median household income[58]	$39,822	$28,931	$69,519
Persons below poverty level[59]	23.6%	33.9%	10.0%
Children below poverty level	40%[60]	39%[61]	15%[62]
Economically disadvantaged students	99%[63]	85%[64]	34%[65]

---

[56] Source http://quickfacts.census.gov/qfd/states/09/0908000.html. Percentages do not total 100% because of overlap in categories.

[57] Ibid

[58] Ibid

[59] Ibid

[60] http://www.bcacct.org/Websites/bcacct/images/2012SOC_broch_WEB_spread.pdf

[61] http://www.city-data.com/poverty/poverty-Hartford-Connecticut.html

[62] http://www.bcacct.org/Websites/bcacct/images/2012SOC_broch_WEB_spread.pdf

[63] http://www.bcacct.org/Websites/bcacct/images/2012SOC_broch_WEB_spread.pdf

[64] http://www.hartfordschools.org/files/CRPE_Final_Report_FINAL_PDF_VIEW.pdf

[65] http://www.bcacct.org/Websites/bcacct/images/2012SOC_broch_WEB_spread.pdf

Unemployment rate[66]	12.3%	15.8%	8.1%

The percent of Bridgeport children living in poverty has risen sharply in recent years, and is more than double the statewide child poverty rate.[67] Recent data show a significant spike in Bridgeport children living below the federal poverty line, from 31% in 2010 to 40% in 2011. The federal poverty line changes depending on family size, but is typically defined as about $19,000 for a family of three.[68] Bridgeport's child poverty rate is two and a half times the statewide rate of 15% and three times the Fairfield County rate of 12.8%.[69] In addition to the 40% of children living below the poverty line, 72% of Bridgeport children live in families earning less than double the federal poverty level -- the income many consider necessary to meet a family's basic needs.[70]

Low educational attainment and school performance: In addition, Bridgeport has low levels of educational attainment which can be seen in graduation rates, literacy levels and educational level of the population.

Table 6: Key Educational Attainment Data

Geography	Drop-out Rate[71]	Graduation Rate[72]	Adult Literacy[73]	High school graduate or higher	Bachelor Degree or Higher
National	3.4%[74]		14%[75]	90%[76]	33%[77]
Connecticut	10.8%	82.7%	20%	89%[78]	36%[79]
Hartford	25.3%	63.2%	73%	68%[80]	14%[81]
Bridgeport	26.4%	60.5%	68%	73%[82]	15%[83]

Connecticut's graduation rate has improved slightly in recent years, but nearly 1 in 5 students still

---

[66] Source, Bureau of Labor Statistics, http://www.bls.gov/cps/cps_htgm.htm, August 2013

[67] http://www.greenwichtime.com/local/article/Report-Percent-of-Bridgeport-children-and-4071611.php

[68] Ibid

[69] Poverty statistics come from the American Community Survey.

[70] http://www.greenwichtime.com/local/article/Report-Percent-of-Bridgeport-children-and-4071611.php

[71] http://datacenter.kidscount.org/data/tables/7687-cohort-4-year-graduation-rate?loc=8&loct=2#detailed/2/any/false/1145,1143/3972,3973,3974/14848 (2012 data)

[72] http://datacenter.kidscount.org/data/tables/7687-cohort-4-year-graduation-rate?loc=8&loct=2#detailed/2/any/false/1145,1143/3972,3973,3974/14848 (2012 data)

[73] Percentage of adults who are functionally illiterate. http://www.fswinc.org/factsfiguresphilosophy.pdf, http://www.handsonhartford.org/Issues_Literacy_and_Learning

[74] http://www.usatoday.com/story/news/nation/2013/01/22/education-high-school-dropout-rate/1855233/

[75] http://www.statisticbrain.com/number-of-american-adults-who-cant-read/

[76] https://nces.ed.gov/fastfacts/display.asp?id=27

[77] Ibid

[78] Source www.census.gov

[79] Source www.cerc.com

[80] Source www.census.gov

[81] Ibid

[82] Ibid

[83] Source www.cerc.com

failed to complete high school in four years. The numbers were worse for Hispanic, black, poor (i.e., eligible for free or reduced-price lunch), special education and English language learner students, with about 1 in 3 not receiving a standard diploma within four years. In contrast, the rates for white, Asian and students not eligible for free or reduced-price lunch were much better.[84] Bridgeport was one of only six districts across the state that had graduation rates of lower than 65%.[85] Overall, Bridgeport only had a graduation rate of 60.5%, with special education students graduating at a rate of only 36.4% and ELL students at a rate of 48.3%.[86]

In addition, academic performance measures for Bridgeport lag behind corresponding measures of residents statewide.

Table 7: Educational performance[87]

Educational metric	Bridgeport	Connecticut
Pct. 4th grade students above goal in reading, 2010-2011 CMT	26%	63%
Pct. 4th grade students above goal in math, CMT	30%	67%
Pct. 4th grade students above goal in writing, CMT	33%	67%
Pct. 8th grade students above goal in reading, CMT	43%	75%
Pct. 8th grade students above goal in math, CMT	31%	67%
Pct. 8th grade students above goal in writing, CMT	29%	65%
Average SAT score, reading	402	502
Average SAT score, writing	405	506
Average SAT score, math	397	506

The student needs driven by racial and ethnic isolation, poverty, and low educational attainment and poor school performance are numerous, severe and varied. Students need a safe and caring environment for learning, one infused with high expectations and a pervasive sense of individual and social responsibility. Students need consistent attention from caring adults to their academic and affective needs. Students need educational opportunities contextualized in their surroundings and the skills to reflect not only on their learning, their meta-cognition, but on their social-emotional well-being as well. Moreover, students need their parents and the community around them to be engaged in their learning as students explore ways to engage with their communities to improve their surroundings.

Overall achievement gap in Connecticut: The achievement gap in Connecticut is the largest in the nation. "The Nation's Report Card'-- a U.S. Department of Education test given to students in every state -– shows that Connecticut continues to have the largest achievement gap between its minority students and their

[84] http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2011_graduation_rates.pdf

[85] Ibid

[86] Ibid (overall data is for 2012 and subgroup data for 2011)

[87] Comparative data for Bridgeport, CERC Town Profile 2013, www.cerc.com

peers in five of the 12 indicators. In the remaining areas, Connecticut is still close to having the largest gap in the nation."[88] A statistical portrait of which Connecticut high school seniors went on to college in 2010 reflects the state's persistent achievement gap between lower-income students and their more affluent classmates. The profile of the state's public high school class of 2010 shows that 42 percent of students eligible for free lunch went on to a two- or four-year school, compared with 69 percent of the overall class.[89] Furthermore, while 59 percent of white non-Hispanic students attend four-year-schools, only 22 percent of Hispanic or Latino students and 29 percent of black students do.

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

The educational program at the Harbor School will address the need of its student population through comprehensive academic and affective supports; a caring, supportive school culture and climate; a nimble, data-driven curriculum design process; and innovative, individualized instructional methods.

Comprehensive academic and affective supports:

Because the educational philosophy of the Harbor School is focused on the whole child and creating a supportive environment that fosters the success of every student, the core beliefs of the founding members are operationalized in a highly individualized educational program for students that is designed to meet the unique needs of every learner. The educational program is child-centered, grounded in the belief that every student has the potential to achieve excellence. The combination of academic and affective supports provides resources for students, which address their particular learning needs in order to achieve mastery of critical skills. Teaching and learning is individualized through strategies such as individualized learning plans and student-led conferences. High expectations are tailored to each student's strengths and challenges. Applied learning strategies connect content to each student's life and experience. Affective supports are also individualized through the use of advisory and other relational interactions with students throughout the educational experience. In addition, parent and community engagement insures our connection with the whole child, which enhances our ability to support each student's specific needs.

The School's educational approach holds that with the right conditions and learning environment, including affective and academic supports, every child can achieve academic excellence. The purposeful exchange of love through rigorous expectations, mutual accountability and respect, self-reflection, empathy and a pervasive sense of individual and social responsibility guide the school's affective supports. Affective supports include such strategies such the advisory and the student assistance plan. Learner expectations, essential questions, and social justice strands guide the school's academic supports. Academic supports include strategies such as an extended learning day, year-round schooling, individualized learning plans, and project-based learning. Additionally, the school has incorporated throughout the grades Pre-K to 12 learning environment a data-driven, differentiated, college-preparatory educational experience that culminates in a capstone action research project.

Caring, supportive school culture and climate:

The founders of the Harbor School believe that the creation of a loving, nurturing, and "no excuses" environment is key to student success. As a result, the Harbor School's educational approach and teaching

---

[88] Rabe Thomas, J. (November 8, 2013) "Nation's Report Card: CT Continues to Show Largest Achievement Gap" CT Mirror. http://www.ctmirror.org/story/2013/11/08/nations-report-card-ct-continues-show-largest-achievement-gap

[89] Megan, K. (April 29, 2011). "Connecticut's Class of 2010: College Enrollment Statistics Reflect Achievement Gap", *Hartford Courant*. http://articles.courant.com/2011-04-29/news/hc-ct-college-statistics-0429-20110428_1_latino-students-college-enrollment-white-non-hispanic-students

methods are designed to produce a "high-touch" experience in order to reinforce with each student that multiple adults in the school care about them and believe in them. The Harbor School will be a school that develops relationships with students, their families and their communities. The Harbor School will operationalize its commitment to students through multiple "touches" such as the Advisory System; regular communication between parents, student and school; the mandatory two sport requirement in the Sports Education Model, and; consistently high expectations of every student, which is particularly loving for students from disadvantaged populations who may not have experienced this in other contexts. Capital Prep's school culture model, which is essential to its success, is deliberate and driven by design.

Curriculum Development Process:

The Harbor School will utilize UbD and UDL approaches to curriculum development and revision in order to best meet the needs of its students through a tailored curriculum design process based on individual and group assessments. The UbD frameworks and curriculum development process support high student achievement by allowing for the curriculum to spiral and by centering teacher instruction on the cognitive and developmental needs of students. Constant revision to create curriculum documents will be expected to address issues created by student diversity and learning styles. This revision process likewise facilitates student success by creating an ongoing process for improvement and tailoring of curriculum design.

In addition, the Harbor School will use the UDL as part of its curriculum design process. UDL assessments reduce or remove barriers to accurate measurement of learner knowledge, skills and engagement because of the ability to accommodate learner variability. This ability will allow Harbor School teachers to better meet the needs of their students, thereby facilitating greater student success both academically and non-academically.

Innovative, individualized instructional methods:

Innovative and individualized instructional methods will help support high achievement standards for all students enrolled in the Harbor School. Innovative instruction, such as project-based learning, allows for students to extend their understanding of content and application of skills past traditional levels of expectation. Project-based learning allows students to make both interdisciplinary and social-justice connections. These connections enhance student achievement and allow for students to demonstrate mastery of the content and skill areas being assessed. As a result of authentic performance tasks and interdisciplinary learning, students who have progressed through the Capital Prep model have increased their academic capacity.

The Harbor School will also challenge all students by using differentiated instruction, a theory based on the premise that instructional approaches should vary and be adapted to individual students' needs.[90] The on-going revisions of curriculum in Stage 3 implementation of subject units, as an integral part of the UbD process, will provide yearlong opportunities for teachers to modify instructional methods to meet the needs of specific students. The tri-annual analysis of MAP data will also allow teachers to identify areas of growth and deficiencies amongst students in their classrooms. Subject and grade-level teams of teachers will analyze this data to effectively plan for opportunities of growth in standard skill acquisition.

Success of the Capital Prep model with underserved students:

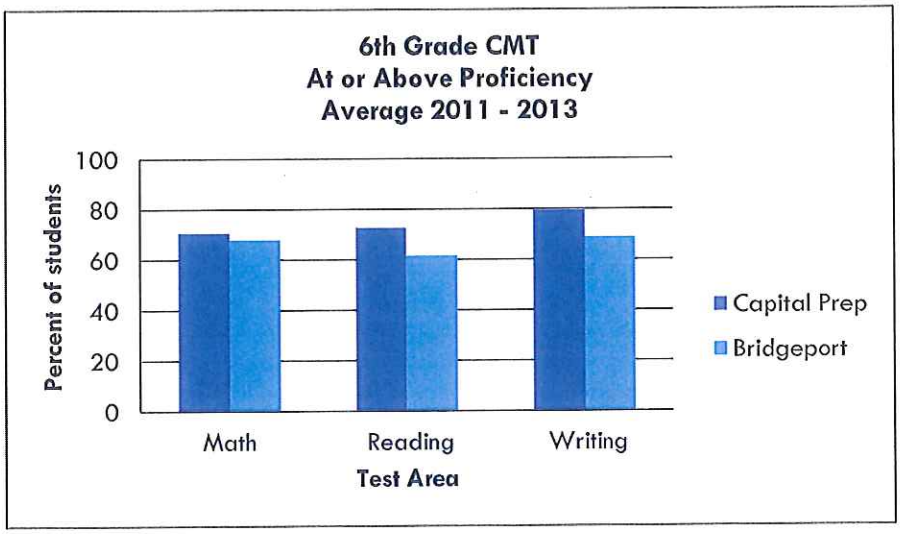
In contrast to the traditional public school approach to serving historically disadvantaged populations in urban centers such as Bridgeport, the Capital Prep model has proven successful in educating

[90] Tomlinson, C.A., (2001). *How to differentiate instruction in mixed-ability classrooms.* (2nd Ed.) Alexandria, AV: ASCD.

and supporting underserved students as evidenced by Capital Prep's 100% acceptance of graduating seniors to four-year colleges and universities and student achievement measures on standardized assessments. For example, 100 percent of Capital Prep graduates are accepted to four-year colleges as compared to 69% of graduating seniors statewide[91]. In addition, Capital Prep students not only outperform students in Hartford and Bridgeport on standardized assessments such as the CAPT, but Capital Prep African American and Latino students outperform their counterparts in largely white, affluent suburban communities.

A range of metrics for comparing student performance at Capital Prep versus students in the Bridgeport public schools are presented below:

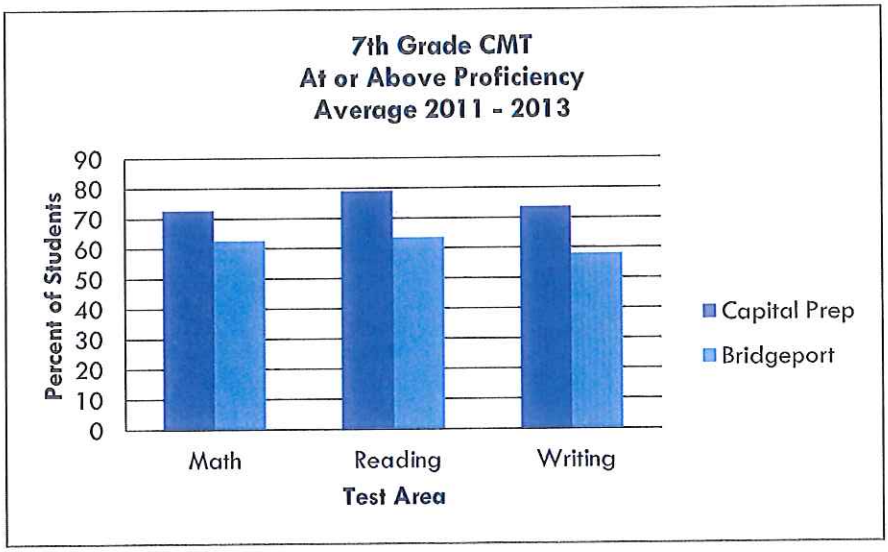
Figure 1: Capital Prep vs. Bridgeport: Grade 6 CMT At or Above Proficiency



When averaging CMT performance from the years 2011 to 2013, a greater percentage of Capital Prep students were proficient or above when compared to students enrolled in Bridgeport Public Schools.

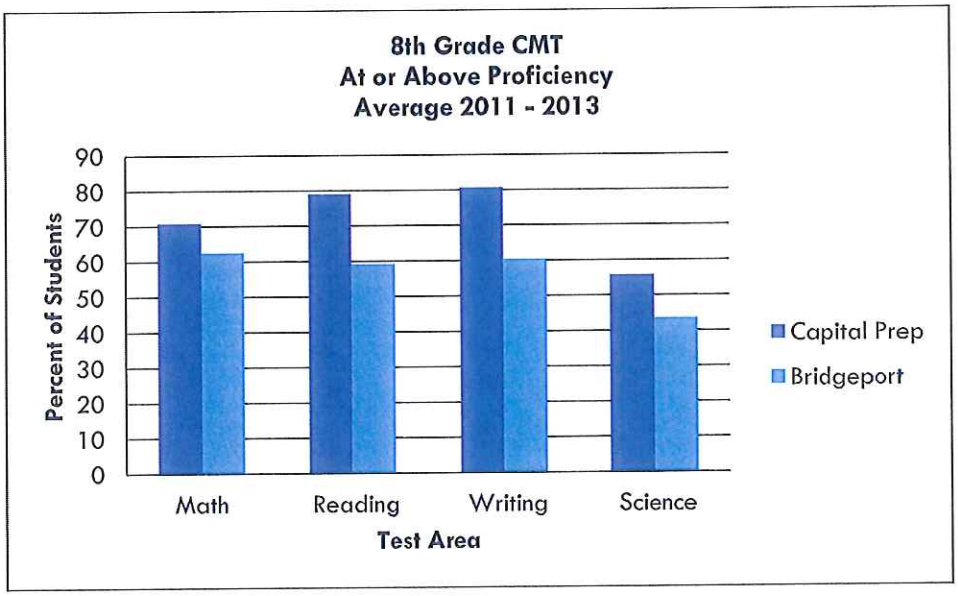
[91] Megan, K. (April 29, 2011). "Connecticut's Class of 2010: College Enrollment Statistics Reflect Achievement Gap", *Hartford Courant*. http://articles.courant.com/2011-04-29/news/hc-ct-college-statistics-0429-20110428_1_latino-students-college-enrollment-white-non-hispanic-students

Figure 2: Capital Prep vs. Bridgeport: Grade 7 CMT At or Above Proficiency



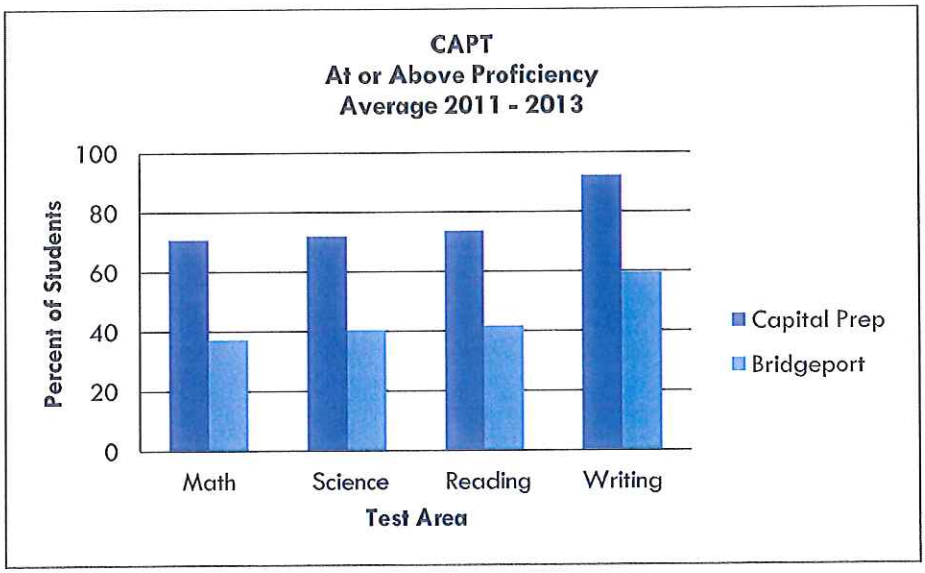
The achievement gap between Capital Prep students and those attending Bridgeport Public Schools continues to grow as students complete the grade 7. The data indicates students enrolled at Capital Prep are more likely to score in the proficient or higher categories than the students attending Bridgeport Public Schools.

Figure 3: Capital Prep vs. Bridgeport: Grade 8 CMT At or Above Proficiency



8th grade CMT scores indicate that Capital Prep students continue to out-perform Bridgeport students during the 2011 – 2013 school years.

Figure 4: Capital Prep vs. Bridgeport: CAPT At or Above Proficiency



The culminating state standardized assessment, CAPT, indicates that Capital Prep students are scoring at or above proficiency at rates much higher than students taking CAPT in the Bridgeport Public Schools. The standardized testing data indicates that as students progress through the Capital Prep model, their performance significantly outpaces the performance of students in Bridgeport Public Schools.

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

Ideally the class size at the Harbor School will be limited to 25 in the upper grades and 22 in the lower school and there will be two classes at each grade level. In year 1, the Harbor School will enroll students in grades 6-12 and will begin adding students in year 3, pending approval of the School's application for a waiver of the charter school total enrollment limit. Subject to this contingency, full enrollment will be achieved by year 6.

The plan for gradual enrollment growth will ensure seamless progression of students already enrolled in the Harbor School and will permit measured and deliberative evaluation of curricula and other program features. The Harbor School has elected to launch the school with grades 6-12 and expand to the lower school once the middle and upper schools are fully functioning consistent with the model of Capital Prep in Hartford. In many ways, beginning with the upper grades presents greater challenges because there is often the need for significant remediation for students entering later in their educational career. There is extensive evidence of the benefits of early intervention in the lives of children, in particular those from disadvantaged backgrounds. The students who did not receive the benefit of that early intervention are those in the most dire need, however, and the founding members have extensive experience meeting such needs.

The Capital Prep model has proven extremely effective in supporting students' improvement year over year in order to achieve college readiness by graduation, even for students entering with significant academic deficits. Once the middle and upper school are established, the School's vision for success will be solidified with the first graduating classes. Akin to the curriculum development model process of the UbD, CPS will support the Harbor School in mapping backwards from the ultimate objective of a Harbor

School graduate. With this vision in mind, the Harbor School will expand into the lower grades, grounded in the knowledge that every step along a student's educational career leads toward the goal of college readiness.

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

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

a. *Describe the proposed school's plan to meet the needs of students with disabilities who require a range of special education supports and related services, as required, pursuant to the Individuals with Disabilities Education Act (IDEA) and Section 504.*

The Harbor School will uphold its mission to provide all of its students with a classic, high-quality, rigorous college-preparatory education in a nurturing and loving "no excuses" environment designed to instill mutual respect, high expectations, and social responsibility. The School's educational model is designed to ensure all students have the necessary skills, knowledge, and supports to excel in college and develop into informed, caring citizens working toward social justice. Students with diverse learning needs, including students with disabilities, will be provided the supports needed to achieve academic and non-academic success. Specific to meeting the needs of students with disabilities, the Harbor School will provide services in accordance with applicable state regulations and federal laws (IDEA, Section 504), and as mandated in each student's Individual Education Plan (IEP) and/or 504 plan.

The School will hire a Special Education Coordinator and establish a Student Assistance Team (SAT), comprised of the classroom teacher, intervention specialist, administrator, parent, and sending district (if they would like to participate). The Special Education Coordinator will have oversight responsibilities for the implementation of the School Special Education Program in collaboration with the SAT. The Coordinator will also ensure that teachers receive copies of the IEP and/or Section 504 plan for each student in their classroom (which teachers will keep under lock and key), and provide teachers with ongoing professional development and support. Harbor School understands that although it is the responsibility of the Planning and Placement Team (PPT) of the students' district of residence to develop IEPs, it is the responsibility of Harbor School to ensure the implementation of IEPs, collaborating with districts and outside agencies as needed.

Ongoing professional development will be provided to *all* staff not only on the implementation or requirements of IEP, but also on differentiation, assessment, appropriate modifications, and accommodations to align with the Common Core State Standards (CCSS), and confidentiality. The Special Education Coordinator will orient teachers and staff to the **Model Special Education Policies and Procedures Manual** prepared by the Connecticut State Department of Education for school use. The Team will maintain and update the Manual for regular review with teachers and staff. (Please see Appendix Q).

The Harbor School's policies for students with disabilities comply with federal legislation under Section 504 of the Rehabilitation Act of 1973. The SAT team (Student Assistance Team), comprised of the classroom teacher, intervention specialist, administrator, parent, and sending district (if they would like to participate) will review and implement 504 plans based on the student's documented needs. These plans will be shared and monitored by appropriate staff to ensure success. In accordance with Section 504, these accommodations will be utilized in academic and non-academic areas where appropriate.

Services under the IEP and or 504 plan will address the individual needs of the identified child. Special needs students will be serviced in the least restrictive environment within the continuum of services. The services outlined in the IEP can include co-taught classrooms with a special education teacher, pull-out/resource room services for specialized instruction, pre-teaching and remediation. They may also include support services including but not limited to speech and language, counseling, occupational therapy, and physical therapy. These services will be determined through PPT in collaboration with sending district. All appropriate accommodations and modifications for school, and state testing, and for access to the academic environment will be implemented in accordance to the IEP. These accommodations may include but are not limited to assistive technology, preferential seating modified assignments and homework.

Student s who are identified under 504 will receive services in accordance to their plan. These plans are designed to provide accommodations for students to access the general curriculum. These accommodations may include testing accommodation, extended time and separate setting. There may also be classroom accommodations such as but not limited to extended time, assistive technology, no spelling penalties and opportunities for retaking test or redoing assignments.

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.*

The Harbor School understands that it is responsible for implementing the requirements of individualized education programs and Section 504 plans and will adhere to all state and federal laws for the inclusion of students with disabilities in the School's academic and non-academic programs. In accordance with these laws, the School will ensure all teachers are appropriately certified staff to provide students with FAPE (Free Appropriate Public Education). The School will discuss with the District and/or other agencies how the related services (such as speech, occupational therapy, physical therapy and counseling as indicated on the IEPs) will be provided.

The School will immediately begin to contact districts once students have been selected through the lottery process and request all student educational records including IEPs, 504s, ELL status, and health records. In addition, communication will be made with families to request information regarding student educational status and any pertinent medical/health information. The School will immediately begin reviewing information as it arrives to ensure appropriate services. The School will maintain a secure process to check-in records as they arrive and follow up on any missing documentation.

The Special Education Coordinator will work with staff to provide copies to teacher of the appropriate classroom adaptations in accordance with the IEP and 504 plans. The teams will review the accommodations and modifications prior to the beginning of school to insure they are in place for students at the beginning of the school year. Only staff working with these students will receive the information

Ongoing professional development will be provided to *all* staff not only on the implementation or requirements of IEP, but also on differentiation, assessment, appropriate modifications, and accommodations to align with the Common Core State Standards (CCSS), and confidentiality. Staff will also participate in curriculum development, and state mandated training not limited to DCF mandated reporting, bullying /sexual harassment and Title IX.

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.

Consistent with the state Policy and Procedures Manual, the Harbor School will explore and implement where appropriate alternative procedures, programs, and interventions for students whom the School suspects may require special education services. The School in consultation with the parents, teachers, and other education professionals with teachers will collect data though a variety of venues, including but not limited to a Scientifically Researched Based Intervention (SRBI) model. Through this model, staff will work within the model's tiers to assess and maintain data through each level of intervention to determine a student's academic needs. The SRBI process will provide tiered intervention based on students screening, school/district testing and classroom performance. Student will receive Tier 1 interventions in the classroom based on assessment and performance data. These intervention may include, but are not limited to, through research based instruction, standard bases curriculum, and quality instruction including differentiation

Students who continue to have difficulty and based on assessments and class work continue to struggle will be referred to Tier II for additional support, within the general classroom. Tier II student will receive instruction through Tier I as well as intensive instruction to meet the identified targeted needs of identified students academically and or behaviorally. This may include but are not limited to identifying specific strategies to implement, utilizing additional programs, check-in and check out /point sheets for behavior. These interventions will be implemented for 6-9 weeks, reviewed for progress, changed, continued or move to Tier III.

Tier III students will receive an additional intensive supports. These supports are for students who are at risk academically and or behaviorally, not responding to Tier I and II supports and or are making minimal progress. Tier III supports may include, but are not limited to, intensive reading /math supports for 30 minutes three to four times weekly., behavioral supports may include counseling, and social skills groups

Students who are unsuccessful in the SRBI model will be referred for testing through the special education process. The sending district will be notified of their progress or lack thereof, data will be sent and next steps planned collaboratively with the sending district

The Student Assistance Team (SAT), comprised of the Special Education Coordinator, the classroom teacher, intervention specialist, administrator, parent, sending district (if they would like to participate) and student if appropriate, will collect data after interventions have been implemented for an appropriate length of time. The SAT will review the data and strategies and make determinations regarding next steps, including but not limited to reaming in the intervention process with additional or different supports or referral to the student's home district for special education services. If the team intends to make a referral, the School will submit a referral and supporting data to the sending district's Planning and Placement Team to initiate the process.

The SAT team will also assist with the identification, development, and modification of 504 plans, in collaboration with the sending district to provide appropriate services based on the student's documented needs. These plans will be shared and monitored by appropriate staff to successful implementation. In accordance with Section 504, these accommodations will be utilized in academic and non-academic areas where appropriate.

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

Parent engagement is a vital component to the Capital Prep model and the Harbor School's

approach to serving students with disabilities. The Harbor School's educational philosophy holds that parent engagement is critical to insuring the School's connection with the whole child, which enhances the School's ability to support each student's specific needs. The Harbor School will engage in a comprehensive communication plan to engage all parents, including those of students with disabilities. Teachers will always strive to develop a close working relationship with parents of children in their classroom. Foundational to this are the student-led conferences, which will be held at the end of every quint.

In addition, teachers' academic center schedule will be disseminated to both students and their parents to allow families to plan according to students' needs. Advisors will contact parents weekly to share information about student progress, and address any concerns or questions parents may have. In addition, the Student Assistant Team (SAT) will strive to work with parents to increase their understanding of current educational practices and student achievement. School sponsored parent/student activities will be shared and posted on the school website. Staff will also collaborate with the Parent Teacher Organization and administration to provide informational sessions and activities to address parent areas of concern and provide school-based information. All parents, to include those of students with disabilities, will be encouraged to participate in the Parent Teacher Organization. Parents of students with disabilities will be welcomed to share concerns and implement programs/activities from their perspective and the perspective of their child. Case mangers for students with disabilities will call parents to inform them of upcoming events and encourage their participation.

3. English Language Learners

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

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

The Harbor School is committed to serving all students, including English Language Learners (ELLs). Founding members have focused particular attention on serving this group of students because of the percentage of students and families for whom English is not their primary language. The School will comply with Bilingual Education Statute: Section 10-17e-j inclusive, of the Connecticut General Statutes, in the identification and provision of services for student with ELL needs. Teachers will use the Connecticut ELL Framework in planning, instructing, and assessing ELL students, and *Scientific Research-Based Interventions (SRBI) for ELL Students: A Handbook to accompany Connecticut's Framework for Response to Intervention (RTI)* as a resource to support linguistic and academic achievement of the school's ELL students. In addition, the School will follow the guidelines outlined on the CT State Department of Education website that provides detailed crosswalks by grade for the core curriculum.

The Common Core State Standards English Language Arts and English Language Learner Framework "Connections" provides recommended modifications of the requirements for meeting each Standard for ELL students. The Harbor School will also follow the guidelines outlined in the Common Core State Standards for Mathematical Practice and English Language Learner Framework "Connections."

In particular, the School will focus on supporting a responsive general education classroom that will provide ELL students with access to the general education program. The school's vision and core

philosophies will support personalized learning pathways designed to meet the needs of individual students.

All teachers and staff will support ELL students on their individual learning pathways and will provide appropriate supports to help them achieve linguistic and academic progress. Initially, the Harbor School will contract with an approved ESL teacher to provide consultation to the teacher with an ELL student in his/her class. As the School grows, and if the School reaches a critical number of ELL students, consideration will be given to hiring an ESL teacher. Additional staff members, such as tutors, may be provided as needed.

In addition, staff will be provided an appropriate overview of the unique needs of ELL students including effective lesson planning, strategies for supporting student involvement and how to build literacy skills (vocabulary, fluency and comprehension). As per the principles of the CT SRBI Framework, most ELL students' needs will be met in Core/Tier I instruction, with some ELL students needing higher tiers of instruction/intervention per their individual social, academic, and behavioral needs. This will be achieved by using the materials, processes, instructional methods, and resources detailed in the state handbook.

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

The Harbor School is committed to implementing recommended procedures and practice for identifying, serving and annually assessing ELL students. The progress of ELL students and former (or "exited") ELL students will be monitored. The linguistic and academic/content area performance data of identified ELL students will be used to inform instruction. The academic/content area performance data of former/exited ELL students will be monitored closely as well.

Identification:

The Harbor School will follow the Identification Guidelines established by the Connecticut Department of Education.

- First, the School will conduct a **preliminary assessment of dominant language**.
    - Upon each student's entrance into the Harbor School, his or her family will receive two forms: a Home Language Survey and the Bilingual/Bicultural Education Department Parent Notification Letter/Program Options Letter (See Appendix R).
    - These surveys will help the School to identify students who receive ELL services.
- Next, the School will make a **final determination of dominant language** based on information from parents, an oral interview and observations, as applicable and necessary.
- Finally, the School will make a **determination of English language proficiency**.
    - In preparation for the school year, staff will be identified to administer the LAS Links, as mandated by the state. The LAS will be used for initial identification of ELL students and the required testing again in May for State reporting.
    - The School will also conduct a proficiency interview and consider the student's academic history, including, where applicable, standardized assessment scores, below-average or

failing report card grades, working below grade-level or records from another country.

Following identification the parent or guardian will be informed of the ELL status of the child including their rights to decline services or withdraw their child from services at any point.

Services

The Harbor School's innovative school model incorporates a broad spectrum of personalized supports, spanning from academic to non-academic resources. These supports will be tailored to each student, including ELLs, to ensure that they achieve at the highest levels possible. When a determination is made that a student does not have the needed English language proficiency and literacy skills to do academic work in English, appropriate instructional services will be provided to ensure that the student achieves the same academic standards as other students. These services will include English language acquisition and literacy instruction as well as modifications in content area instruction. True to the vision and educational philosophy of the School, all students, including ELLs, will be held to high academic standards.

In addition, continuous assessments and a culture of data analysis to inform instruction will play a large part in ensuring ELL students' linguistic and academic progress. Furthermore, the School's extended day and year will allow ELL students more time, more continuous instruction, and a reduction in the regression typically experienced (by all students) between school years.

Each student's Individualized Learning Plan will be based on his or her LAS Links assessment proficiency levels (and year-to-year scaled score growth). The LAS Links is aligned with CCSS, thereby assisting teachers to plan appropriately for supporting ELL students in their classroom. Data collected from these student assessments will provide the school-based team with vital information with respect to language acquisition as well areas of weakness. In addition, this information will assist the School in developing appropriate language plans that address the language level the student is currently functioning at, the skills needed to progress within the CCSS and general education curriculum, and appropriate strategies for student access (i.e., realia, visual representations, peer language models, academic language scaffolding etc.). The Harbor School will offer a continuum of services, which will be designed to serve students at the various stages of Second Language Acquisition and English language proficiency levels. The types and amount of services/support will vary with students' linguistic and academic proficiency levels and needs.

Testing and data-driven instruction:

Students will be continuously assessed to determine progress in their English language proficiency and progress toward academic achievement targets. In compliance with Title III of NCLB, all students identified as ELL will be tested annually for English language proficiency and for academic progress. In addition, in order to comply with federal NCLB Title I requirements, ELLs in kindergarten through Grade 8 will also be tested annually in reading (i.e., on the DRA/DRA2 or CAPT. In order to comply with federal and state legislation, ELLs in Grades 3 through 8 will take an annual academic assessment (CAPT). In order to comply with state requirements detailed in the Bilingual Education Statute [CGS, 10- 17f(c)], ELLs in kindergarten through Grade 8 who are enrolled in Bilingual Education programs will be assessed annually to measure both their linguistic and academic progress. Therefore, both federal and state legislation require Bilingual Education students in kindergarten through Grade 12 to take the LAS Links annually to measure their linguistic progress; federal legislation requires that Bilingual Education students (like all ELLs) in Grades 3 through 8 take an annual academic assessment (CAPT); and state legislation requires Bilingual Education students in kindergarten through Grade 8 to take an academic assessment annually. Testing for

the lower grades will commence only if the School's expansion plan is approved.

Academic progress of ELL students will be determined by CMT or CAPT test results and a thorough review of academic progress in the classroom. If the classroom teacher is considering a bilingual program student ready for exit in the spring, the School will administer the DRA K-2 or the CMT/CAPT to be able to use this information as part of the exit criteria. As the State shifts to the Smarter Balanced Assessment, the Harbor School will begin to prepare for full implementation when required. Once implemented, the Harbor School will use the Smarter Balanced Assessment to also monitor ELL student progress.

Exit and monitoring:

Students will be exited from the ELL program based on the ELL Mastery Criteria determined by the Connecticut State Department of Education:[92]

- An Overall level 4 or 5 on the LAS Links (linguistic exit/mastery standard); and
- A level 2 or higher on the Math, Reading, and Writing subject area tests of the CAPT. (CSDE has not yet released exit criteria for the Smarter Balanced Assessment, which will be administered at the Harbor School as in all other public schools.)

Pending approval of the School's expansion plan to the lower grades, the School will use the following proficiency levels in the DRA2 to determine whether ELL students in Grades K-2 are ready to exit from an ELL program or discontinue ELL support:

- Kindergarten – Level 4
- Grade 1 – Level 18
- Grade 2 – Level 28 nonfiction selection

The Harbor School will continue to monitor exited students through the same assessment and data analysis undertaken for all students at the School. ELL students will be monitored for two years, as required.

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

For all ELL students it will be the responsibility of the ELL teacher, if applicable, in collaboration with the classroom teacher and student advisor to ensure that parents or guardians of a child in ELL receive report cards, and progress reports in the same manner and with the same frequency as general education reporting. The Harbor School will use a certified translator to ensure that the reports are, to the maximum extent possible, written in a language understandable to the parent/guardian.

All such progress reports and report cards will be explained using whatever translation services are necessary to allow the child to understand the focus, and message of the reports. All communication from the School to families, whether that be by US Mail, e-mail, or automated phone messages will be made available in the primary language of the family to the maximum extent possible. The Harbor School will contract with translation services as necessary.

---

[92] CT State Department of Education. http://www.csde.state.ct.us/public/cedar/assessment/ell/resources/Perf_Standards_Necessary_Exit_English_Language_Including_MAS_Final_8252010.pdf; http://www.csde.state.ct.us/public/cedar/assessment/ell/index.htm

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

A culture of assessment, data analysis and continued monitoring of student progress is a foundational element of the Capital Prep model. As described elsewhere in this application, data will drive student instruction at all levels. ELL student achievement needs will be monitored to determine progress in students' English language proficiency and progress toward academic achievement targets through regular assessments, both the state assessments described above and the standardized and non-standardized assessments described in Section I.5. Language Plans will be developed and maintained for individual ELL students. The profiles will contain current ELL levels, progress monitoring data and student work. The information will be used to develop learner profiles for ELL students and to develop benchmark goals aligned with the curriculum and CCSS. The data collected will inform instructional strategies as well as the need for further interventions. School- based teams will meet in a predetermined timeframe (every six to eight weeks) to monitor progress and adjust as needed to maximize student growth. If assessments indicate less progress or a slower rate of progress than targeted, ELL students will be provided with additional supports. This will be monitored through the implementation of the SRBI Framework, as described in Section I.5 of this application.

Assessment and progress-monitoring data will not only trigger specific addition of supports for individual students, but will also be considered as measures of the effectiveness of the ELL program overall. To ensure the program is achieving the desired results, the Harbor School will evaluate progress of ELL students on standardized and non-standardized assessment as well as track students throughout their educational career at the School to assess achievement after exit from the program. In addition, program effectiveness will be evaluated through observations of both students and teachers. The entire ELL program will be reviewed no less frequently than annually with respect to its success in meeting identified goals.

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

The Harbor School will comply with state law, Bilingual Education Statute: Section 10-17e-j, inclusive, of the Connecticut General Statutes pertaining to equal opportunities for non-proficient English speaking students and their families. To close the achievement gaps that have historically separated ELLs from native speakers of English, the School supports the provision of rigorous programs for every student. At the Harbor School, ELLs in general education classrooms will receive the differentiated instruction and ongoing support that will enable them to acquire content, academic vocabulary and English language skills simultaneously. A student's level of English language proficiency will be taken into consideration and, when necessary, students will be provided extended learning time. All certified teachers, administrators and staff will also be supported in professional development to become more effective when teaching ELLs. The School also believes that strong partnerships with parents, community organizations, businesses and universities that respect and celebrate cultural and language differences can provide additional support for these students.

The School will immediately begin to contact districts once students have been selected through the lottery process and request all student educational records including ELL status. In addition, communication will be made with families to request information regarding student educational status and any pertinent

medical/health information. The School will immediately begin reviewing information as it arrives to ensure appropriate services. The School will maintain a system to a secured process to check-in records as they arrive and follow up on any missing documentation.

The Special Education Coordinator will work with staff to provide copies to teacher of the appropriate classroom adaptations in accordance with the ELL plans sent from other districts, IEP and 504 plans. The teams will review the accommodations and modifications prior to the beginning of school to insure they are in place for students at the beginning of the school year. Only staff working with these students will receive the information

Ongoing professional development will be provided to *all* staff on addressing the needs of English Language Learners. These professional developments will include but are not limited to cultural diversity, reading and language development, approaches and strategies for ELL students.

In upholding its commitment to comply with state bilingual education requirements and federal requirements of ELL students, the School will engage in following:

- Upon each student's entrance into the School,
    - provide each student family with two forms: Home Language Survey and the Bilingual/Bicultural Education Department Parent Notification Letter/Program Options Letter, to determine a need for services;
    - contact the sending districts to verify if a student received ELL supports and request the student's ELL information including the LAS Links;
- Test all students entering the Harbor School whose primary language is other than English for English language proficiency and language dominance;
- Ensure that all ELL students are identified, placed and served in accordance with state and federal requirements;
- Provide appropriate planned instructional ESL and/or bilingual education programs for identified students whose dominant language is not English;
- Ensure that high-quality instruction and alignment with Common Core State Standards and the Connecticut State Department of Education ELL Framework in ESL and/or bilingual education programs is available to all ELL students;
- Contract with an approved ESL teacher to provide consultation to the teacher with an ELL student in his/her class, and, as the School grows, and if the School reaches a critical number of ELL students, give consideration to the hiring of an ESL teacher. Additional staff members, such as tutors, may be provided as needed.
- Classify and report to the Connecticut State Department of Education identified ELL students according to their dominant language, program code and LAS Links scores;
- Assess the linguistic and academic progress of students in ESL and/or bilingual education programs in meeting the state standards and conduct an annual review of program effectiveness;
- Provide additional English language support services for ELLs who are not making progress toward meeting the state standards and exit students from ELL status when they meet the state standards;
- Develop partnerships with the parents of ELL students that provide for two-way communication that

fosters educational support for these students and their parents;

- Provide sufficient instructional materials and supporting technology at all grade levels to implement ESL and/or bilingual education programs effectively. Native language materials and resources will be available for bilingual education program students, as necessary;
- Provide administrators, teachers and staff with ongoing research-based professional development in a variety of areas which may include ELL strategies for enhancing instruction, the difference between competencies of social vs. academic language, and devising appropriate lesson plans to enhance the learning environment for ELL students aligned to CCSS;
- Provide time for ELL teachers and general education teachers to evaluate, analyze and use resulting data to inform instruction for ELLs;
- Ensure that all ELL students are administered the LAS Links to assess language proficiency and progress in English language acquisition and provide time and appropriate space for designated staff to administer yearly LAS Links to all ELLs, in accordance with federal and state requirements;
- Implement a system of support for all ELL students that includes supplemental and intensive ESL interventions, where appropriate;
- Encourage parent and community participation in cultural, academic and other school events during and beyond the school day to promote the importance of recognizing the value of students' culture and language

4. Admissions Policy and Criteria

a. *Describe the student admissions policy and criteria. Please include a plan for the admission lottery, explaining how the proposed school would enroll students during the year if spaces become available. If necessary, please indicate whether the proposed school is applying to the SBE for a waiver of the requirements of the enrollment lottery in accordance with C.G.S. § 10-66bb(j).*

Like all public schools, there are no admissions requirements for admission to the Harbor School. Students will gain access to the Harbor School through a blind, open lottery system. Criteria for admissions are age, completion of application by the decided deadline and age appropriate for grade levels offered at the School. There is sibling preference given; however, the above admissions criteria still have to be met. All students in Bridgeport will be eligible.

The Harbor School, and all of its policies, including but not limited to admissions, are focused upon reducing racial, ethnic and economic isolation in the urban, suburban and rural schools. To this end, efforts to monitor pools of potential students will be made to ensure that they are congruent with the established goals of the State's interdistrict magnet and charter schools initiatives. The Harbor School will open by serving 250 students from the local school districts and surrounding communities. The School's host district will be Bridgeport which is a Priority School District. The School will give a preference to Bridgeport students for at least 75% of the seats. The remaining 25% of the seats (or more if Bridgeport students do not comprise 75% of the seats) will be open to the full catchment area of districts within a one-hour bus ride of the School in order to recruit a diverse student body. Notwithstanding the foregoing, the School will not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission of students shall not be limited on the basis of intellectual or physical ability, measures of achievement or aptitude, proficiency in the English language, athletic ability, disability, race, creed, gender, national origin, religion, sexual orientation, or

ancestry. The School will not require any action by a student or family (such as an interview, essay, attendance at an information or otherwise) in order for an applicant to either receive or submit an application for admission to the School.

Should the number of applicants exceed the number of available seats, a random selection process will be used to assign seats to students. If needed, this lottery will be held at the end of the application period. All applicants and parents will be notified of the lottery, its procedures, and the notification timeline for selected and non-selected students.

Students who are not selected during the lottery will be placed on a waiting list, with a full explanation of policies and procedures. If seats become available before or during the year, students/parents on the waiting list will be called and offered a seat. If seats become available during the year and there is no waiting list, the Harbor School and CPS will work with the Bridgeport school district on continued marketing and recruitment efforts.

b. *Discuss the student recruitment process and timetable to ensure effective public information to attract a diverse student body. In particular, please detail the proposed school's plan to attract, enroll, and retain students from among the following populations: students with a history of low academic performance; students who receive free or reduced-price lunches pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; and students who are English language learners.*

Recruitment process and timetable

Throughout the course of the year, the Harbor School, with the support of CPS, will be engaged in recruitment. Key to the success of the entire recruitment process is the relationship that the Bridgeport school district has already forged among parents, educators, administrators and the community. It is anticipated that there will be existing awareness of the School due its affiliation with Capital Prep and CPS. Capital Prep has received significant attention as a result of impressive student performance, school held community events, and regular showcases on media broadcasts. Capital Prep achieved accolades including Shining Star status for the Hartford School District and rated a "Top High School in America" due to student performance on state assessments and 100% college acceptance of graduating seniors. Capital Prep hosted a black tie fundraiser with guest appearance by Bill Cosby. Channel 3 featured Capital Prep as "Cool Schools" in October 2010 and principal, Dr. Steve Perry, has been an education consultant for CNN and MSNBC. All of this exposure will help bolster the recruiting campaign of the Harbor School by association.

In addition to the excitement generated by the School's affiliation with Capital Prep, upon notification that the application for the Harbor School has been approved, the recruitment process on the ground in Bridgeport will begin immediately for the 2014-2015 school year. The Harbor School will work with the Bridgeport school district and CPS to ensure extensive and effective marketing and recruitment strategies. Student recruitment strategies will focus on engagement in community-based marketing, which may include ads in local public outlets, targeted mailings, neighborhood canvassing, posters, Internet, distribution of information to local groups and attendance at community meetings. The School will engage the assistance of a broad array of community organizations to notify their constituents. The Harbor School will also hold a well-publicized open house and the School will have a website that provides information about the School and the enrollment lottery.

The specific timetable for the launch of initial advertising efforts will depend on when charter status is granted. The School anticipates a severely condensed timetable for the student recruitment

process in Year 1. Upon notification that The Harbor School is awarded a charter, publicity will begin immediately and applications accepted. In all but the first year, the recruitment process will follow the timetable below:

Tentative Recruitment Time Line

September –December	School site visits conducted by student leaders.
December –February	Brochures distributed to age appropriate families within Bridgeport.
	The application process opens for submission in December.
	On-line applications completed by last week in February.
	Charter school fairs at various locations in Bridgeport.
March	Lottery is held.
	Student assignments are made.
	Student assignments are announced.
April	First week of April, letter sent indicating student placement status
	Parents confirm or decline acceptance of placement by end of April

If the Harbor School does not receive confirmation of acceptance of placement by the specified deadline, the School will assume that the family does not want the placement opportunity and the Harbor School will give that seat to another student. If a student is not selected for placement through the Harbor School lottery, the family will receive a Waitlist Request Form. This form allows the family to request placement on the wait list. In order to retain a student's original waitlist position, parents must complete and return the Waitlist Request Form to the Harbor School by the specified deadline. Returning the Waitlist Request Form on time preserves: (1) the student's original waitlist position; and (2) the opportunity to have the student placed the Harbor School, if a seat becomes available during the school year, and the student is next on the waitlist. The Harbor School's waitlist positions **do not** carry over from previous lotteries. Those who wish to participate in subsequent lotteries must submit a new application for each child.

Plan to enroll, attract and retain target students

The recruitment plan for the Harbor School is designed to disseminate school information to all parents from every racial and ethnic group, and offer assistance to those who need it including translating all materials into the languages that are spoken by the potential applicant's family. The marketing and recruitment strategies described above have been designed to target a diverse student body.

Students who receive free/reduced price lunch

Bridgeport is a high-priority school district in which relatively all students receive free/reduced lunch (99% citywide[93]) and 40% of children live below the poverty level[94]. In order to ensure that the School attracts and enrolls economically disadvantaged students, we will focus recruitment and outreach

[93] http://www.bcacct.org/Websites/bcacct/images/2012SOC_broch_WEB_spread.pdf
[94] Ibid

efforts on the poorest neighborhoods in Bridgeport. Once enrolled, these students will receive the necessary academic and non-academic supports to ensure that their socio-economic background plays no role in their ability to achieve academic success. In addition, the Capital Prep model has been very successful in retaining students and we expect minimal attrition from year to year based on our experience at Capital Prep.

Students with a history of low-academic performance

State-mandated standardized assessments demonstrate low proficiency rates across Bridgeport in math, reading and writing. In order to ensure that the School attracts and enrolls students with a history of low-academic performance, we will focus recruitment and outreach efforts in the lowest performing districts. Once enrolled, these students will be retained through the comprehensive academic and non-academic supports that are the hallmark of the Capital Prep model. In addition, the Capital Prep model has been very successful in retaining students and we expect minimal attrition from year to year based on our experience at Capital Prep.

Students with a history of behavioral and social difficulties

The Harbor School will engage in widespread marketing to ensure that students from diverse backgrounds are given the opportunity to apply to the School. Once enrolled, students with a history of behavioral and social difficulties will benefit from the school's culture and affective supports. In addition, the School will build relationships with the Bridgeport School District around providing services to students with special needs to ensure high quality service provision for every student.

Students identified as requiring special education

The Harbor School will engage in widespread marketing to ensure that students from diverse backgrounds are given the opportunity to apply to the School. Once enrolled, students identified as requiring special education will benefit from the School's educational philosophy of individualized learning and differentiated instruction. In addition, the School will build relationships with the Bridgeport School District around providing services to students with IEPs and 504 plans to ensure high quality service provision for every student.

Students who are English Language Learners

The School has taken into consideration Bridgeport's large population of ELL students in creating recruitment and service plans. Translators will be hired to create marketing materials in Spanish, the district's dominant second language, and will be retained, as necessary, to ensure ongoing communication for students and their families. In addition, the School's educational philosophy of individualized learning and differentiated instruction will support a comprehensive ELL program to ensure the success of ELL students both in academic achievement and language proficiency.

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

The Harbor School's policies, including but not limited to admissions, will be focused upon reducing racial, ethnic and economic isolation in the urban, suburban and rural service areas. To this end, efforts to monitor student and teacher applicant pools will ensure adherence to the State's established goals regarding interdistrict magnet and charter schools initiatives, as well as the School's mission.

The Harbor School will open by serving 250 students from the local school districts and surrounding communities. The School's host district will be Bridgeport which is a Priority School District. The School will

give a preference to Bridgeport students for at least 75% of the seats. The remaining 25% of the seats (or more if Bridgeport students do not comprise 75% of the seats) will be open to the full catchment area of districts within a one-hour bus ride of the School in order to recruit a diverse student body.

Innovative programs, policies, and initiatives will continuously be pursued by the School to attract a diverse student population regarding race, ethnicity, and socioeconomic status. Due to local, regional, and national recognition for the academic success of the Capital Prep model and Capital Prep's achievement of sending 100% of graduates to college, the number of diverse students in attendance has increased and the School anticipates that this recognition will bolster its efforts to recruit a diverse population from across Bridgeport as well.

The methods that the Harbor School will use to ensure diverse recruitment include both the creative and the traditional. For example, in an effort to recruit more White students, the School will pursue partnerships with religious institutions and parochial schools in order to expose those students to the opportunities at the Harbor School.

The Harbor School also intends to develop a school culture of tolerance for diversity, attractive to students in the majority, with an outreach to the Muslim community within Bridgeport. A modified school day for prayer, professional development opportunities designed to assist teachers in creating appropriate learning spaces and opportunities, as well as teaching tolerance and maintaining a home-school partnership, will be integral to making the School attractive to all students. The Harbor School will also pursue partnerships with other organizations to create greater recognition and interest from majority applicants. These strategies will augment the School's other traditional recruiting efforts described above.

5. Student Discipline Policies

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

Creating a Safe School Environment

A positive, safe school environment is essential to sound child development and high-level learning and is directly linked to student academic performance. Students learn best and achieve to their fullest potential when they are taught in an environment where they are physically, socially and emotionally safe.[95] A positive school environment is associated with fewer student behavioral and emotional problems, increased academic success, and higher rates of staff retention which is important for providing a consistent set of caring adults whom students learn they can trust throughout their academic careers.

Feeling unsafe adversely impacts student motivation, attitude, behavior and overall functioning in school while also producing lower levels of academic achievement. Yet the research indicates that "zero tolerance" policies and high rates of suspension do not make students and teachers feel safer. In fact, schools with high suspension rates are often less safe than schools with lower suspension rates, even when they serve similar students from similar types of neighborhoods.[96]

The founders of the Harbor School recognize the critical importance of providing a healthy, safe, and supportive classroom and school environment. Creating a safe and secure school climate involves multiple facets of a school environment, including the school culture, norms, goals, values, interpersonal relationships, and the physical state of the building.[97] To support a safe and productive learning

---

[95] School Safety; http://www.nea.org/tools/16364.htm

[96] Steinberg, M.P., Allensworth, E., & Johnson, D.W. (2011). *Student and teacher safety in Chicago Public Schools: The roles of community context and school social organization.* Consortium on Chicago School Research at the University of Chicago Urban Education Institute.

[97] National School Climate Council. http://www.schoolclimate.org/climate/faq.php

environment, the School's efforts will be relationship-focused so that students connect with multiple, caring adults. The Capital Prep model is based on the belief that the creation of a loving, nurturing, and "no excuses" environment is key to student success. As a result, the Harbor School's educational approach and teaching methods are designed to produce a "high-touch" experience in order to reinforce with each student that multiple adults in the school care about them and believe in them. Examples of these multiple "touches" are the Advisory System; regular communication between parents, student and school; the mandatory two sport requirement in the Sports Education Model; and, consistently high expectations of every student, which is particularly loving for students from disadvantaged populations who may not have experienced this in other contexts. Research supports this approach, demonstrating that the quality of relationships between staff and students and between staff and families most strongly defines safe schools.[98] Establishing positive, supportive, caring relationships, and creating a loving, nurturing learning environment for students and staff, are foundational elements of the Capital Prep model.

The Harbor School Safe School Climate Plan: CORE

The Harbor School will also adopt a Safe School Climate Plan, consistent with state law and modeled after the Bridgeport Public School's district-wide anti-bullying policy. This Plan shall be known as the CORE Plan, which stands for **C**ulture **O**f **R**espect and **E**mpathy. The Harbor School is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. The full Safe School Climate Plan and CORE Addendum is included as Appendix S. This Plan will represent a comprehensive approach to addressing bullying and cyber bullying and will set forth the School's goals for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

The School's approach with respect to bullying and harassment includes:

- The School expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the Bridgeport Public Schools; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Bridgeport Public Schools.
- The School also prohibits any form of bullying, including cyber-bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- In addition to prohibiting student acts which constitute bullying, the School also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- Students who engage in bullying behavior in violation of the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Bridgeport Public School's policies on student discipline, suspension and expulsion as stated in the Bridgeport Public Schools' Code of Conduct, and consistent with State and federal law.

---

[98] Steinberg, M.P., Allensworth, E., & Johnson, D.W. (2011). *Student and teacher safety in Chicago Public Schools: The roles of community context and school social organization.* Consortium on Chicago School Research at the University of Chicago Urban Education Institute.

General prevention and intervention strategies at the School may include the following, but are not limited to:

- School rules prohibiting bullying, harassment and intimidation in all settings and establishing appropriate consequences for those who engage in such acts;
- Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- Student peer training, education and support;
- Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- Parent trainings should be in parents' home language whenever possible;
- Respectful responses to bullying concerns raised by students, parents or staff;
- Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
- Use of peers to help ameliorate the plight of victims and include them in group activities;
- Avoidance of sex-role stereotyping;
- Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- Modeling by teachers of positive, respectful, and supportive behavior toward students;
- Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others; and
- Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

The CORE Plan will outline the investigation and reporting processes and procedures and policies as they relate to bullying and harassment. These processes and procedures are discussed in more detail below. The CORE Plan provides definitions and describes prevention, intervention and consequences.

In addition to prevention and intervention strategies, School administrators, teachers, Advisors and other professional employees will seek opportunities to educate students about bullying/harassment and help eliminate bullying/harassment behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers, Advisors and other professional employees will intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

In addition to following the Bridgeport Public School's district-wide anti-bullying policy, the Harbor School will institute School-Wide Positive Behavior Intervention and Support (PBIS) programs that seek to

address mean behavior thus reducing bullying or preventing it altogether.

In accordance with state law, the Harbor School will develop a committee responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal. At the Harbor School, this committee will be known as the CORE Team, modeled on the CORE Team established at Capital Prep. The CORE Team will include an administrator/designee, staff members, parents and students in the process of assessing and improving the culture and climate of the School. The School's CORE Team will strive to supplement the mission of the School by providing instruction, supports, and resources for all stakeholders on respect, empathy and cultural proficiency.

The CORE Team shall:

1. receive copies of completed reports following bullying/harassment investigations;
2. identify, investigate and address patterns of bullying/harassment among students in the School;
3. review and amend school policies relating to bullying/harassment;
4. review and make recommendations to the Safe School Climate Coordinator regarding the CORE Plan based on issues and experiences specific to the School;
5. educate students, school employees and parents/guardians on issues relating to bullying/harassment;
6. collaborate with the Safe School Climate Coordinator in the collection of data regarding bullying; and
7. perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying/harassment.

CORE Initiatives will include:

- Ongoing staff professional developments and trainings that may include: Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education, other training in federal and state civil rights legislation, culturally responsive classroom, behavioral data and discipline, teaching behavioral expectations, and bullying/harassment procedures/prevention and any mandated State trainings
- Data collection and analysis to assess program's effectiveness
- Social Justice embedded curriculum
- School-wide Advisory program
- Ongoing student lessons that include: behavior expectations, character development, and being a responsible and empathetic citizen
- Recognizing and praising exemplary behavior through a PBIS system
- Improving classroom and school-wide behavioral management using SWIS data collection system to track and analyze student discipline referrals
- Develop student leadership in improving the school climate through CORE Student Representatives who center their Social Justice Project around improving student interactions, empathy, and behavior.

In addition to establishing strong, supportive relationships with multiple, caring adults and the Safe School Climate initiatives led by our CORE Team, our model for creating a safe, strong learning environment will include thoughtful and constant attention to the security and safety of the facilities; creation of clear policies and procedures for student and staff conduct; frequent and effective communication with parents, families, and the school community; and attention to classroom management as well as the requisite professional development. For example, expectations regarding staff and student conduct will be clearly communicated, widely disseminated, consistently reinforced, and easily accessible through our School website. The School will have required uniforms, which research has shown leads to fewer distractions and increased self-esteem.[99] In addition, our educational approach is based on a curriculum that promotes social, emotional and civic competencies along with content-area competencies. Moreover, school-wide efforts to maintain a strong, positive school climate will emphasize students' unique strengths and use diverse approaches to support students' academic and non-academic abilities. These approaches have all been identified as important strategies to creating a safe, positive and secure school environment.[100]

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

A strong, positive, loving culture will be the foundation of the Harbor School and all students will be held to high standards of conduct. The Harbor School will distribute a student and parent handbook that details the rules, guidelines, and expectations for students at the School. The Parent and Student Handbook will be included in grade-level agenda given to students on the first day of school and will be available on the School's website, thus, the rules and expectations for student conduct will be clearly outlined and easily accessible to internal and external constituents. Please see Appendix T for a copy of the Parent and Student Handbook, which enumerates all of these policies.

In general, at the Harbor School the expectation will be that students are behaved and exhibit proper school behavior. Behaviors will be addressed in accordance to the standards of conduct in the Parent and Student Handbook. In the unfortunate case a student chooses to misbehave, the teacher will address minor misbehaviors and the teacher will inform the parent/guardian. In the event that the student repeats the violation, the administrator may assign a more serious consequence. In extreme cases of more serious misbehavior (fighting, theft, etc.), the student will be immediately sent to the designated administrator, parents will be informed of all serious misbehaviors and there consequences.

It is not practical or even possible to list every student action which is prohibited in a school setting and which may subject a student to discipline. Any act by a student that is disruptive to the educational environment, whether listed in the Parent and Student Handbook or not, may result in discipline. Moreover, the particular form of discipline may vary for each student and each incident, based upon all relevant circumstances. In addition, an administrator may assign a Saturday detention in lieu of an In-School or Out-of-School Suspension.

Without limiting the above statement, the following are some examples of expectations regarding student conduct, the violation of which may subject a student to discipline:

---

[99] Wade, K.K. & Stafford, M.E. (2003). Public school uniforms: Effects on perceptions of gang presence, school climate, and student self-perceptions. *Education and Urban Society*, 35, 399-420.

[100] http://www.psea.org/uploadedFiles/External_Sites/Solutions_That_Work/ SafeEnvironment.pdf

Student Conduct	Consequence
Public Displays of Affection	• The Harbor School is not the place for overwhelming displays of affection. • Students engaging in inappropriate displays of affection will face disciplinary action from teachers and administrators.
Attendance	• Regular and punctual attendance at school and all classes is an integral component of the student's learning process. Therefore, regular attendance to all classes is essential to fulfill academic and attendance requirements. • Repetition of violation of the attendance policy will result in disciplinary action at any time.
After-School Conduct	• Any student or group of students remaining in school after the official closing shall be subject to the same general rules of conduct as maintained during regular school hours. • Students must have a purpose for remaining in the facility, and be under the supervision of a teacher. • Students will not be allowed to loiter in the corridors. • Violators will be subject to disciplinary action.
Bullying/Harassment	• Bullying/harassment behaviors are strictly prohibited as stated in the Bridgeport Public Schools Code of Conduct, and students who engage in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. • Further details on the Harbor School's anti-bullying policy, are discussed below, in the Parent and Student Handbook and in the School's CORE Plan, attached as Appendices R and Q, respectively.
Cheating	• Students are expected to conduct themselves honestly and with integrity in their work. (All forms of cheating and plagiarism are prohibited). • Behavior that is unacceptable includes, but is not limited to: • Copying another student's work/homework; • Working with others on projects that are meant to be done individually; • Looking at or copying another student's test or quiz answers; • Allowing another student to look at or copy answers from your test or quiz; • Using any other method to get/give test or quiz answers; • Copying information from a source without proper attribution; and • From other students, publications or the Internet.

	• Consequences of cheating and/or plagiarism shall be considered academic in nature and will be handled by the classroom teacher unless repeated incidences require disciplinary action. • Violators of this policy will be disciplined on a case-by-case basis depending on the seriousness of the violation, prior violations and other factors.
Conduct	• Students are expected to observe high standards of conduct. • Inappropriate loud talk, loud laughter, or boisterous conduct in the halls, classrooms, cafeteria, or auditorium should be avoided. • Students are responsible for conducting themselves in keeping with their level of maturity, acting with due regard for others. • The rights and welfare of other students must be recognized and respected at all time. • The schools district has authority over students during the regular school day and while going to and from school on district transportation, including any school related activity, regardless of time or location, and any off-campus school related misconduct, regardless of time or location.
Dress Code	• Failure to comply with the School's dress code will result in progressive disciplinary action.
Drugs and Alcohol	• Bringing controlled drugs or alcohol to school activities, into school buildings or onto school grounds is prohibited. • Possession of controlled drugs or alcohol on persons, in lockers, desks, vehicles, or any place in school buildings or school grounds is prohibited. • Distribution, sale, or use of drugs or alcohol at school activities, in school buildings and ground is prohibited. • The following procedures shall apply for any violation of this regulation: o The student shall be suspended for a period of ten (10) school days. o Parents or guardians will be referred to a licensed substance abuse counselor or agency. o The student and parent or guardian will be asked to meet with the Principal or his/her designee to review any assessment and/or recommendations resulting from step 2 above. o The Principal or his/her designee shall inform the Superintendent of the suspension. o The Superintendent will review the case and may recommend to the Board of Education the expulsion of said student.

	○ The Bridgeport Police Department will be notified.
Gambling	• Possession or uses of playing cards, dice, and/or any other games of chance are not permitted.
Leaving School Grounds	• Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration. • Leaving the school grounds during the day without administrative, parent or health office permissions will result in disciplinary action for truancy from school
Out-of-School Misconduct	• Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such conduct occurs off-school property and during non-school time. • Examples of off-school conduct that may result in such discipline include but are not limited to: ○ Sale, possession, use, or distribution of dangerous weapons, including marital arts weapons; ○ Use, possession, or distribution of illegal drugs; ○ Violent conduct; ○ Making of a bomb threat; ○ Threatening to harm or kill another student or member of the staff; where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.
Posters	• Signs and posters that students wish to display must be approved by the administrator responsible for student activities. Posters displayed without authorization will be removed. Any student who posts such material without authorization shall be subject to disciplinary action
Sexual Harassment	• Sexual harassment will not be tolerated among students of the school district. • Further details on the Harbor School's sexual harassment policy, are discussed below, and in the Parent and Student Handbook, attached as Appendix T
Smoking	• Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.
Unauthorized Areas	• Students in the parking lots, any off-campus area, or in other unauthorized areas without administrative permission during the school day are subject to disciplinary action for truancy from school or for disruption of school business

Vandalism	• A student shall not intentionally cause or attempt to cause damage to public and/or private property (including writing or defacing lockers in any way) either on school grounds, during a school function, or at an event off school grounds.
Weapons and Instruments (Dangerous)	• No guns, knives or any other objects, including martial arts weapons, capable of threatening or causing injury or death may be brought onto school grounds. • Any object used to cause injury will be considered a weapon. • Violators will be subject to arrest and prosecution as well as appropriate disciplinary action. • Any student found to possess a weapon on school grounds or during a school-activity will be expelled from school.

Bullying and Harassment

Bullying behavior is strictly prohibited as stated in the Bridgeport Public School Code of Conduct, and students who engage in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The School's commitment to addressing bullying behavior involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

Procedures for Reporting and Investigating Complaints of Bullying

- Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist. All reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with the CORE Plan.

- Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

- School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

- The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports.

- In investigating reports of bullying, the Safe School Climate Specialist will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

Responding to Verified Acts of Bullying

- Following investigation, if acts of bullying are verified, the Safe School Climate Specialist shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- In any instance in which bullying is verified, the Safe School Climate Specialist shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying.

- If bullying is verified, the Safe School Climate Specialist shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

- A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline, participation in specific training provide by the school and other appropriate remedial actions as determined by the Safe School Climate Specialist and may also incorporate a student safety support plan, as appropriate.

- **Notice to Law Enforcement** If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the School's obligations under state and federal law and School policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with other individuals the principal or designee deem appropriate.

- If a bullying complaint raises concern about discrimination or harassment on the basis of a legally

protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity), the Safe School Climate Specialist shall also coordinate any investigation with other personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

Documentation and Maintenance of Log

- The School shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the School's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under School policy and state and federal law.

- The Principal of the School shall maintain a list of the number of verified acts of bullying in the School and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

- The Principal of the School shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

Other Prevention and Intervention Strategies

- Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. The School may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences, specific student training in a designated area of concern and other restorative or remedial interventions.

- A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions for students against whom acts of bullying have been

verified and may include other interventions such as counseling, discipline, specific student training in a designated area of concern and other appropriate remedial or restorative actions as determined by the responsible administrator.

- The following sets forth possible interventions which may also be utilized to enforce the School's prohibition against bullying:
    - Non-disciplinary interventions
        - When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.
        - If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.
    - Disciplinary interventions
        - When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action. In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Bridgeport Public School's Code of Conduct. Expulsion may be imposed only after a hearing in accordance with the Bridgeport Public School's Code of Conduct. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

In addition, below is a description of the consequences or range of consequences that may result from engaging in conduct subject to disciplinary procedures.

Sexual Harassment Policy

It is the policy of the Harbor School to maintain a learning and working environment for students that is free from sexual harassment. It shall be a violation of this policy for any student, staff member, district employee, or person on school grounds to harass a student through conduct or communications of a sexual nature defined as follows.

Unwanted and unwelcome sexual advances, requests for sexual favors, as well as other inappropriate oral, written, or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education.

- Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual.
- Or such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive academic environment which has an adverse effect on the ability of the student to benefit from his or her education.

Sexual harassment, as defined above, may include but is not limited to the following:

- Verbal harassment or abuse
- Pressure for sexual activity
- Repeated remarks to a person with sexual or demeaning implications
- Unwelcome touching
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, etc.

Any person who alleges sexual harassment occurring in the district may use the School's complaint procedure (as noted in the Employee Handbook attached at Appendix U) or may report it directly to the building principal, guidance counselor or other individual designated to receive such complaints. Filing of a complaint or reporting sexual harassment will not reflect upon the individual's status nor will it affect future grades or academic assignments.

Classroom Management Procedures

As professionals, teachers are expected to effectively deal with discipline issues as they arise in their classroom. The school will implement a school wide Positive Behavior Intervention System (PBIS) to provide a positive school climate and minimize student misconduct. While research indicates that the implementation of PBIS has positive effects on school climate and behavior in the event that discipline issue arise the school will provide interventions.

They key to dealing effectively with students that misbehave is regular contact with the parent or guardian. The following interventions should be taken by the teacher prior to referring the student to the appropriate Dean, however, extenuating circumstances may cause teachers to skip steps in order to deal with an issue more effectively:

FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE	ADDITIONAL OFFENSES
Verbal Warning	Written Warning	Utilize a discipline strategy	Utilize a discipline strategy	Refer student to Dean with documentation of interventions.
	Notify parent of behavior(s)	Notify parent of behavior(s)	Notify parent of behavior(s)	

Detention

Teacher

- Teacher may assign detention as a corrective procedure.
- Students are required to provide their own transportation home and after serving school

detention.

- If teacher detentions do not serve to correct student's behavior, the student may be referred to the office.

Office

- Students are assigned to this detention by an administrator or a staff member.

Detention Procedures

- Students shall report promptly with pen or pencil prepared to read, study, complete homework assignments or review for tests and/or quizzes. No talking, socializing or sleeping will be allowed.
- Detention is held before school in the detention room to be determined the day prior to the serving of the detention.
- Students who refuse or fail to report to office detention will have their detention doubled.
- Students who then refuse or fail to report to office detention will be assigned additional consequences.

Police notification

Suspected criminal activity may be referred to the police department at the discretion of the Administrator. Such referral is separate and distinct from discipline that may be imposed in the school setting. However, for the information of students, "police referral" is listed next to those actions which may be criminal in nature and which are thus likely to result in referral to the police department.

The disciplinary actions mentioned above represent a hierarchy of consequences, not a required sequence.

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.*

In addition to the disciplinary measures described above, it is the policy of the Harbor School to use suspension and expulsion only as a last resort option. We understand that for a student to receive a high-quality education that student must be present and engaged in the academic community, and therefore the School will only suspend and expel students under extreme situations. For students who are suspended (long-term) or expelled, the School will convene an Alternative Placement with the Bridgeport School District to determine an appropriate educational placement, if any.

Connecticut's general statutes have specific protections for students with disabilities. Although they may be disciplined for the same behaviors as general education students, the cause for the behavior must be determined, a Manifestation Determination PPT may be held to based on the number of days suspended (cumulative or consecutive) to determine if the behavior is a manifestation of the disability or not and the course of action to be taken. A PPT may also be convened to conduct a Functional Behavioral Assessment (FBA) and reconvene to implement a Behavioral Intervention Plan (BIP) if appropriate. (Appendix Q, Ch.10) If a student identified as special education is expelled in accordance with the procedures below, he or she must be placed in an alternative education program where the IEP can be carried out in the least restrictive environment.

The Harbor School commits to follow the technical due process components of the statute, excerpts

of which are described below, and will be included in full in the Parent and Student Handbook:

Exclusion, Suspension, Expulsion: Definitions

a. **"Exclusion"** shall be defined as any denial of public school privileges to student for disciplinary purposes.
b. **"Removal"** shall be defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond 92 minutes.
c. **"In-school suspension"** shall be defined as an exclusion from regular classroom activity for no more than five (5) 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.
d. **"Suspension"** shall be defined as an exclusion from school privileges or from transportation service only for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.
e. **"Expulsion"** shall be defined as an exclusion from school privileges for more than (10) consecutive schools days, and shall be deemed to include, but not be limited to, exclusion from the school to which the student is assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed. The school Principal will be exclusively handling all cases of expulsion.
f. **"Emergency"** shall be defined as a situation under which the continued presence of the student in the school poses such a danger to persons or property, or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of the student as possible.
g. **"Days"** shall mean when school is in session for the students.

Procedure Governing Expulsion (AR5114)

Mandatory expulsion

The Principal recommend expulsion when he/she reasonably believes that a student:

a. Was in possession on school grounds or at a school sponsored activity of a firearm as defined in 18 USC 921, as amended from time to time, a deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. 53a-3 as amended. A "firearm" under 18 USC 921 means a "weapon" as defined in Paragraph C below. A "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 "dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted to threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" as that term is defined in Conn. Gen. Stat. 53a-3. A "martial arts weapon" means a "nunchaku", "kama", "kasari-fundo", "octagon sai", "tonfa", or "Chinese star".

b. Was in possession off school grounds of a firearm (as defined under 18 USC 921) in violation of Conn. Gen. Stat. 29-35 or did possess and such a firearm, instrument or weapon in the commission of a crime.

c. Was in possession of a knife on school grounds or at a school-sponsored activity.

d. Was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. 21 a-240(9), whose manufacturing, distribution, sale, prescription, dispensing, transportation or possessing with intent to sell or dispense, offering, or administering is

subject to criminal penalties under Conn. Gen. Stat. 21a-277 and 21a-278.

e. Mandatory Expulsion (AR-5114): It shall be the policy of the Board to expel a student who engages in misconduct as described in paragraphs a, b or d above for one full calendar year. The Board may modify the period of expulsion on a case-by-case basis.

In keeping with the intent of the Federal Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for bringing a "weapon" to school. For the purposes of this paragraph, a "weapon" is defined to mean (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon [other that a shotgun or shotgun shell particularly suited for sporting purposes] that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more that ½" in diameter).

The Board may modify the period of expulsion on a case-by-case basis.

The procedure for a hearing, outlined in paragraphs E and F of AR-511, described in more detail below, shall be provided prior to the effectuation of any expulsion unless an emergency exists. If an emergency situation does exist, such a hearing shall be held as soon after the expulsion as possible.

In accordance with IDEA *"A special education student who brings a weapon to school or possesses, uses, sells or solicits the sale of drugs at school or during a school function can be removed for up to 45 days without parental agreement."*

The student is entitled to an alternative placement during the 45 days. IDEA requires the IEP team to develop a behavior plan for students whose behavior impedes his or her learning or the learning of others. If a student is removed for more than 10 days, IDEA also requires the IEP team to do a functional behavioral assessment and implement a behavior plan.[101]

Discretionary expulsion

In addition, in accordance with the policies of the School, a student may be expelled if he or she:

- Violates a school rule on school grounds or at a school activity
- Acts in a way that is disruptive or engenders other people or property on school grounds or at a school activity
- Violates a school rule off school grounds and is "seriously disruptive of the educational process"

As with the mandatory expulsion categories outlined above, the procedure for a hearing, outlined in paragraphs E and F of AR-511, described in more detail below, shall be provided prior to the effectuation of any such expulsion unless an emergency exists. If an emergency situation does exist, such a hearing shall be held as soon after the expulsion as possible.

Due process for suspensions and expulsions

Students have the following rights in connection with suspension and expulsion hearings:

- The right to a hearing before actually being expelled, except in cases of emergency, such as where a child may pose a danger to self or others if the child remains in the classroom. A student has a right to a formal expulsion hearing on or before the 11th school day after he or she has been excluded from school. (If it is a suspension, the hearing must be before the 11th suspension or 51st

[101] http://www.understandingspecialeducation.com/special-education-law.html

day of suspension.) This hearing may be before three members of the Board of Education, or the Board of Education may appoint a "hearing board" of one or more persons.

- The right to notice before an expulsion hearing. The notice must explain which rule the school believes was broken and what the child actually did to break the rule.
- The right to bring an attorney to the hearing if they have one. There is no right to have an attorney appointed for an expulsion hearing. Even though there is no right to have an attorney appointed, the notice must provide the students' family with information on how to get representation.
- The right to explain their side of the story to the Board which includes the right to present evidence such as documents and testimony from witnesses.
- The right to question or "cross examine" any of the witnesses the school may present to support its case for expulsion.
- The right for the parent and student to get, in advance of the hearing, a complete set of all documents that the school will be presenting to the hearing officer as well as any written statements by teachers, witnesses, etc.

Due process for students identified as special education

A student may not be expelled for behaviors that are caused by the child's disability. If the school is considering expulsion or suspension (for more than 10 days) of a student identified as special education, it must hold a Planning and Placement Team (PPT) meeting first to determine whether the misconduct was caused by the child's disability or whether the behavior was caused by the school's failure to put some important part of the IEP into place. If the answer to either question is yes, the IEP may be adjusted to address the problem. If the conduct was not caused by the child's disability or by the school's failure to implement an important part of the IEP, the student may be referred for expulsion or suspension, and the foregoing due process rules apply. However, the student may appeal the determination by the PPT and request a due process hearing to review this decision.

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.*

Hiring Standards

The Harbor School will aim to hire exemplary professionals with a deep commitment to education and to underserved students, who believe that they have the opportunity to change the trajectory of a child's life through hard work and an enduring belief in each child's potential. The Harbor School will address the goal of ending racial, ethnic, and economic isolation through the active recruitment of a diverse faculty and staff.

The Harbor School adheres to the principle of equal opportunity. Staff will be employed on the basis of qualifications and competence, education, experience, personal qualities, evaluation of previous employers and other references. The School makes employment decisions based on merit and the School's needs, and not on race, color, citizenship, or mental disability, marital status, veteran, status, or any classification protected by the law. The Harbor School will not tolerate any form of discrimination. Any employee, including a manager or supervisor, involved in a discriminatory practice, will be subject to immediate discipline, up to and including termination of employment.

The School's non-discrimination policy applies to all areas of employment, including recruitment, hiring, training, and development, promotion, transfer, termination, layoff, compensation, benefits, and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws.

Staff at the school will include an Academic Dean, Dean of Students, Director of Finance, College Counselor, Social Worker, Special Education Coordinator, School Nurse, Security and an Executive Assistant. The Principal will retain authority on all hiring and dismissal decisions for the school staff listed above. The Governing Council will retain authority on recruitment, hiring, and dismissal of the Principal.

Policies for School Leadership

Through a contractual relationship, the Board will work with the charter management organization to select and evaluate the school's Principal. The charter management organization (CMO) will assist with recruiting and screening candidates, undertaking a careful search process to find the most qualified and passionate individual. This process will follow the process outlined for all staff in the following section. The CMO will then present final candidates to the full Council, which will be responsible for final selection and contract negotiation.

The Governing Council will be responsible for selecting, supporting, and reviewing the performance of the school's administrator (Principal). The charter management organization will also be responsible for providing ongoing support and management supervision to the Principal. An annual evaluation using the state SEED model (described below) will involve both the Council and the CMO, and will help the Council determine need for dismissal. The dismissal procedure will also mirror the process outlined for all staff below.

Hiring Process

Harbor School leadership will work with the charter management organization on all recruitment, hiring, orientation, and dismissal processes detailed below for teachers and Harbor School staff. This process will be focused on recruiting and hiring individuals demonstrating a history of actions aligned with the School's mission and educational philosophy.

All vacant positions will be publicized in a manner to enable the most diverse selection of candidates who are suitably qualified to apply for positions. Such advertising will also ensure that as many candidates as possible get the information and apply for opportunities. The Harbor School believes that this leads to selection of the best personnel through a competitive and open process.

The Harbor School will fill job openings with qualified applicants, per the qualifications listed in each job description. This Principal is responsible for overseeing the hiring process and will lead a collaborative hiring committee. The hiring committee will be composed of faculty, staff, administration and, where possible, parents and students.

The selection process will be carried out following the essential and established policy of merit and non-discrimination. Applicants' skills, knowledge and behaviors will be assessed and matched with the relevant requirements.

For teaching positions, the recruitment criteria will include consideration of:

- Certification
- Resume and written responses: experiences and philosophies on classroom culture, instructional planning, teaching in an urban school and achieving goals.
- Phone conversation: further explanation of previous experience and application response

- Guest lesson and in-person interviews: ability to lead a 25-45 minute class with a prepared aim and agenda, brief mini-lesson, guided practice, independent practice and "exit ticket" or assessment. The Harbor School will look for classroom management instincts, overall teacher personality and lesson delivery.
- References: impressions from former managers and colleagues about student achievement, character, personal effectiveness and teamwork.

For all other positions, the following will be considered:

- Résumé: Experiences, skills, achievements and training
- Phone conversation: Further explanation of previous experience and application
- In-person interview: Meeting with various members of the recruitment team using both standard template questions and open-ended questions.
- References: Impressions from former managers and colleagues about achievements, character, personal effectiveness and teamwork.

After the hiring committee identifies the most qualified candidate for the position, the committee will make a recommendation to the Principal who, for high-level positions, who make a recommendation to the Governing Council. Once a candidate is accepted, before they start, they will be required to show proof of certification and all required immunizations and will also be required to submit to a state and national criminal history record check. The process includes the checking of fingerprints by the State Police Bureau of Identification and the F.B.I. Final decision on hiring is contingent on this process.

Orientation and Probationary Period

New employees will undergo an orientation to acquaint them with the Harbor School's policies and procedures, the Capital Prep model, their jobs and their internal and external working relationships. In addition, all candidates for teaching positions will be subject to a 90-day probationary period in which time the teacher's Individual Teaching Plan (ITP) will be negotiated and implemented. During this time, the candidate will participate in regular meetings with the Academic Dean and the Dean of Students and will be assigned to one of the School's Professional Learning Communities. The candidate will engage in regular meetings with School administration to monitor ITP implementation and PLC participation. Observations will be conducted of the candidate. At least one full formal classroom observation will occur within the probationary period, and as many as four informal observations will occur of shorter duration, all with feedback, both written and verbal. In the event the candidate is experiencing any challenges or is otherwise not meeting the expectations of the School, candidates will be assigned a mentor/partner and will be asked to observe other teachers who can demonstrate best practices in the areas of concern. In the event severe instructional ineffectiveness is observed within the first 90 days, candidates will be terminated. If the School believes that remediation is possible, the 90 days may be extended in the School's sole discretion. If a candidate's skill set is not commensurate with that required of Harbor School teachers, the candidate will be notified by January that he or she will not be invited back for the following academic year.

Dismissal Criteria

Violence in the Workplace Policy

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect the School or which occur on property will not be tolerated. Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at

the School, or to create a hostile, abusive, or intimidating work environment for one or several employees. Examples of workplace violence include, but are not limited to, the following:

1. All threats or acts of violence occurring on School premises, regardless of the relationship between and the parties involved.
2. All threats or acts of violence occurring off School premises involving someone who is acting in the capacity of a representative of the School.

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

1. Hitting or shoving an individual.
2. Threatening an individual or his/her family, friends, associates, or property with harm.
3. Intentional destruction or threatening to destroy School property.
4. Making harassing or threatening phone calls.
5. Harassing surveillance or stalking (following or watching someone).
6. Unauthorized possession or inappropriate use of firearms or weapons.

The Harbor School's prohibition against threats and acts of violence applies to all persons involved in the School's operation, including but not limited to personnel, contract, and temporary workers and anyone else on School property. Violations of this policy by any individual on School property will lead to disciplinary action, up to and including termination and/or legal action as appropriate.

Every employee is encouraged to report incidents of threats or acts of physical violence of which he/she is aware. The report should be made to the Principal or to a member of the School administration with whom the employee feels most comfortable.

Separation of Employment

Voluntary Termination

The Harbor School will consider an employee to have voluntarily terminated his or her employment if he or she does any of the following:

1. Resigns from the Harbor School;
2. Fails to return from an approved leave of absence on the date specified by; or
3. Fails to report to work or call in for three (3) consecutive workdays.

The Harbor School will operate under the principle of at-will employment. This means that neither the employee nor the School will enter, or will be considered to have entered, into a contract regarding the duration of an employee's employment. An employee is free to terminate his or her employment with the Harbor School at any time, with or without reason. Likewise, the School has the right to terminate an employee's employment, or otherwise discipline, transfer, reassign or demote an employee at any time, with or without reason, at the discretion of the School.

Termination of Employment, Dismissal

An employee may be terminated for poor performance, misconduct, excessive absences, tardiness, discrimination, harassment or other violations of School policies. However, **all employment is at-will,** and both the employee and the School have the right to terminate an employee's employment with or without

cause.

Return of Materials and Last Paycheck

Each employee must return School property, such as keys, computers, curriculum/materials, office supplies, School supplied phones, credit cards, etc., on his/her last day of work. If an employee is not able to pick up his or her final paycheck in person, the employee's check will be mailed to his or her last known address. An employee's last paycheck will not be issued until all obligations are settled.

Please see Appendix V for job descriptions for the Harbor School Principal and a Harbor School teacher.

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

Staff size is designed to insure that each student's needs will be met, both affective and academic. This includes but is not limited to instruction, counseling and extra-curricular experiences. It should also be noted that a primary role of the staff is to engage the parents and the community at large.

The teacher-to-student ratio aligned with the School's mission is 22-25 students per grade at all grade levels. As a result of the School's comprehensive system of academic and non-academic supports, students have multiple opportunities to develop strong relationships with adults in the School both within the classroom and beyond.

c. *Discuss how the proposed school will attract, retain, and develop high-quality teachers and school leaders.*

The Harbor School will adhere to the following principles in its efforts to attract, retain and develop high-quality teachers and school leaders:

- **We will provide leadership and growth opportunities for teachers and staff**
    - We will provide meaningful opportunities for leadership within and beyond the school, such as curriculum planning, mentoring, academic coaching, action research, technology integration and professional development leadership
- **We will cultivate collaboration in the School**
    - We will provide teachers and staff time to collaborate, plan, use data, share ideas, reflect and develop plans to improve on daily, in particular through grade-level and department teacher teams as well as professional learning communities
    - We will provide on-going and extensive professional development opportunities led internally by staff and teachers
- **We will solicit teacher feedback and use it in decision-making**
    - We will provide teachers with opportunities to have a voice in school governance, curricular decisions and, where applicable, policymaking
- **We will create an environment that compensates master teachers who continue to grow, evolve and perform**
    - We will provide an incentive program for staff and faculty to learn, providing up to $5,000 in tuition reimbursement, budget permitting.
- **We will implement strong frameworks for supporting teachers with students that struggle academically**
    - We will utilize data to inform instruction and guide support services
    - We will establish a Student Assistance Team to guide and coordinate student support services in academic and non-academic areas

In addition, in order to attract a diverse faculty, we will build relationships with nearby colleges as well as historically black colleges. We will also establish relationships with local community colleges to insure diversity in non-certified areas.

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

Salary scale:

- Several factors may influence an employee's rate of pay. Some of the factors the School considers are the nature and scope of the employee's job, what other employers pay their employees for comparable jobs (external equity), what the School pays its employees in comparable positions (internal equity), and individual performance.

Contracts:

- The Harbor School adheres to the principle "employment at will". This means that employment with the Harbor School is voluntarily entered into, and the employee is free to resign at will at any time and for any reason. Similarly, the Harbor School may terminate the employment relationship at will at any time for any reason, with or without notice or cause, so long as there is no violation of applicable federal or state law.

Employment:

- All employees are classified as exempt or nonexempt in accordance with the Fair Labor Standards Act and Connecticut law.
- **Exempt employees**
  - are those exempt from the overtime pay provisions of the Fair Labor Standards Act and state law. Exempt employees, generally speaking, are employees whose jobs are executive, administrative, and/or professional in nature and whose salaries meet minimum requirements. Exempt employees at the Harbor School are generally salaried employees and as such do not receive overtime pay for hours worked.
- **Nonexempt employees**
  - are those employees entitled to overtime pay under the Fair Labor Standards Act and state law. Nonexempt employees are paid on an hourly basis and as such are paid one and one-half times their regular pay for all actual hours worked in excess of forty hours a week.
- **Regular Full-time Employees**
  - are hired to work 40 hours per week or more throughout the year. Regular full - time employees are eligible for full employee benefits.
- **Regular Part-time Employees**
  - are hired to work less than 40 hours per week but more than 19 hours per week for consecutive weeks throughout the year. Regular part-time employees are generally not eligible for employee benefits except for those mandated by law, such as workers' compensation insurance and unemployment compensation.
- **Temporary or Other Part-time Employees**
  - are hired to work 19 hours per week or less or other employee designated as "temporary" at the time of hire, whether employed on a full-time or part-time basis and regardless of the ultimate length of employment, are not eligible for employee benefits except those

mandated by law.

Medical and Dental Insurance:

- All full-time employees are eligible for medical, prescription, vision and dental insurance. The Harbor School will contribute a percentage of full-time employees' single and dependent (domestic partner, spouse, family) premium coverage during employment by the School.

Group Term Life and AD&D / Disability Insurance

- Eligible employees of the Harbor School will be enrolled in the following disability insurance: Short Term Disability, Long Term Disability, Basic Term Life and Accidental Death and Dismemberment (AD&D) Insurance.

Government Required Coverage

- ***Workers Compensation***
    - All employees are covered by Workers' Compensation insurance. This coverage is automatic and immediate and affords economic protection from an on-the-job injury.
- ***Unemployment Compensation***
    - Depending upon the circumstances, employees may be eligible for Unemployment Compensation upon and including termination of employment with the School. Eligibility for Unemployment Compensation is determined by the Division of Unemployment Insurance of the State Department of Labor.
- ***Social Security***
    - The United States Government operates a system of mandated insurance known as Social Security. As a wage earner, employees are required by law to contribute a set amount of their weekly wages to the trust fund from which benefits are paid. As the employer, the School is required to deduct this amount from each paycheck an employee receives. In addition, the School matches employees' contributions dollar for dollar, thereby paying one-half of the cost of their Social Security benefits.

Retirement

- As required by Connecticut law, all certified school professionals (teachers and administrators) employed by the Harbor School shall participate in the state teacher retirement system . The Harbor School Governing Council, as required, shall make contributions to the state teacher retirement system for such professionals.

Voluntary Savings Plan (403b)

- A voluntary savings plan, 403b, is available to all Employees.

Holidays

- Regular full-time employees are eligible for holiday pay.

Vacation

- Each regular full-time non-professional staff member is eligible for paid vacation. Vacation may not be taken until the employee has completed the Introductory Period. Teachers and assistants shall follow the vacation scheduled for students during the school calendar year.

- Regular full-time non-professional staff are eligible for the following vacation days:
  - From 0 to 5 years of employment: 10 Days per calendar year (5/6 of a day accrued each month
  - From 5 to 10 years of employment: 15 days per calendar year (1.25 days accrued each month)
  - After 10 years of employment: 20 days per calendar year (1.667 days accrued each month)

Affirmative Action Statement

- The Harbor School is an equal opportunity employer. It is the School's policy to provide an equal employment opportunity for all applicants and employees. The School is committed to treating all employees without regard to unlawful considerations of race, color, national origin, religion, gender, marital status, sexual orientation, age or disability as those terms are defined by law or any other legally protected basis in all aspects, including recruitment, hiring, training, promotion, compensation, benefits, transfer and termination. The Harbor School will comply with the law regarding reasonable accommodations for disabled employees. Management will be primarily responsible for seeing that the School's equal employment opportunity policies are implemented, but all members of the staff share in the responsibility for assuring that the policies are effective and apply uniformly to everyone.

Anti-Harassment and Anti-Discrimination Policies

- The Harbor School is committed to maintaining a workplace that is free from unlawful discrimination. In keeping with this commitment, the Harbor School strictly prohibits all unlawful harassment, including harassment based on race, color, national origin, religion, gender, marital status, sexual orientation, age or disability, or any other biases protected by law. Any employee found to be responsible for sexual or other unlawful harassment in violation of this policy will be subject to disciplinary action up to and including termination.
- *Definition of Sexual or Other Unlawful Harassment*
  - Sexual or other unlawful harassment includes unwelcome advances or unwelcome verbal, physical or visual conduct based on race, color, national origin, religion, gender, marital status, sexual orientation, age or disability and/or any other legally protected category made either explicitly or implicitly:
    - as a term or condition of employment; or
    - as a basis for any employment decision affecting an individual; or
    - in a manner that creates an intimidating, hostile or offensive working environment.
- *Examples of Sexual or Other Unlawful Harassment*
  - Though identifying every act that constitutes sexual or other unlawful harassment is not possible, examples of sexual or other unlawful harassment are provided below.
    - Unwelcome requests for sexual favors or dates; lewd or derogatory comments or jokes based on race, color, national origin, religion, gender, marital status, sexual orientation, age, disability or any other legally protected category; comments regarding sexual behavior or the body of another employee; sexual innuendo

and other vocal activity such as cat calls, whistles or racial slurs.

- Obscene letters, notes, invitations, photographs, cartoons, articles or other written or pictorial materials of sexual nature or based on race, color, national origin, religion, gender, marital status, sexual orientation, age, disability or any other legally protected category.
- Continuing to express sexual interest after being informed the interest is unwelcome.
- Retaliating against an employee for refusing a sexual or other unlawful harassment or discrimination, or for reporting the same to the School or any governmental agency.
- Offering or providing favors or employment benefits (i.e. promotions, favorable evaluations, favorable assigned duties or shifts, etc.) in exchange for sexual favors.
- Any unwanted physical touching, assaulting, blocking or impeding movements.

- *Internal Complaint Process*
  - Any employee who believes he/she (or another employee) has been subjected to unlawful harassment or discrimination should promptly report in writing the incident to his/her supervisor or Principal. The Principal or supervisor will conduct a formal investigation of the complaint. If the Principal is the subject of the complaint, the supervisor will assume all duties of the Principal or supervisor described below. The Principal or supervisor will investigate all complaints of unlawful harassment and discrimination. Based upon completion of the investigation, the Principal or supervisor will recommend appropriate action to the Principal and a determination will be made. The results will be communicated to the complainant, the subject of the complaint and those appropriate under the circumstances. This includes the following steps:
    - Appropriate action will be taken against the perpetrator of the misconduct and communicated to the complainant;
    - Steps will be taken to prevent any further misconduct; and
    - Other appropriate remedial action will be taken.
- *Non-Retaliation*
  - No employee will suffer reprisals for alleging harassment, or any other misconduct, or for initiating or assisting in any action or proceeding regarding alleged harassment or discrimination. Any incidents of further alleged harassment, discrimination or retaliation should be reported immediately to the Principal. Any false claims of harassment or discrimination will call for disciplinary action.
- In accordance with applicable law, the School will designate and/or adequately train at least one employee to coordinate its Title IX responsibilities. In accordance with Title IX, the name and contact information of the Title IX Coordinator will be made public by the School.

Workplace Bullying

- The Harbor School defines bullying as "repeated inappropriate behavior, either direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment." Such behavior violates the Harbor

School Standards of Conduct (included in the Employee Handbook attached as Appendix U) which clearly states that all employees will be treated with dignity and respect.

- The purpose of this policy is to communicate to all employees that the Harbor School will not in any instance tolerate bullying behavior. Employees found in violation of this policy will be disciplined, up to and including termination.
- Bullying may be intentional or unintentional. However, it must be noted that where an allegation of bullying is made, the intention of the alleged bully is irrelevant, and will not be given consideration when meting out discipline. As in sexual harassment, it is the effect of the behavior upon the individual, which is important. The Harbor School considers the following types of behaviors examples of bullying:
- **Verbal Bullying:** slandering, ridiculing or maligning a person or his/her family; persistent name calling which is hurtful, insulting or humiliating; using a person as butt of jokes; abusive and offensive remarks.
- **Physical Bullying:** pushing; shoving; kicking; poking; tripping; assault, or threat of physical assault; damage to a person's work area or property
- **Gesture Bullying:** non-verbal threatening gestures, glances which can convey threatening messages
- **Exclusion:** socially or physically excluding or disregarding a person in work-related activities

In addition the following examples may constitute or contribute to evidence of bullying in the workplace:

- Persistent singling out of one person
- Shouting, raising voice at an individual in public and/or private
- Using verbal or obscene gestures
- Not allowing the person to speak or express him/herself (ie. ignoring or interrupting)
- Personal insults and use of offensive nicknames
- Public humiliation in any form
- Constant criticism on matters unrelated or minimally related to the person's job performance or description
- Ignoring/interrupting an individual at meetings
- Public reprimands
- Repeatedly accusing someone of errors which cannot be documented
- Deliberately interfering with mail and other communications
- Spreading rumors and gossip regarding individuals
- Encouraging others to disregard a supervisor's instructions
- Manipulating the ability of someone to do their work (e.g. overloading, underloading, withholding information, setting meaningless tasks, setting deadlines that cannot be met, giving deliberately ambiguous instructions)
- Inflicting menial tasks not in keeping with normal responsibilities of the job

- Taking credit for another person's ideas
- Refusing reasonable requests for leave in the absence of work-related reasons not to grant leave
- Deliberately excluding an individual or isolating them from work-related activities (meetings, etc)
- Unwanted physical contact, physical abuse or threats of abuse to an individual or an individual's property (defacing or marking up property)

e. *Discuss how the proposed school will evaluate teachers and administrators. In particular, explain how the school will implement the Connecticut Guidelines for Educator Evaluation by: (1) indicating that the governing council intends to adopt SEED for teacher and administrator evaluation and development; or (2) describing an alternative method for teacher and administrator evaluation and development that meets the "Core Requirements" outlined in the Connecticut Guidelines for Educator Evaluation.*

The Harbor School will use an evaluation system such as Teachscape or BloomBoard in implementing the Connecticut Guidelines for Educator Evaluation. Connecticut's System for Educator Evaluation and Development SEED) is a model founded through research that identified the most important aspect of school success as excellence in teaching. Teachscape and BloomBoard focus administrators and instructors on the most important factors of teaching using shared rubrics to build skills in performance areas towards mastery.

Some of the areas/domains of focus are planning and preparation for instruction, the classroom, instruction and professionalism. The Harbor School will provide the appropriate training for staff and administration to begin using the chosen system to identify strengths and weaknesses through observation, reflection and discussion in working towards the development of highly-skilled teachers in all areas of education.

7. Child Day Care Services

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

The Harbor School will not provide child day care services on site at the School.

8. Student Health and Welfare

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

The City of Bridgeport will provide a nurse or nurse practitioner to the Harbor School who is responsible to ensure compliance with all applicable requirements for health assessments and immunizations, first aid, and other activities with the clinician's scope of practice. If a Harbor School student requires medication administration, the school nurse will provide assistance in accordance with the requirements outlined in the Connecticut Public Health Code (Sec. 10-212a-2). The City will also make available vision and hearing screening. The school nurse or nurse practitioner will be responsible for health and welfare activities, and documentation of those activities, in accordance with C.G.S. Section 10-212. The Harbor School will, as required by law, require that all students' health be assessed in accordance with the requirements set forth by the Connecticut Department of Public Health. For students eligible for Free/Reduced price meals, the cost of health assessments will be covered by the City of Bridgeport.

Section IV: School Viability

1. Building Options

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

The City of Bridgeport has dedicated space in the Bridgeport Technology and Trade Center, formerly the Singer Sewing Machine Company building, as the location for the Harbor School. The address of the School will be 480 Barnum Avenue in Bridgeport. The total square footage over four available floors totals approximately 26,000 square feet. The facility has a recreation room (1,893 square feet) and a cafeteria (2,528 square feet). Average classroom size is 600 square feet. There are ten to twelve classrooms on each floor. Total capacity for the space, including the expansion option, is 360 students. The building is immediately available for entry by the Harbor School.

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.*

This facility has recently been used as the site for a middle school and has been in continuous use for educational purpose since build-out of the space. As a result, the Harbor School will be able to take possession of the premises immediately, with no renovations necessary in order to bring the facility into compliance with applicable building codes. The School may pursue renovations eventually, subject to availability of resources, in order to adapt the facility to the needs of the Harbor School. For example, the space is not currently fitted for science labors or stations. However, such renovations would not be necessary in the near term. The immediate availability of the facility enables us to meet our aggressive timeline for opening the School and provides with space that is substantially designed to meet the needs of our students.

In addition, the Bridgeport Trade and Technology Center, made up of 550,000 square feet of office, industrial and warehouse space, serves as a business incubator for small and growing businesses across Fairfield County, housing over 55 businesses and organizations including a tractor training school, adult training programs, and wood working studios. These community resources provide opportunities for the type of real-world experiences we encourage our students to pursue, such as internships, service-learning activities and action-research projects. Likewise, Housatonic Community College is located only 1.6 miles away, allowing our high school students easy access to attend courses at the College. Since its inception, the Bridgeport Trade and Technology Center has dedicated this space to developing schools like the Harbor School. As a result, the School would be entering a supportive community with extensive resources and opportunities for our students.

2. Financial Plan

The financial plan must reflect the expenses related to all commitments proposed in this application through the proposed school's fifth year of operation, including the school's mission, education program, expected student population, human resources, professional development, facilities, and growth plan. Financial projections must include total documented sources of revenue including the state per-pupil grant and other grants (federal, state, and private) and fundraising. If relying upon philanthropic support, please indicate the source and amount of such support, and attach a letter of commitment as documentation. When projecting salaries and benefits, please provide supporting evidence, including the title and salary of each position by line item and year.

A detailed enrollment chart along with student population breakdowns can be found within the Financial Plan template on the 'Enrollment' tab. In addition, a complete list of positions, salaries and

benefits can also be found within the Financial Plan template on the 'Staffing & Comp.' tab.

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

The pre-opening budget statement detailing start-up activities in regards to revenues and expenditures can be found within the Financial Plan template on the 'Pre-Opening Budget Statement' tab attached as Appendix W. 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 attached as Appendix W 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 for year one of operation detailing the estimated movement of funds in and out of the proposed school for year one of operation in regards to revenues and expenditures can be within the Financial Plan template attached as Appendix W on the 'Cash Flow Schedule' tab.

a. *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 – The Harbor School does not intend to borrow any funds.

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

Each spring, Capital Preparatory Schools Inc.'s ("CPS") Director of Finance (the "Director of Finance"), with input from Harbor School leadership and the Finance Committee of the Governing Council, will facilitate a 3-month budget review process. First, the School's Principal and Finance Manager will work with the CPS Director of Finance to refine the current fiscal year's end-of-year budget projections. The Director of Finance will use these projections to draft the initial budget for the upcoming fiscal year. Once the school's leadership team identifies and determines the programmatic needs for the following year the Principal will meet with the department heads to review the preliminary budget. The Governing Council's Finance Committee then meets to discuss the preliminary budget and provide input. After revisions are made, CPS will provide the school with the final budget draft for the upcoming fiscal year. It

is then presented to the full Council for consideration and approval.

In addition to assisting with long-term financial planning, CPS will produce monthly financial reports that include a current balance sheet, a profit and loss statement, a budget-versus-actual expenditure report, and personnel expenditure projections. The Principal and Finance Manager will review these reports with the Director of Finance on a monthly basis to ensure fiscal compliance and responsibility. Prior to each Governing Council meeting, the Council's Finance Committee meets with the Principal to review these financial reports and provide valuable feedback to the school's leadership team. At each meeting of the Governing Council, the financial reports are presented to the full Council for consideration.

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

The School is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, transparency and accountability in accordance with the generally accepted accounting principles (GAAP) practiced in the United States of America and the rules and regulations established by the Financial Accounting Standards Board (FASB). The School will follow all the relevant laws and regulations that govern charter schools within the City and State of Connecticut. As a nonprofit organization, the School will be entrusted with funds granted by Federal, State, and City government agencies as well as Corporations, Philanthropic Foundations and Individual contributors. The policies and procedures outlined below will be part of School's system of internal controls.

Financial Leadership and Management

The financial management team of the School will consists of:

- Governing Council,
- Council Chairperson,
- Council Treasurer,
- Finance Committee of the Governing Council,
- Principal,
- Finance Manager,

The financial management team outlined above will be accountable for fiscal oversight of the School. The financial management team will collectively work to make certain that all financial matters of the School are properly addressed with care, integrity, and accuracy in the best interest of the School.

Changes to the Financial Policies and Procedures Manual

The School will fully develop a Financial Policies and Procedures (the "FPP") document once chartered by the State of Connecticut. This FPP will fully establish the policies and procedures for the fiscal and administrative functions conducted by the School. It is the responsibility of the School's financial management team to periodically review and revise the FPP Manual as needed. The Governing Council must approve all amendments to the Manual. Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

INTERNAL CONTROL STRUCTURE

Background

Internal controls will be established to provide reasonable assurance to achieve the following:

- Effectiveness and efficiency of operations;
- Reliability of financial reporting; and
- Compliance with applicable laws and regulations.

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

1. Internal Control Environment

By implementing internal controls, the School will establish the importance of enforcing and maintaining accountability, transparency, and accuracy in their day-to-day financial transactions. Factors that impact the internal control environment can include school management and Council philosophy; organizational structure; ways of assigning authority and responsibility assignments; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

2. Accounting System

The School will implement an accounting system consisting of processes and documentation used to identify, compile, classify, record and report accounting transactions. These processes will be established to: (1) identify and record all of the School's fiscal transactions; (2) describe the transactions adequately in order to allow proper classification for financial reporting, and (3) specify the time period in which transactions occurred in order to record them in the proper accounting period.

3. Internal Control Procedures

The School will adopted a number of internal financial controls. These procedures will be set up to strengthen the School's internal control structure in order to safeguard the School's assets.

4. Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of the School. The School will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recognized when obligations are incurred (goods transferred or services rendered).

3. Self-Evaluation and Accountability

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

Throughout the year, the Harbor School Governing Council, Principal, Dean of Students and Academic Dean will conduct annual and ongoing evaluations in order to effectively track the school's overall progress relative to student achievement; the School's mission, goals and objectives; recruitment and retention of identified populations; and efforts to reduce racial, ethnic and/or economic isolation.

An accountability plan must be based on a shared vision and goals for what the school should be

and do and fully compliant with state law in order to gain valuable information about programmatic and school-wide efficacy. Therefore, the mission of the Harbor School will guide the effort of self-evaluation and foster collaborative relationships among all stakeholders who should hold each other to the same standard of excellence and be open to constructive feedback. The larger community must participate in setting the basic goals and purposes and should operate in a climate of ongoing self-improvement to ensure continuous progress and success. These beliefs and actions will lead to the effective use of self-evaluation outcome data to inform and improve classroom practices, operations of the School, adherence to our mission and goals, and accountability to the community in the form of enrollment of specified populations and reduction of certain isolation factors.

The mission of the Harbor School is to provide a diverse community of student learners from Bridgeport and surrounding communities with the academic and character skills needed to compete and excel at a four year college or university and to become responsible and engaged citizens for social justice. The Harbor School accomplishes this endeavor through a nurturing and loving environment that fosters strong student-teacher relationships, requires rigor throughout a classic college-preparatory curriculum, demands high expectations, and is relevant, connecting student learning to real-world experiences and opportunities.

The School model is set up to support the acquisition of key academic and character skills through the use of an innovative program and the continuous monitoring of data to ensure student progress toward academic and non-academic goals and learning objectives. This relentless focus on data will extend from the classroom all the way up through the Governing Council, which will receive periodic reports on the School's aggregate progress toward student achievement targets. The Governing Council will be responsible for approving and monitoring the overarching goals of the School, using data to continuously assess School performance. In particular, the Council will ensure that the School is performing appropriately in each of the following areas, by using the strategies detailed below.

Demonstrating Educational Progress of Students

As mastery of academic skills is part of the mission of the School, the Harbor School has invested in a great deal of effort in developing a system of assessment and data analysis. This will allow teachers to continuously monitor student progress and adjust instruction quickly and responsively. Student progress will be measured by standardized and non-standardized assessments, as described in Section I, question 5. Results from all of these assessments will be combined through a data system, which the charter management organization will develop and maintain. This will ensure that all school staff can understand and react to data faster, to ensure true continuous assessment and timely adjustments.

The Principal will monitor student growth in regular meetings with teachers, staff, administrators and Department Heads. Student learning will also factor into evaluations for all teachers and staff. The Principal and school teachers/staff will then work together to take reports of this student achievement information to the Governing Council for continuous monitoring.

Meeting School Mission and Goals

The Harbor School's mission and goals speak to both the educational progress described above, as well as the non-academic goals embodied in the School's Learner Expectations – collaborator, information processor, empathetic citizen, problem-solver and knowledgeable person. Data on student progress toward non-academic goals will also be presented to the Council, as they have a responsibility to ensure that the school is meeting all goals and objectives. Overall, it will be the responsibility of the Council to determine whether the School is meeting its mission and goals. Council members will engage in this type of evaluation at regular meetings, but particularly at the Annual Council Retreat, where they will consider

all available data in their discussions around strategic planning for the School.

Making Sufficient Efforts to Attract, Enroll and Retain Students from among the Populations Described in C.G.S. § 10-66bb(c)(A)(i) to (A)(v)

The Harbor School has developed an extensive marketing and recruitment strategy to ensure a diverse student body as described in Section III.4. In particular, the strategy will ensure that the School is making sufficient efforts to attract, enroll, and retain students with a history of low academic performance, students with a history of behavioral and social difficulties, students eligible for free/reduced price lunch, students in need of special education, and English Language Learners. The School will assess its success in these efforts through Council oversight and monitoring. In addition, CPS will assist in periodic audits of the student population to determine how proportionate subgroups are between the School and the host district/sending districts.

Making Efforts to Reduce Racial, Ethnic and/or Economic Isolation

In addition to recruiting diversity from the populations listed above, the Harbor School is committed to providing a diverse learning environment for students in terms of race, ethnicity, and socio-economic status. Our recruitment strategy and hiring policies also support these efforts. Again, the Governing Council will be primarily responsible for evaluating the School's success in these initiatives. CPS will include these diversity measures in the periodic student population audit, and will also include a comparison of staff diversity to student diversity.

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.*

PROJECT ACTIVITY	TIMEFRAME	COMMENTS
Stakeholder Building	**December 2013-June 2014**	Meeting held with various stakeholders in the Bridgeport community and surrounding communities. Garnering support and establishing partnerships
Codification of School Model/Preparation of Application	**November 2013-January 2014**	Founding members worked with consultants to codify Capital Prep model and develop application
Governing Council Recruitment	**December 2014-January 2014**	Conversations with community members and leaders
Charter Approval	**January- April 2014**	Submit January 24. Decision expected end of April
Facility Acquisition	**January 2014**	Dedicated facility identified by City of Bridgeport
Development of Communications and Outreach Materials	**February-March 2014**	Pending charter approval, preparation of communication materials for media, community, applicants and their families, both in English and Spanish

Staff Training Curriculum Development	**February-April 2014**	Develop curriculum to train new teachers in Harbor School model and culture
School Leader Recruitment and Hiring	**February-May 2014**	Search for School Leader to begin after submission of charter application. School Leader to be hired once charter granted.
Community Outreach Plan	**March-April 2014**	Advertise possible opening in Bridgeport of Harbor School, modeled after Capital Prep. Outreach through media outlets and directly to religious institutions, community-based organizations, social service providers, and area schools, including community-based events.
Staff Recruitment and Hiring	**April 2014-June 2014**	Staff and teacher recruitment begins. Hiring may commence after charter granted.
Student Recruitment/ Enrollment	**April 2014-July 2014**	Student recruitment begins. Student enrollment may commence after charter granted
Governing Council Meeting	**May 2014**	Conduct first School Governing Council meeting: finalize MOU with CMO, create committees, expectations, roles/ responsibilities, review staff recruitment/hiring plan, finalize by-laws
Governing Council Training	**May 2014**	Council orientation and training by consultants
CMO Agreement Execution	**May 2014**	Once charter has been granted, a Memorandum of Understanding ("MOU") will be negotiated and executed to delineate role of CPS as CMO for the School.
Open House	**May 2014**	Conduct welcoming event at the School to invite in families and community members
Facilities	**May-June 2014**	Implementation of furniture, materials and technology procurement plan
School Systems and Operations	**June 2014**	Governing Council drafts and approves systems around School operations
Student Enrollment/ Family Orientation	**June-July 2014**	Student enrollment process is completed. Parent and student orientation are completed.
Staff Training	**June-July 2014**	Staff training to include School model, mission and vision,

		organizational matrix, curriculum, school culture, systems and operations, student data review, professional development and collaboration opportunities
School Opening	**August 2014**	Class commences

5. Transportation

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 extend-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.*

The Bridgeport Public School district will provide bus service for Harbor School students requiring transportation. We do not anticipate any difficulties arranging busing routes for students. The details of bus service will be established after the charter is granted.

The Harbor School will need to develop specific policies, provisions and payment terms for transportation services for extended-day students. We have not worked out the details with the Bridgeport Public School district at the time of this application; we will pursue this upon granting of the charter.

SECTION 3: WAIVER REQUESTS

Waivers of existing state statutes may be requested as a part of the application per C.G.S. § 10-66bb(d). If necessary, please use the form provided in ***Appendix B*** *to describe and provide a justification for a waiver of a certain provision of the general statutes and/or regulations over which the SBE has jurisdiction. Please note that waivers may be granted for any such provisions with the exception of those relating to collective bargaining, mastery testing, school health and sanitation, discrimination in public schools, and children with disabilities. Provisions relating to teacher certification may be waived in only certain circumstances.*

CHARTER SCHOOL WAIVER REQUEST

Description of Waivers Permitted or Not Permitted:

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

Name of Applicant: Capital Prep Harbor School

Address: 480 Barnum Avenue,

City and Zip Code: Bridgeport, CT 06608

Phone and Fax: none available

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

C.G.S. § 10-66bb(c)(1) Except as provided for in subdivision (2) of this subsection, no state charter school shall enroll (A) (i) more than two hundred fifty students, or (ii) in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or (B) twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less

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

The Capital Prep Harbor School is based on the internationally-acclaimed pre-K through grade twelve educational model developed by the founders of the Capital Preparatory Magnet School in Hartford, Connecticut ("Capital Prep"). As contemplated in this application, the Harbor School will begin as a middle and high school and expand, subject to approval of this waiver request, to include the lower grades, as Capital Prep expanded to open a lower school in 2010. The founders of the Harbor School believe that a pre-K through grade twelve is necessary to achieve the mission of the School for three reasons.

First, the Harbor School model is based on a thirteen-year college-preparatory program built around a progressive spiraling of Essential Questions and a vertical alignment of Social Justice Strands and Learner Expectations which provide a road map for younger students to see how their knowledge and understanding of these issues will progress over the course of their time at the Harbor School. Likewise,

core skills of self-reflection and meta-cognition developed in the younger grades through strategies such as student-led conferences, become cornerstones of our students' learning in the upper grades. As a result, the academic and non-academic groundwork laid in the younger grades supports deeper, more meaningful development of the skills by our students in the upper grades.

In addition, data from Capital Prep demonstrate that student achievement levels increase the longer students participate in the school's educational program. The Capital Prep graduating class of 2014 has demonstrated increasing levels of achievement on standardized testing, using sixth grade Connecticut Mastery Test (CMT) as baseline determination of proficiency and the tenth grade Connecticut Academic Performance Test (CAPT) as the final indicator of proficiency. The class of 2014 demonstrated a proficiency level of 60.5% on the sixth grade reading CMT assessment. The percent of students reaching proficiency on the reading assessment increased to 80.4% on the tenth grade CAPT. Similar increases occurred on the writing assessment with baseline proficiency of 78.9% and 98.2% proficiency on the CAPT. As a result, students entering the program in the younger grade levels will enjoy significant benefits from additional time in the program.

Finally, the Harbor School is designed to provide multi-grade small groups that function to provide learning and leading opportunities. A smaller school cuts deeply into our ability to create the level of dialogue that comes from the robust experience of learning with other students.

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

Given the clear benefits of the pre-K through grade twelve model of Capital Prep, the founders of the Harbor School would like to similarly structure the school in Bridgeport. Capital Prep is currently approximately 700 students. The founders of the Harbor School are requesting a waiver to expand the Harbor School to a similar size in order to enjoy the full benefits of the pre-K through grade twelve model by enabling multiple classes at every grade level. Expanding to a comprehensive pre-K through grade twelve model, with multiple classes at each grade, will allow the Harbor School to create the rigorous, college-preparatory environment necessary to achieve the educational objectives described in Section I.2 of this application.

4. Date of Application: January 24, 2014

SECTION 4: PREFERENCES

The SBE will give preference to certain factors when considering applications for charter schools. Listed in order of importance, the factors are: (1) serving high-need student populations; (2) reducing racial, ethnic, and/or economic isolation; (3) partnering with an organization and/or school leader with a past record of success; (4) turning around an existing school that has consistently demonstrated substandard academic performance; (5) serving an underserved geographic location, age/grade level, or mission not addressed by existing charter schools; (6) opening in a Priority School District or a district with at least 75 percent racial or ethnic minority enrollment; (7) being a higher education institution; or (8) locating at a work site.

To be considered for one or more of the preferences, please complete the following sections as appropriate:

1. *Serving High-Need Student Populations*

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

The Harbor School intends to be a charter school whose primary purpose is the establishment of an education program designed to serve the high-need student populations of (1) students with a history of low academic performance, (2) students who receive free or reduced-price lunch, (3) students identified as requiring special education, and (4) students who are English language learners.

The School's mission, vision, core educational philosophies, and academic program have been structured with a specific commitment to supporting the academic and non-academic success of historical disadvantaged populations, in particular those in these high-need groups. Key strategies, including high expectations, early-college exposure and a college-preparatory curriculum, project-based learning, personalized/differentiated instruction, and the integration of holistic student supports, will support students to mastery of the core academic and non-academic skills that will lead to their acceptance to a four-year college or university. Each of our key strategies – detailed in Section I, have proven to increase student achievement in populations of historically disadvantaged students.

The Harbor School will also provide services to students with additional needs, including students with disabilities/requiring special education (detailed in Section III.3), and English Language Learners (detailed in Section IV.4).

Sections I through IV of this application demonstrate our commitment and ability to educate students from historically disadvantaged populations, in particular those noted as high-need pursuant to C.G.S. § 10-66bb(c)(3)(A) and (E).

2. *Reducing Racial, Ethnic, and/or Economic Isolation*

a. *An applicant may be considered for this preference if the proposed school will strive to reduce racial, ethnic, and/or economic isolation. Please describe the percentage and number of students you plan to enroll from the local school district(s). In no more than 250 words, please explain how your projected student body and educational program will reduce the racial, ethnic, and/or economic isolation of your students, school, and the greater communities that you serve. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.*

The Harbor School will open by serving 250 students from the local school districts and surrounding communities. The School's host district will be Bridgeport which is a Priority School District. The School will give a preference to Bridgeport students for at least 75% of the seats, as detailed in Section III.5(a). The remaining 25% of the seats (or more if Bridgeport students do not comprise 75% of the seats) will be open to the full catchment area of districts within a one-hour bus ride of the School in order to recruit a diverse student body.

The School's recruitment and admission policies will be focused upon reducing racial, ethnic and economic isolation through innovative programs, policies, and initiatives. Due to local, regional, and national recognition for the academic success of the Capital Prep model, the number of diverse students in attendance at Capital Prep has increased and the School anticipates that this recognition will bolster its efforts to recruit a diverse population from surrounding communities as well.

The methods the School will use to ensure diverse recruitment include both the creative and the traditional. For example, in an effort to recruit more White students, the School will pursue partnerships with religious institutions and parochial schools. Likewise, the School intends to develop a school culture of tolerance for diversity, attractive to students in the majority, with an outreach to the Muslim community within Bridgeport. The School will also pursue partnerships with other organizations to create greater interest from majority applicants. These strategies will augment the School's other traditional recruiting efforts.

3. *Partnering with an Organization and/or School Leader with a Past Record of Success*

a. *An applicant may be considered for this preference if the proposed school plans to partner with an organization that has a demonstrated ability to operate a high-quality public school and/or with a school leader who has significantly raised student achievement over multiple years in a school(s). Please name the organization and/or school leader and present evidence of the organization's and/or individual's past record of success. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.*

Not applicable.

4. *Turning Around an Existing School*

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

Not applicable.

5. *Serving an Underserved Geographic Location, Age/Grade Level, or Mission Not Addressed by Existing Charter Schools*

a. *An applicant may be considered for this preference if the proposed school would serve an underserved geographic location, age/grade level, or mission not addressed by existing charter schools. Please indicate the geographic location, age/grade level, or mission that the school would serve and provide evidence that the location or age/grade level is underserved or the mission is not addressed by existing charter schools. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.*

Not applicable

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

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

Bridgeport is a city which disproportionately suffers from poverty, racial and ethnic isolation and low educational attainment and school performance. Bridgeport is significantly higher than state averages with respect to these key demographic indicators of disadvantage. Please see full discussion of demographics in Bridgeport as detailed in Section III.1.

The Harbor School will open by serving 250 students from the local school districts and surrounding communities. The School's host district will be Bridgeport which is a Priority School District. The School will give a preference to Bridgeport students for at least 75% of the seats, as detailed in Section III.5(a). The remaining 25% of the seats (or more if Bridgeport students do not comprise 75% of the seats) will be open to the full catchment area of districts within a one-hour bus ride of the School in order to recruit a diverse student body.

7. *Being a Higher Education Institution*

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

Not applicable

8. *Locating at a Work Site*

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

Not applicable.

APPENDIX A – ACADEMIC CALENDAR

2014-2015 SCHOOL CALENDAR

480 Barnum Avenue, Bridgeport, CT 06608

Office Hours: 8:00 AM to 4:00 PM

JULY				
M	T	W	T	F
1	2	PL	4	5
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST				
M	T	W	T	F
			1	2
5	6	7	8	
12	13	14	15	16
19	20	21	22	23
	27	28	29	30

SEPTEMBER				
M	T	W	T	F
LD	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	
	29	30	31	

NOVEMBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	
23	24	25	26	27
30	31			

JANUARY				
M	T	W	T	F
		1	2	3
[illegible]		8	9	10
13	14	15	16	17
MLK	21	22	23	24
27	28	29	30	31

FEBRUARY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
PRE	18	19	20	21
24	25	26	27	28

MARCH				
M	T	W	T	F
3	4	5	6	
10	11	12	13	14
	18	19	20	21
24	25	26	27	28
31				

APRIL				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	GF
21	22	23	24	25
28	29	30		

MAY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
MD	27	28		*30

JUNE				
M	T	W	T	F
*2	*3	*4	*5	*6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

CODES AND SPECIAL DATES

Professional Learning Day	PL	Jul. 3
First Day of School	SB	Jul. 8
Summer Break	SB	Aug. 12-23
Labor Day	LD	Sep. 2
Thanksgiving Break	TB	Nov. 28 - 29
Winter Recess	WR	Dec. 23 - Jan. 3
Professional Learning Day	PL	Jan.6
Martin Luther King	MLK	Jan. 20
[illegible]sidents' day	PRE	Feb. 17
[illegible]ing Break	SB	Mar. 10 - 15
Good Friday	GF	April. 18
Memorial Day	MD	May.26
Snow Days(if needed)	*	May 30 - June 6

MARKING PERIODS

MP1 *July 8 - Agust9*

MP2 *August 26 - October 25*

MP3 *October 28 - December 20*

MP4 *January 7 - March 7*

MP5 *March 17 - May 29*

Open House for new Students

**October 23, 2013, @6pm*

**November 11, 2013, @6pm*

**December 6, 2013, @6pm*

**subject to change*

PARENT CONFERENCE DATES

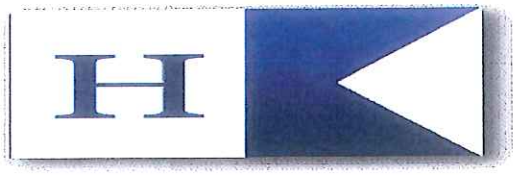
LOWER SCHOOL

- October 28 - 31
- March 31 - April 3

UPPER SCHOOL

- November 4 - 8
- April 7 - 11

APPENDIX B – SAMPLE STUDENT SCHEDULES



Capital Preparatory Harbor School
480 Barnum Avenue
Bridgeport, CT 06608

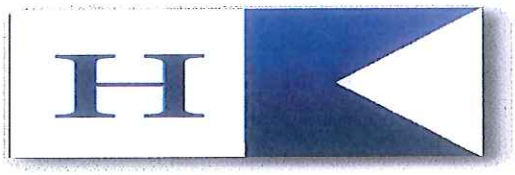
*"Our five **Learner Expectations** are that our student will be: Researchers, Empathetic Citizens, Collaborators, Problem Solvers, and Communicators."*

PowerSchool*LIVE*

Schedule List View

XXXXXX Student Number: 123456 Grade: 6 DOB: 07/22/2002 State ID: 1234567891
School: CPHS School Code: 2345678

Exp	Trm	Course Name	Teacher	Room	Enroll	Leave
HS1(135)	13-14	6th Grade English	Dickson	201	7/8/2013	6/20/2014
HS2(1,3,5)	T1	6th Grade Music	Hawkins	105	7/8/2013	10/26/2013
HS2(1,3,5)	T2	6th Grade Specials	Mitchell	GYM	10/26/2013	2/22/2014
HS2(1,3,5)	T3	6th Grade Art	Schmolze	107	2/22/2013	6/20/2014
HS3(1,3)	13-14	Lunch	Lynch	203	7/8/2013	6/20/2014
H4(1,3,6)	13-14	6th Grade History	Moynihan	300	7/29/2013	6/20/2014
HS3(5-7) HS8(1-4)	13-14	Advisory	Perry	214	7/8/2013	6/20/2014
HS3(2,4)	13-14	Lunch	Torres	201	7/8/2013	6/20/2014
HS5(2,4,6)	13-14	6th Grade Math	Lynch	203	7/8/2013	6/20/2014
HS6(2,4,7)	T1	6th Grade Math Lab	Lynch	203	7/25/2013	6/20/2014
HS6(2,4,7)	T2	Exploratory Spanish	Acevedo	207	7/8/2013	2/22/2014
HS6(2,4,7)	T3	6th Grade Technology	Cutler	313	2/22/2013	6/20/2014
HS7(2,4,7)	13-14	6th Grade Science	Hemme	311	7/25/2013	6/20/2014



Capital Preparatory Harbor School
480 Barnum Avenue
Bridgeport, CT 06608

*"Our five **Learner Expectations** are that our student will be: Researchers, Empathetic Citizens, Collaborators, Problem Solvers, and Communicators."*

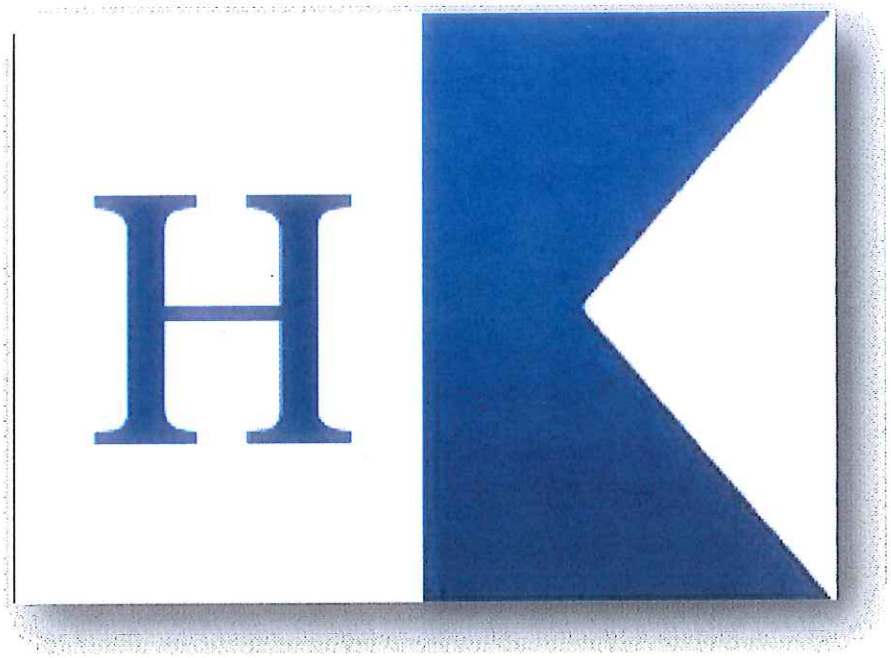
PowerSchool*LIVE*

Schedule List View

XXXXXX Student Number: 876543 Grade: 10 DOB: 07/07/1998 State ID: 12345678
School: CPHS School Code: 2345678

Exp	Trm	Course Name	Teacher	Room	Enroll	Leave
HS1(1,3,5)	13-14	English 11H	Loomis	323	7/8/2013	6/20/2014
HS1(1,3,5)	S1	Civics H	Davern	323	12/21/2013	12/21/2013
HS1(1,3,5)	S2	International Study H	Davern	323	7/8/2013	6/20/2014
HS2(1,3,5)	13-14	Biology	Harris	303	7/8/2013	6/20/2014
HS3(1,3)	13-14	Lunch	Albani-Ethier	312	7/8/2013	6/20/2014
HS4(1,3,6)	13-14	Public Service	Lynch	GYM	7/8/2013	6/20/2014
HS3(5-7) HS8(1-4)	13-14	Advisory	Taha	205	7/8/2013	6/20/2014
HS3(2,4)	13-14	Lunch	Harris	303	7/8/2013	6/20/2014
HS5(2,4,6)	13-14	Geometry H	Albani-Ethier	312	7/8/2013	6/20/2014
HS6(2,4,7)	13-14	Spanish 3H	Schlessinger	213	7/8/2013	6/20/2014
HS7(2,4,7)	T1	Strengthening and Conditioning	Lynch	GYM	7/8/2013	10/26/2013
HS7(2,4,7)	T2	Health	Mitchell	217	10/26/2013	2/22/2014
HS7(2,4,7)	T3	Art 1	Scmolze	107	2/22/2014	6/20/2014

APPENDIX C – SOCIAL JUSTICE PROJECT: STUDENT RESOURCE PACKET



Social Justice Project

Senior Year
2014-2015

Student Resource Packet[1]

[1] Based on the "Senior Project 2002-2003 Student Resource Packet" as well as the "Senior Project Student Resource Packet for 2004-2005" Developed by Souhegan High School, Amherst, New Hampshire.

Table of Contents

WHAT IS THE "SOCIAL JUSTICE PROJECT"? **3**

How do I pass the Social Justice Project? 3
How am I graded in my Social Justice Project Class? 4
Bring Your Own Technology (BYOT) Policy: 5
Due Dates 2014-2015 5

SOCIAL JUSTICE PROJECT EXPECTATIONS AND ROLES **6**

Expectations You Should Have For Yourself 6
Relationship with your Academic Advisor 6
Relationship with Your Outside Consultant 6
I. Online Resources 8
II. The Proposal 8
III. Social Justice Action Plan 8
Social Justice Project Action Plan Required Components: *8*
IV. Ongoing Task Completion and Goal Setting 10
V. Implementing the Action Plan 11
VI. SJP Research Paper 11
VII. Presenting your Project 11
VIII. Social Justice Project Awards Ceremony 12

SOCIAL JUSTICE PROJECT RUBRICS **13**

Converting Rubric Scores to 4 Point Standard Based Grading Scores *13*
Weekly Goals Rubric: *14*
Rubric for Meeting Notes: *14*
Creating an Informed Social Justice Action Plan *15*
Defending your SJ Problem and Action Plan *17*
Advisor – Advisee Relationship *19*
Raising Awareness to Various Audiences *21*
Action Plan Progress Presentation *23*
Relationship with your Outside Consultant Evaluation Form *25*
Social Justice Problem Solving Activities *27*
SJP Multimedia Product *29*
Data Analysis Rubric *31*
SJP Action Research Paper *33*
Presenting your Social Justice Project *35*
Tracking Assessment Progress and Final Presentation Approval Form *37*

OTHER SUPPORTING DOCUMENTS **38**

Advisor - Advisee Meeting Notes *38*

Capital Prep Harbor School

Mission Statement:

The Capital Prep Harbor School aspires to provide a diverse community of student learners from Bridgeport and surrounding communities with the academic and character college and career readiness skills needed to become responsible and engaged citizens for social justice. The Capital Prep Harbor School accomplishes this endeavor by providing a nurturing and loving environment that fosters strong student-teacher relationships, requires rigor throughout a classic college-preparatory curriculum, demands high expectations, and is relevant; connecting student learning to real-world experiences and opportunities through applied teaching methods such as project-based learning. The Capital Prep Harbor School is proud to develop caring, respectful, responsible, knowledgeable, and self-confident students prepared to excel in higher education and actively engage in and contribute to their communities.

Capital Prep Harbor School instructors will assess student progress towards fulfilling the mission statement through academic and behaviors of learning rubrics. The learner expectations at Capital Prep Harbor School are:

- Students as collaborators
- Students as researchers
- Students as problem solvers
- Students as communicators
- Students as empathetic citizens

What is the "Social Justice Project"?

The Social Justice Project or SJP is a performance based task where you will demonstrate your ability to question, research, lead, act, present, and reflect in order to confront a social injustice in your community. It is an example of synthesis, the assembling of critical elements of what you've learned in a ***new*** combination, product or other form.

The Social Justice Project will be evidence of your ability to fulfill the mission of Capital Prep Harbor School and is a graduation requirement.

Social justice is not a spectator sport. In order to pass the SJP, you must do the following:

1. Create an informed "Social Justice Action Plan"
2. Create a multimedia product
3. Raise awareness in the media or of policy makers.
4. Plan an event or series of events.
5. Analyze data throughout your project

How do I pass the Social Justice Project?

In order to pass, each student must meet expectations on all 12 assessment rubrics and receive a 2 or greater on all assessed standards.

How am I graded in my Social Justice Project Class?

You will be assessed on the below standards throughout the school year. Your final grade for each standard is made up of the last four assignments for that standard.

1. SJP.12.1 - Completes weekly goals and provides evidence in their e-portfolio.

2. SJP.12.2 - Create and implement a plan to measure the action plan's impact on the problem. This method allows for qualitative and quantitative methods of analysis.

3. SJP.12.3 - Creates and implements a plan to confront a social injustice.

4. SJP.12.4 - Advisor enters grade weekly. (Recorded weekly in the goal sheet)

5. *SE.2. Collaborator - Works with a variety of people including consultants, students, and staff in a cooperative manner that demonstrates leadership.

6. *SS.2 Completes required tasks outside of classroom on time.

7. RH.11-12.2. Determine the central ideas or information of a primary…source; provide an accurate summary that makes clear the relationships among the key details and ideas.

8. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

9. SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

10. RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

11. RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

*Please note that these standards are factored into the final grades in this class.

Bring Your Own Technology (BYOT) Policy:

When allowed by your teacher, you will be able to use your laptop, netbook, cell phone, smart phones, IPods, IPad, tablets, and eReader devise for class activities. However, there are a few rules that govern their use.

1) Students and parents/guardians participating in B.Y.O.T. must adhere to the Student Code of Conduct, Student Handbook, Acceptable Use Policy and all Board Policies, particularly Internet Acceptable Use.
2) The teacher has the discretion to allow and regulate the use of personal devices in the classroom and on specific projects. Specifically, if devices are in use, screens must remain in clear view of the teacher on the desk. They may not be obstructed by any object such as table top, clothing, body, etc.
3) Approved devices must be in silent mode while in class unless otherwise allowed by a teacher. Headphones may be used with teacher permission.
4) Devices may not be used to cheat on assignments, quizzes, or tests or for non-instructional purposes (such as making personal phone calls and text messaging).
5) Students may not use devices to record, transmit, or post photographic images or video of a person or persons in class unless otherwise allowed by a teacher.
6) Devices may only be used to access computer files on internet sites which are relevant to the classroom curriculum.
7) Personal devices must be charged prior to school and run on battery power while in class. Charging of devices will not be permitted using classroom outlets.

Students and parents should be aware that devices are subject to confiscation and search by teacher or school administrators if the **device is suspected of a violation** of the classroom rule. If the device is locked or password protected the student will be required to unlock the device at the request of a teacher or school administrator.

Failure to adhere to any of these policies will result in appropriate consequences outlined in the student handbook. One of which may be the loss of the devise until the end of the following school day.

Due Dates 2014-2015

Please review the due dates located on the Action Plan Template found on Google Docs. You will be able to sort the due dates by date as well as by part of the project.

Social Justice Project Expectations and Roles

Expectations You Should Have For Yourself

- Maintain a positive attitude and accept that you can do the project. No one would have approved an impossible project.
- Ask for help if you need it. No one will know you need help unless you ask.
- Retain ownership and responsibility. Do not expect others to push you to do the work.
- Strive for the highest quality work. Use this project as a chance to hone your skills before going to college.
- Document everything. This includes e-mails, journals, student evaluations, and all other written work.
- Show your appreciation by sending a thank you note and an update on your project to those that help.

Relationship with your Academic Advisor

Your advisor is an integral part of your Social Justice Project. Be certain that you attend scheduled meetings and come prepared. Before each meeting you need to fill out the "Advisor-Advisee Meeting Note Sheet."

You will meet with your advisor teacher **weekly**. Your advisor will review your tasks weekly and assist you in accomplishing your goals.

They will be completing a rubric that documents your collaboration skills. You need to pass this rubric to graduate, so make sure you maintain a good working relationship. If you are having trouble with your advisor, please see Mr. Kapralos or Mrs. Davern.

Relationship with Your Outside Consultant

Your outside consultant will help you with components of your project that you have identified as weaknesses. This person can help you with planning, information gathering, organizing, or connecting you to other resources.

Finding an Outside Consultant:

- Ask your academic advisor, SJP teacher, friends and relatives for help locating an outside consultant that have experiences that match your weaknesses.
- Look for organizations that are working on the same problem as you.
- Check the list of past consultants

Contacting Outside Consultants:

- Create a script or a sample e-mail with how you will contact this person. Let you project mentor or academic advisor read over the script or e-mail and help you improve on your initial contact. First impressions mean a lot, so make it a good one!

- If this is intimidating (and it is for most adults) feel free to make the calls with your advisor or SJP teacher.

Using your Outside Consultant:
A successful relationship with the outside consultant involves:

- *Scheduling regular meetings.* You must work with your consultant at least every other week through e-mail, phone calls, or face to face meetings.

- *Going to meetings prepared.* Go with an agenda of things or questions to discuss as well as an update on your progress.

- *Provide all materials requested by the consultant.* Respond to requests for information or work in a timely manner. Do not make them wait.

- *Document your meetings.* Use the time log to enter the date/time/and content of consultant conversations.

Consultant Grades
- The consultant rubric is to be completed at least once and show you have met their expectations. Complete the rubric collaborative so that you sit and discuss the rubric.

Your Social Justice Project.... Start to Finish

I. Online Resources

All materials that you can use for your SJP can be found on "Google Drive" under "2014-2015 SJP Resources" If you did not receive an invitation to that folder, please e-mail [ ].

II. The Proposal

The proposal is an important document because it focuses you and commits you to a topic. This proposal will consist of the first three chapters of you SJP paper.

You will be defending your proposal in front of a staff panel. Panel members will give you specific, written feedback. They will provide you with areas in need of improvement and specific recommendations to be implement during your research or action plan stage of your project.

III. Social Justice Action Plan

The "Social Justice Action Plan" refers to the plan that you will create to complete the Social Justice Project on time.

Designing a Social Justice Action Plan requires that your initial research has given you guidance on effective methods to implement change in your social justice problem. Your action plan must have a link to what you have learned to date about your problem and effective strategies to solve this problem. "Designing an Action Plan Worksheet" is found in the SJP Google Drive folder.

After your worksheet is complete, you will need to enter specific tasks that you will need to complete in order to finish your project. These tasks are entered into the "SJP Goal Sheet and Action Plan" spreadsheet. This be a "to-do" list and will also describe the evidence you will use to show you have accomplished each step.

Although it is going to be unlikely that you will be able to complete this plan in perfect order, having a guide will help keep you focused and on the right track.

Social Justice Project Action Plan Required Components:

1. **Create an informed "Social Justice Project": (Assessment #1)**

Research: Each week you must participate in ongoing research. Part of your research could be interviews, reading, video, field trips, internships, or any other learning opportunity. These will be documented using notes, video logs (see below), meeting agendas, or anything that will demonstrate how you have taken what you learned and applied it to your Social Justice Project.

AND

Create a survey that collects data on your problem. What are peoples' perceptions of the problem locally? Create a "Data Poster" that will outline all that you have learned about what people think locally, and how this information will impact how you will carry out your "social justice action".

2. **SJ Problem Solving Activities: (Assessment #7)**

Plan a series of activities that will attempt to solve the problem. What will you do to be an agent of change? Seminars, protests, enrichments, and classes are just a few examples of how you can be an agent of change. Be sure to plan how you will measure the event(s) success. No cash fundraising.

3. **Raising Awareness about the Problem: (Assessment #4)**

Awareness in the media. Create a press release and contact local newspapers, news stations, and the public access channel. Attempt to get your content in the news to raise awareness about your identified problem. You should prepare this at the same time you will be completing your event.

OR

Awareness of Policy Makers: In order to having a lasting impact on your problem, you must have policy makers aware of the problem. Use your advisory or other student groups to raise awareness of policy makers that can influence and help "solve" your problem. Write letters, invite them to school for a discussion about your problem, or any other method you can develop. This is not an individual assignment, you must get the help and support of your advisory or another student group.

AND

Raising Awareness Event: The purpose of this event will be raise awareness to appropriate audiences that you are currently not working with as a part of your "SJ Problem Solving Activities". Events such as the day of silence, or presentations to parents at a PTO meeting, or setting up a booth during a sporting event are all possible events you can plan to meet this requirement.

4. **Creation of a Multimedia Product: (Assessment #8)**

Create a documentary. Create a documentary and have it play on public access or on youtube. Use social media to get "hits" on your video. This documentary can have interviews with students, staff, parents, or members of the community. Be sure to get the proper film releases. You should also record your major "Social Justice Event(s)."

OR

Bi-Monthly Video Logs. Record yourself talking about your project and your progress. What are you working on? How far have you gotten? What are your fears? What have been your successes? You also need to record your final Social Justice Event(s). These will be edited and assembled as part of your final presentation.

OR

Another Approved Multimedia Product: Living in the 21st century allows for people to express themselves in a variety of ways such as blogs, websites, photos, audio and social media. Explore at least two of these methods that allow you to creatively present and distribute information about your social justice problem. An important part of this would be getting people to see your work.

5. **Measure your Impact: (Assessment #9)**

Plan, collect, analyze, and present data from your project: As part of your Action plan, you must create methods to measure the impact you are having on your social justice problem. This includes using "pre-test" and "post-test" data AND data from other sources to demonstrate how your project has impacted the problem. It may also be appropriate to create a control group to measure your success against.

Since it is very rare that you will see absolute proof that your project was a success using pre and post data, please collect and analyze other types of data.

All of these components will be required during the end of the year presentation. It is possible for something you plan and complete to fulfill more than one requirement. Suppose you complete 10 educational enrichment classes and at the end the students will be presenting their information to their individual advisories. This could count as both the raising awareness event and your solving your SJP activities.

This year's final presentations will be between 35-40 minutes. See the section discuss the final presentation for more details.

IV. Ongoing Task Completion and Goal Setting

Ongoing Task and Goal Setting: (Assessed weekly in Weekly goals and Action Plan Document)

As part of the project, you will be constantly reevaluating your plan that you created. Each week you will review the action plan document with all of your tasks. In order to meet expectations in this area, you must break your project down into tasks that will need to be completed by February 28 2014.

Your goals should take 5 hours of work. (3 hours class time, 2 hours homework).

Remember to DOCUMENT, DOCUMENT, AND DOCUMENT your work. No documentation means that it wasn't done. Pictures, video, and photocopies of work are evidence that you completed your Social Justice Project.

Documentation of Research/Progress

- **Create a system of documentation:** keeps track of the physical evidence of your research progress. Create the following folders to stay organized: Rubrics, Advisor Meeting Notes, Consultant Meeting Notes, Raising Awareness Evidence, Multimedia Product Evidence, Problem Solving Activities Evidence.

- **Meeting Note sheets:** Meeting note sheets are used to keep track of your work and your evidence for various audiences. These will be required each week to get credit for your weekly goals.

- **Artifacts:** You should keep things like notes, audiotapes, copies of articles, videotape of interviews, photos journals, and music. Use hyperlinks in your goal sheets, notesheets, and timelogs so that you can easily locate your work.

- **Time Log:** A time log will be used to help you to document the time you are spending on your project. It can be used as evidence for your weekly goals, a place to keep meeting notes, or anything else you need to keep track of in an organized manner.

V. Implementing the Action Plan

To implement your action plan complete the tasks you have outlined and meet with your advisor each week to review your progress. You may, and probably will, have to change your plan. Make sure that you keep a record of why and how you have changed your plans. This will be important to show your SJP Panel during your presentations.

During this part of the project, it is important to stay organized, focused, and keep meeting with your advisor, consultant(s), and your mentor. Remember to record everything.

VI. SJP Research Paper

In your College Writing Class, you will be creating a paper that will clearly document your research and your outcomes. There will be two people grading your paper, Dr. Roberts and your advisor. Dr. Roberts will be approving your paper, one chapter at a time until it is complete, and then it will be given to your advisor for final approval.

The completion of this paper is required for graduation even though it is being written in another class. It will have the following chapters:

Chapter 1: Introduction to the Study
Chapter 2: Review of the Related Literature
Chapter 3: Research and Design Methodology
Chapter 4: Presentation of the Finding
Chapter 5: Summary, Conclusions and Recommendations

VII. Presenting your Project

Presenting your work makes another connection. At this point you have completed an in-depth study of the problem and possible solutions; you have created and implemented a social justice action plan, and wrote a paper about your research. Now, you will need to share your overall learning with your SJP Panel.

The final presentation will be at least 35 minutes. This presentation will need to cover what you have learned through the entire year. You will share your documentation of all your work during these 35 minutes. You can take questions during or after your presentation.

You can apply to have a longer or shorter final presentation. Perhaps a documentary you completed is only 20 minutes but contains all the components you need. Perhaps you have created a play that encompasses your project and was used to raise awareness.

Let creativity be your guide.

Seminar teachers, advisors, advisees and other resources are available to assist you in the design and practice of your presentation.

VIII. Social Justice Project Awards Ceremony

The social justice project awards ceremony takes place during the school day. This is an opportunity for student helpers and consultants to be recognized for their hard work to help you with your project.

All seniors that will be graduating with distinction will be awarded their honors cords during this ceremony.

That's it! Now it's up to you to do it! Best of Luck!

Capital Preparatory Magnet School

Social Justice Project Rubrics

NOTE: In 2008, these rubrics heavily resembled Souhegan High School's Senior Project Assessment Rubrics. Since then, they have been heavily revised but may contain pieces from the original source.

Converting Rubric Scores to 4 Point Standard Based Grading Scores

Score	Description
4	Your evaluator marks that you have exceeded all expectations and your work is the exemplar for future projects. This is supported by comments explaining exactly what makes the work exemplary.
3.5	Certain categories exceed expectations and the work is an exemplar for future projects. This is supported by comments explaining exactly what makes the work exemplary.
3	All Categories Meet Expectations.
2.5	All Categories Meet Expectations after revisions.
2	All of the starred categories meet expectations. These are the most important components to completing the rubric.
1.5	All of the starred categories meet expectations after revisions.
1	Some, but not all starred categories meet expectations.
0	Nothing completed or no categories meet expectations.

Weekly Goals Rubric:

SJP.12.1 - Completes weekly goals and provides evidence in their e-portfolio.

Score	Description:
4	Student has completed **more than** the required work.
3	Student has completed the pre-work, completed each of the weekly goals, and has meeting notes linked on the goal sheet.
2	Student has completed the pre-work, completed each of the weekly goals, but has not completed the meeting notes.
1	Student was not prepared for the meeting and did not complete the pre-work on the notesheet. OR Student has met with advisor, but no evidence is provided for the advisor to review.
0	Student has not met with the advisor.

Rubric for Meeting Notes:

RH.11-12.2 – Determine the central ideas or information of a primary…source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Score	Description:
4	Weekly meeting notes are complete. The recommendations have very specific details that make clear the specific recommendations being made by both the students and the advisor.
3	Weekly meeting notes are complete. The recommendations have sufficient detail to understand the recommendations being made by both the students and the advisor.
2	Weekly meeting notes are incomplete. Notes are missing one required component such as goals or recommendations.
1	Weekly meeting notes are incomplete. Notes are missing more than one required components such as goals or recommendations.
0	Weekly meeting notes are not done.

Creating an Informed Social Justice Action Plan

(Assessment #1)

Student Name: _____ **Advisor Name:** _____

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

	Description	Comments	Specific recommendations to be implemented
Meets Does not meet	**1. *Research informs Action Plan**		
Meets Does not meet	**2. *Action Plan Tasks**		
Meets Does not meet	**3. Identifying possible problems with the action plan**		

SJP.11-12.2 Create and implement a plan to measure the action plan's impact on the problem.

Meets Does not meet	**4. *Data Collection informs Action Plan**		
Meets Does not meet	**5. *Measuring Action Plan Success**		

SJP.12.3 - Create and implement a plan of action to confront a social injustice that requires leadership

Meets Does not meet	**6. Requires Leadership**		

More Comments (Reasons for "Exceeding Expectations" 4 out of 4):

Creating an Informed Social Justice Action Plan – Assessment Rubric

	Meets Expectations	Does Not Meet Expectations
***Research informs Action Plan**	Five different sources have informed the action plan. These sources guided the development of the action plan and are clearly seen in the task list and supporting documents. At most 2 of these sources can personal interviews of these sources one MUST be from a consultant.	Less than five sources have been used to inform the action plan. Even though these sources have guided the action plan's development, more sources must be used to support this approach. OR The action plan does not follow from the research that has been conducted.
***Action Plan Tasks**	Action plan tasks are complete and comprehensive. Following these tasks will allow for the completion of the action plan in the given time. They will also allow for the demonstration of the multimedia, awareness and problem solving activities requirements of the SJP.	The action plan has a complete and comprehensive schedule in some places, but is incomplete in other areas. OR The action plan will not allow you to demonstrate one or more of the required components of the project.
Identifying possible problems with the action plan	The senior can foresee possible problems and difficulties with the action plan and has ideas to solve these possible problems.	The senior has not identified possible problems and difficulties with the action plan. OR The senior does not have any strategies to solve these possible problems.
***Data Collection informs Action Plan**	At least one conclusion from your initial date collection survey has been used to guide the development of the action plan.	You have collected survey data, analyzed the data correctly, but you have not used this information to inform your action plan. OR The data you have collected was not analyzed correctly and lead to an action plan that is not supported by the research.
***Measuring Action Plan Success**	There is a measurement tool (observational protocol, survey, test, journal prompts, etc.) that will be able to measure the action plan's impact on the problem. This will allow for qualitative and/or quantitative methods of analysis. This will allow you to measure success of your project.	Your measuring tool is incomplete or poorly designed and will not provide the data needed to measure the action plan's success.
Requires Leadership	When the action plan has been completed, the senior would have demonstrated leadership by using students to help you in your project.	There is no plan to demonstrate leadership.

Defending your SJ Problem and Action Plan

Assessment #2

SL.11-12.4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning… and the organization, development, substance and style are appropriate to purpose, audience.

Senior Name: _____ **Panel Members Name:**_____

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea.

	Description	Comments	Specific recommendations to be implemented
Meets Does not meet	1. ***SJ Problem is local, is a social injustice[2], and is supported by research**		
Meets Does not meet	2. **Essential and sub questions**		

SJP.12.3 – Create and implement a plan to confront a social injustice.

Meets Does not meet	3. ***Action plan addresses the problem and fulfills the requirements of the SJP**		
Meets Does not meet	4. **Action plan description.**		

SE.3. Collaborator: Works with a variety of people including consultants, students, and staff in a cooperative manner that demonstrates leadership.

Meets Does not meet	5. **Student and panel member communication.**		
Meets Does not meet	6. **Professional Appearance and Demeanor.**		

[2] CPMS defines social injustice as the unequal access to information, or distribution of political or economic resources.

Defending your SJ Problem and Action Plan–Assessment Rubric

	Meets Expectations	Does Not Meet Expectations
*** SJ Problem is local, is a social injustice, and is supported by research**	The local SJ problem is clearly defined as either unequal access to information or an unequal distribution of political and economic resources. The initial research has been synthesized into a clear and compelling explanation that is sufficient to understand the context of the problem and what other people and organizations have done to address this issue.	One or more of the following components is missing: 1. The presentation is not clearly organized so the ideas are not clear. 2. The synthesis of the research is not clear or research has not been used. 3. Each piece of research does not seem connected to the other pieces.
Essential and sub questions	The questions have no obvious answer and it requires more than a yes or no answer. Also the essential question cannot be answered using a compiled list of information. It will provide guidance for the inquiry process	The questions have one or more of the following problems: 1. The questions are simple and can be answered easily. 2. It is a yes/no question. 3. There are personal pronouns present in the question. 4. It is not though provoking.
***Action plan addresses the problem and fulfills the requirements of the SJP.**	The action plan will address the problem in a manner that is consistent with the research. There is clear evidence that the action plan is being informed by the research. The action plan will: 1) Require a series of activities occur to try and "solve" the problem. 2) Raise awareness in the media or with policy makers 2) Raise awareness with an event 3) Involve the creation of a multimedia product 4) Allow for the collection of data what will support the "success" of your project.	There is not enough research to support the use of the action plan to impact the problem. OR There are components that are required that are missing from the action plan.
Action plan description.	Each component (purpose, population, personnel, duration, and measures of success) is described has enough detail to understand the goals for your action plan. The project can be completed in the time allotted.	One or more of the following issues are in the action plan. 1. The purpose, population, personnel and duration are not outlined. 2. The project cannot be completed in the time allotted.
Student and panel member communication.	Student allows panel members to finish thoughts and engages in a conversation about her/his project. Student records (notes) ideas discussed by the panel. Student asks clarifying questions if necessary.	Student is not engaged in the discussion about her/his project OR Student does not record the panel's ideas
Professional Appearance and Demeanor.	Students has presented herself/himself in a professional manner including: 1. Arriving on time and ready to present 2. Uses academic language to communicate ideas. 3. Uniform is clean, ironed, complete and presented appropriately.	One or more of the following issues are present: 1. Arrived late to presentation. 2. Uses non-academic language to communicate their ideas. 3. Uniform is not presented appropriately or is incomplete.

Advisor – Advisee Relationship

(Assessment #3)

Student Name: _____ **Advisor/Mentor Name:** _____

All areas need to meet expectations. If they do not meet expectations, improvement must be made and this rubric can be completed in March to show the improvement.

SE.2. Collaborator: Works with a variety of people including consultants, students, and staff in a cooperative manner that demonstrates leadership.

Score	Description	Comments	Specific recommendations to be implemented
Meets Does not meet	**Attends all scheduled meetings on time.**		
Meets Does not meet	**Comes prepared to all scheduled meetings with work that shows goals have been completed.**		
Meets Does not meet	**Collaborates to create and complete goals that align with the action plan.**		
Meets Does not meet	**Maintains proper dress, demeanor, and language during all meetings and interactions.**		

More Comments (Reasons for "Exceeding Expectations" 4 out of 4):

Advisor – Advisee Relationship
(Assessment #3)

	Meets Expectations	Do Not Meet Expectations
Attends all scheduled meetings on time.	Senior attends most meetings on time and communicates appropriately when meetings need to be cancelled or rescheduled.	Senior is frequently late or does not communicate to the advisor if meetings need to be cancelled or rescheduled.
Comes prepared to all scheduled meetings with work that shows goals have been completed.	Senior consistently completes pre-work and it is available for the advisor to review at the **start** of the meeting. This includes: 1) Last week's goals and evidence indicated and linked on goal sheet. 2) Recommendations and changes proposed by student 3) Next week's goals and evidence are identified.	One or more of the areas are not being consistently completed.
Collaborates to create and complete goals that align with the action plan.	Senior maintains ownership of the project but actively requests support from the advisor for parts of the project that are difficult or require ongoing revisions and suggestions.	Senior often does not take full responsibility for their project so the advisor is forced to make decisions in order for the project to be completed. The advisor is forced to direct student work rather than a student directing the work themselves.
Maintains proper dress, demeanor, and language during all meetings and interactions.	Senior maintains appropriate dress, demeanor, and language.	Student does not maintain proper dress, demeanor, or language.

Raising Awareness to Various Audiences

(Assessment #4)

Student Name: _____ **Advisor/Mentor Name:**_____

Briefly explain how you raised awareness in the media or to policy makers and your raising awareness event:

_____

_____

_____

_____

_____

SJP.12.3 - Create and implement a plan of action to confront a social injustice and requires leadership

Score	Description	Comments	Specific recommendations to be implemented
Meets Does not meet	***Awareness in the Media or of policy makers**		
Meets Does not meet	***Raising Awareness Event**		
Meets Does not meet	**Evidence Collected, Organized and Compiled**		

More Comments (Reasons for "Exceeding Expectations" 4 out of 4):

Raising Awareness to Various Audiences Rubric

(Assessment #4)

	Meets Expectations	Do Not Meet Expectations
***Awareness in the Media or of policy makers.**	All tasks that allowed the senior to raise awareness in the media or of policy makers have been completed and are of a high quality.	There are still tasks that need to be completed in order to raise awareness in the media or to policy makers.
***Raising Awareness Event**	The senior has had an event that raised the awareness of other appropriate audiences besides those in their SJ problem solving activities.	There are still tasks that need to be completed in order to have a successful awareness event.
Evidence Collected, Organized and Compiled	Evidence of completing tasks is present in e-portfolio AND E-portfolio contains labeled folders for each component of the project. Artifacts are easily identified and recognized. (Journals, task lists, time logs, etc.)	E-portfolio missing components or are not easily recognized or identified. OR Artifacts are not relevant to the completion of the tasks for this rubric.

Action Plan Progress Presentation

(Assessment #5)

SL.11-12.4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning… and the organization, development, substance and style are appropriate to purpose, audience.

Student Name: _____ **Advisor Name:**_____

Panel Members:_____

Score Circle one	Description	Comments	Specific recommendations to be implemented
Meets Does not meet	***Senior explains their action plan progress clearly.**		
Meets Does not meet	***Ongoing Research**		
Meets Does not meet	***Senior has an ability to answer relevant questions**		

SJP.11-12.2 Create and implement a plan to measure the action plan's impact on the problem.

Meets Does not meet	***Data**		

SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Meets Does not meet	**Supporting materials and evidence**		

More Comments (Reasons for "Exceeding Expectations" 4 out of 4):

Action Plan Progress Presentation Rubric

(Assessment #5)

	Meets Expectations	**Do Not Meet Expectations**
***Senior explains their action plan progress clearly.**	Senior clearly explains what has been done to date including: • Raising awareness in the community • Multimedia Communication • SJP Event • Difficulties to date • Progress on action plan tasks. (approximately 2/3 should be completed to date.) Student is focused and to the point	Student does not clearly describes their action plan, what has been done, what needs to still be done, and what difficulties they have had to this point. OR It does not appear that enough progress has been made towards their action plan. Less than 2/3 have been completed.
***Ongoing Research**	Senior clearly describes their ongoing research including: • How consultant continues to affect their action plan • How research informs their action plan, especially any major changes that have taken place since the last presentation.	Senior does not describe: • How their consultant is helping with their action plan • Why major changes have been made to their action plan and how this relates to the research.
***Senior has an ability to answer relevant questions**	Senior takes questions and: 1. Answers question OR 2. Explain why it is not related to their topic of inquiry OR 3. Identifies that they have not research the answer to this question AND can then re-state the question in their own words to be research later.	Senior takes questions BUT 1. Cannot answer the questions, OR 2. Explain why it is not related to their topic of inquiry OR 3. Does not understand the question as it is stated.
***Data**	A specific method to collect data for the effectiveness of the action plan. Specific surveys, interview questions, observational protocol or other means to collect data must be presented. Both qualitative and quantitative data must be represented.	There is not a specific method to collect data. The panel is not able to review the specific product. OR Only one type of data will be used. The use of qualitative or quantitative data must be added.
***Supporting materials and evidence**	You used effective, relevant, and high quality supporting materials and evidence including pictures, video, audio, data posters, etc. These materials are organized in a manner that is easily reviewed.	You used supporting materials, but they were not of a high quality or organized in a manner easily reviewed.

Relationship with your Outside Consultant Evaluation Form

(Assessment #6)

To complete this rubric, the senior and the consultant meet together and discuss the student's strengths and weaknesses. Fill out this rubric together. If the consultant is unsure of how to grade the students, please just write in your comments.

Student Name: _____ **Consultant:** _____

Description	Description of Performance
***The senior makes a significant effort to maintain the support of the consultant.**	
The senior and the consultant collaborate to create goals or tasks that align with the senior's action plan.	
The senior comes prepared to all scheduled meetings with work that shows goals have been completed.	
***The senior comes prepared with questions and concerns about their project.**	
***The senior maintains proper dress, demeanor, and language during all meetings and interactions with the consultant.**	

SENIOR OVERALL GRADE: Please check (or highlight) one:

	The student meets the consultant's expectations, and should continue to work in this manner.
	The student meets the consultant's expectations, but needs to work on her/his identified weaknesses.
	The student does not meet the consultant's expectations and needs to work harder to maintain the support of her/his consultant

Student name, signature, and date: _____

Consultant name, signature, and date: _____

(Feel free to add more comments to the back of this rubric)

[this page is intentionally blank]

Social Justice Problem Solving Activities

(Assessment #7)

Student Name: _____ **Student or Advisor Name:** _____

SJP.12.3 – Create and implement a plan of action to confront a social injustice and requires leadership

Score	Description	Comments	Specific recommendations to be implemented
Meets Does not meet	**Task Completion**		

SJP.11-12.2 Create and implement a plan to measure the action plan's impact on the problem.

Meets Does not meet	**Evidence Collected, Organized and Compiled**		
Meets Does not meet	**Data Collection**		
Meets Does not meet	**Data Analysis**		

More Comments (Reasons for "Exceeding Expectations" 4 out of 4):

Social Justice Problem Solving Activities Descriptions

(Assessment #7)

	Meets Expectations	Does not Meet Expectations
Task Completion	All tasks that were needed to carry out a Social Justice Project activities have been completed and are of a high quality.	There are still tasks that need to be completed in order to complete the social justice project activities.
Evidence Collected, Organized and Compiled	Evidence of completing tasks is present in e-portfolio AND E-portfolio contains labeled folders for each component of the project. Artifacts are easily identified and recognized. (Journals, task lists, time logs, etc.)	E-portfolio missing components or are not easily recognized or identified. OR Artifacts are not relevant to the completion of the tasks for this rubric.
Data Collection	Data has been collected that will show the effectiveness of the problem solving method. The senior used one or a variety of methods to measure the action problem solving activities' success. The data collected is of high quality and can be analyzed.	Data has not been collected that can be analyzed. OR Panel recommendations about data collection were not followed.
Data Analysis	A data poster has been created that shares the results from the problem solving activities. Using more than one source of data the student either supports or refutes the effectiveness of the problem solving activities to solve the social justice problem. The analysis is of a high quality.	A data poster has been created but the analysis does not support or refute the effectiveness of the social justice problem solving activities. Therefore the analysis is lacking in its depth and complexity.

SJP Multimedia Product

(Assessment #8)

Student Name: _____ **Advisor Name:**_____

Briefly explain how you used a multimedia product in your project:

_____

_____

_____

_____

_____

SJP.12.3 – Create and implement a plan of action to confront a social injustice and requires leadership

Score Circle one	Description	Comments	Specific recommendations to be implemented
Meets Does not meet	***Task Completion**		
Meets Does not meet	***Evidence Collected, Organized and Compiled**		
Meets Does not meet	**Audience**		

More Comments (Reasons for "Exceeding Expectations" 4 out of 4):

SJP Multimedia Product Rubric

(Assessment #8)

	Meets Expectations	Do Not Meet Expectations
***Task Completion**	All tasks that were needed to create a multimedia product have been completed and are of a high quality.	There are still tasks that need to be completed in order to create a multimedia product.
***Evidence Collected, Organized and Compiled**	Evidence of completing tasks is present in e-portfolio AND E-portfolio contains labeled folders for each component of the project. Artifacts are easily identified and recognized. (Journals, task lists, time logs, etc.)	E-portfolio missing components or are not easily recognized or identified. OR Artifacts are not relevant to the completion of the tasks for this rubric.
Audience	This product has been shared with a diverse audience of students, staff, or the general public. The student has evidence to support that a diverse audience has interacted with this media.	The product has only been shared with a limited audience.

Data Analysis Rubric

(Assessment #9)

Student Name: _____ **Advisor Name:** _____

SJP.11-12.2 Create and implement a plan to measure the action plan's impact on the problem.

Score Circle one	Description	Comments	Specific recommendations to be implemented
Meets Does not meet	**Evidence (Data) Collection Methods**		
Meets Does not meet	***Qualitative data**		
Meets Does not meet	***Quantitative data**		
Meets Does not meet	***Other sources of evidence**		
Meets Does not meet	**Data shows varying success**		

More Comments (Reasons for "Exceeding Expectations" 4 out of 4):

Data Analysis Rubric
(Assessment #9)

	Meets Expectations	Do Not Meet Expectations
Evidence (Data) Collection Methods	Evidence of project completion includes various types that were collected before, during, and after the project.	Evidence is missing from before, during, or after the project.
Qualitative Data	Qualitative data was analyzed for themes and communicated using data wall. Specific conclusions were drawn from each set of data that answered the research questions.	Qualitative data was not analyzed and displayed on the data wall or there are not specific conclusions drawn from each set of data.
Quantative Data	Quantative data was analyzed using percentages, mean, median, and mode. Likert scale questions were analyzed using a frequency table. Specific conclusions were drawn from each set of data that answered the research questions.	Quantitative data was not analyzed and displayed on the data wall or specific conclusions were not drawn from each set of data.
Other sources of evidence	There are various other sources of evidence that shows the completion of your project. These can include but are not limited to participant products such as artwork, video of the activities, pictures of activities, etc.	There are not a wide range of different evidence that can be shown to the audience.
Data shows varying success	Conclusions are drawn from the data that show varying success of the student's social justice project. The student is able to use data to describe the most successful and least successful parts of their project.	The conclusions seem to be biased. They only point to the highly successful project outcomes without acknowledging the less successful outcomes.

SJP Action Research Paper

(Assessment #10)

Student Name: _____ **Mentor Name:**_____

****All areas must meet expectation and be of a high quality to ensure passing the final presentation****

Circle	Description	Comments	Specific recommendations to be implemented
Meets Does not meet	Statement of the problem		
Meets Does not meet	*Literature Review		
Meets Does not meet	*Action Plan		
Meets Does not meet	*Measures of success and project outcomes		
Meets Does not meet	*Conclusion		
Meets Does not meet	Appendices		
Meets Does not meet	Format		

More Comments (Reasons for "Exceeding Expectations" 4 out of 4):

SJP Action Research Paper Rubric Descriptions

(Assessment #10)

	Meets Expectations	Does not meet Expectations
Statement of the problem	The problem is written with correct grammar and spelling. The ideas are expressed in a clear and concise manner. Research has been used and cited throughout the problem statement to support this problem.	Problem statement is not written with correct grammar OR the ideas are not clearly expressed. OR research has not been used or cited throughout the problem statement to support the problem
***Literature Review**	The research has been synthesized into a clear and compelling explanation that is sufficient to understand the context of the problem and what other people and organizations have done to address this issue. This research contains appropriate citations.	One or more of the following components is missing: 4. The research is not complete 5. The synthesis of the research does not read well. 6. Each piece of research does not seem connected to the other pieces. 7. The citations are missing or incomplete.
***Action Plan**	Action Plan is written in the past tense and includes the purpose, population, personnel, duration and schedule for your project. Each component is complete and has enough detail for any person to read and understand the progression of what took place during the course of the action plan.	One or more of the following issues are in the action plan. 3. The action plan does not appear to address the problem. 4. There is no plan to assess the plan's effectiveness.
***Measures of success and project outcomes**	It is clear what data was collected, how it was collected, and how the data supports the answers to the research questions. There is qualitative and/or quantitative data to support conclusions.	One or more of the following issues are present: 1. It is unclear how the data was collected 2. There is no reference to any data. 3. The data that is cited does not adequately support the conclusions.
***Conclusion**	Conclusion summarizes all major outcomes, and provides areas for future research, and/or process. It is clear that the conclusions follow from the entire paper.	Conclusions do not follow from the entire paper OR The research does not suggest further areas of study or process.
Appendices	Appendices contain all relevant materials: ➢ Data collection tools ➢ Data analysis summary ➢ References	Appendices do not contain one or more of the necessary, relevant materials.
Format	Research paper follows correct formatting rules, grammar, and spelling	Does not follow proper format.

Presenting your Social Justice Project

(Assessment #11)

SL.11-12.4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning… and the organization, development, substance and style are appropriate to purpose, audience.

Student Name: _____ **Mentor Name:**_____

Staff Panel Members:_____

SJP.12.3 - Create and implement a plan of action to confront a social injustice that requires leadership

Circle	Description	Comments	Specific recommendations to be implemented
Meets Does not meet	**Social Justice Action Plan.**		

SJP 12.2 - Create and implement a plan to measure the action plan's impact on the problem.

Meets Does not meet	***Data showing your impact**		

SE.2 – Collaborator: Works with a variety of people including consultants, students and staff in a cooperative manner that demonstrates leadership

Meets Does not meet	***Panel Recommendations Evident**		
Meets Does not meet	**Professional Presentation**		

SL.11-12.5 - Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Meets Does not meet	**Presentation Length**		
Meets Does not meet	***Supporting materials and evidence**		

More Comments (Reasons for "Exceeding Expectations" 4 out of 4):

Presenting your Student Social Justice Project Descriptions

(Assessment #11)

	Meets Expectations	Does Not Meet Expectations
Presentation Length	Your presentation falls between 35 and 40 minutes in length unless an exception has been granted	Your presentation does not take between 35 and 40 minutes.
Professional Presentation	Your presentation was clearly organized and of a professional quality. Your uniform was complete and you were dressed professionally	Your presentation was somewhat organized. OR You were not professional dressed and in full uniform.
Social Justice Action Plan.	You clearly shared your Social Justice Project during your presentation including how you raised awareness, worked with a consultant, created a multimedia product, and created a SJP Event.	You shared your Social Justice action during your presentation. But the link between the action and the research was unclear.
***Data showing your impact**	You analyzed both qualitative and quantitative data to show your impact on the social justice problem.	You do not share your data analysis with the panel.
***Supporting materials and evidence**	You used effective, relevant, and high quality supporting materials and evidence including pictures, video, audio, data posters, etc. These materials are organized in a manner that is easily reviewed.	You used supporting materials, but they were not of a high quality or organized in a manner easily reviewed.
Knowledge of topic	You addressed questions from the audience with **confidence**.	You addressed questions from the audience though you did not appear confident in your responses.
***Panel Recommendations Evident**	Your presentation addresses specific changes based on previous recommendations that were received. These recommendations are fulfilled completely.	Your presentation and action plan only marginally address panel recommendations.

Tracking Assessment Progress and Final Presentation Approval Form

Monitoring:

Assessment #	Assessment Name	Date Met/ Sign off
1	Creating and Informed Social Justice Action Plan	
2	Defending your SJ Problem and Action Plan	
3	Advisor – Advisee Relationship	
4	Raising Awareness to Various Audiences	
5	Action Plan Progress Presentation	
6	Relationship with your Outside Consultant Evaluation Form	
7	Social Justice Problem Solving Activities	
8	SJP Multimedia Product	
9	Data Analysis	
English Rubric	SJP Action Research Paper (Dr. Roberts)	
10	SJP Action Research Paper (Advisor)	
	Final Presentation Practice with Advisor Meets Expectations (Rubric #11)	

Request for a different presentation format:
As part of your final presentation, you are able to modify how you present your Social Justice Project. If you are requesting a change, explain the change and the reasons for your change. Include how much time you are looking to utilize and what the new format will include.

_____

_____

_____

_____

_____

_____

Final Approval from Advisor: (please circle one)

Approve w/out reservation Approve w/ reservation Disapprove w/ reservation Disapprove w/out reservation

Other Supporting Documents

Advisor - Advisee Meeting Notes

Name:
Meeting Date:

Agenda: (Starred (*) items must be completed before meeting)

1. Discuss Previous Week's Goals:

*Goal	*Evidence	Complete (Y/N)	Linked (Y/N)

2. Specific Recommendation made during meeting:

*Recommendations and changes proposed by student:
Recommendations and changes proposed by advisor:

3. Identify this week's Goals (from spreadsheet):

*Goal	*Evidence	Due date

4. Overall Grade: _____

APPENDIX D – SAMPLE CURRICULUM UNIT: MATH

UNIT PLAN TEMPLATE

UNIT TITLE: Rates of Change and Linear Data			SUBJECT: Algebra 1
DEMOGRAPHICS			**UNIT DURATION**
GRADE LEVEL	**APPROX # STUDENTS**	**#SUPPORT STAFF**	**# CLASSES: 5**
8-9	**3 classes of 20 students**	**1 special educator**	**# WEEKS: 2**

COMMON CORE STANDARDS

CC#	CC DESCRIPTION
F-BF 4	Write a function that describes a relationship between two quantities
F-IF 4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities.
F-IF 6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
F-LE 1b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
S-ID 7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data

STATEMENT OF INTENT

1. Necessary prior student knowledge & skills:	Student should be competent in: reading and graphing coordinates, using rulers to measure in metrics, creating algebraic equations to model direct variations
2. Unit objectives/goals:	Students will be able to determine, calculate and interpret slope as a rate of change. Students will create models to identify and compare linear functions.

3. Social Justice/Learner Expectation:	In order for students to become agents of change, they need to be able to identify, recognize and at times quantify change. This unit is designed to introduce the concept of using linear mathematical models to describe change. The learner expectation of the quint is "students as researchers and information processors". Students will be asked to apply appropriate methods of gathering and organizing data throughout this unit. They will be asked to use tables, graphs and tables to both organize and critically analyze data. Students will also be asked to create evidenced-based conclusions when investigating rates of changes. They will need to determine rates of changes and identify how they are used.	
4. Affective Domain:	Students will work in cooperative groupings (pairs, quads) to complete tasks.	
Cognitive Domain:	Students will calculate the rate of change/slope of linear relationships given descriptors, a graph or coordinates. Students will draw conclusions based on comparison of rates of change.	
Psychomotor Domain:	Students will create and measure heights of different stacks.	
5. Required accommodations and/or modifications for identified students in a Section 504 Plan, an IEP, or for ELL pupils:	TYPE OF NEED	ACCOMMODATION(S) FOR UNIT
	Special Education	-pre teach core vocabulary and skills -formula chart for reference -Visual reinforcers/ manipulatives -copy of teachers notes with models/examples -Calculator -Chunk assignment in to short tasks -Use of peer helper to check for

		understanding -Monitor student progress with frequent check ins for understanding -Use of a ruler to isolate individual changes in the graph -Extended time to complete assignment -Cooperative groups carefully selected stronger student with those who struggle -preferential seating -selected problems that demonstrate mastery
	ELL	-Pre teach core vocabulary and necessary skills -Visual reinforcers/ manipulatives -Peer helper to review directions for understanding -Monitor student progress with frequent check ins for understanding -Extended time to complete the assignment -Cooperative groups carefully selected stronger student with those who struggle -preferential seating -Bilingual dictionary
	504	-Large print -Limit the amount of information presented on a page -Monitor student progress with frequent check ins for understanding -Preferential seating -Extended time

RATIONALE

Common Core state high school students studying algebra should be required to model with mathematics, construct viable arguments and reason both abstractly and quantitatively. This unit is designed to address all three mandates while requiring students to create an understanding of the most important property of linear data; constant rates of change.

Students must be able to construct and compare linear and later on quadratic/exponential functions. It is through the careful investigation of rate of changes and linear functions, students will come to understand types of functions as families with similar properties.

ESSENTIAL UNIT QUESTIONS	KNOWLEDGE	SKILLS
How is change determined and manipulated?	At the end of the unit, students will know…	At the end of the unit, students will be able to...
How does change help one to understand the relationship between two variables?	Linear functions are created to describe data with constant rates of changes	Write functions to describe linear relationships
	There are various methods of calculating, interpreting and understanding rates of changes/slopes of linear data	Calculate the rate of change of a linear relationship given data, a graph or coordinates
	Properties of collected data may be revealed by calculating the rate of change.	Interpret the constant rate of change for real-world linear relationships described graphically, symbolically and numerically

UNIT OVERVIEW

LESSON	DESCRIPTION	LESSON DURATION
Lesson 1 **Do Now**	Stacking Books – this is an introductory lesson to introduce the term "rate of change" to students. Students will review the concept of direct variation as the	**40 minutes**

	simplest form of a linear function.	
Lesson 1 Activity	Fuzzy Friends – students will model a handicap ramp on a coordinate plane determining the height of ramp supports; the concept of constant rate of change will be used to identify the heights	**60 minutes**
Lesson 2 Do Now	Calculating Slopes: Rates of Changes – students will review the use of rise/run and *k* as slope, while creating a broader definition of slope as: (difference of y's/difference of x's)	**15 minutes**
Lesson 2 Activity	Slope Centers – students will work in cooperative quads to practice determining rates of changes and using them to determine properties of slope	**85 minutes**
Lesson 3 Do Now	Stacking Toys – Students will review rate of change as a property of linear relationships and review creating models in y=mx+b forms.	**20 minutes**
Lesson 3 Activity	Stacking Cups Lab – Students will investigate the linear relationship of the height of a stack of cups and its height. They will identify the rate of change as the 'lip' of the cup and create and manipulate a linear model to answer questions.	**80 minutes**
Lesson 4 Assessment	Different Cups Worksheets – Students will compare and contrast two different types of cups and describe how mathematical models would vary based on properties of cups.	**60 minutes**
Lesson 5 Extension	Stacking Chairs Lab and Project Introduction – Students will create and implement lab procedures to determine a mathematical model for the height of stack of cups and to determine the legality of handicap ramps found in their community.	**60 minutes**

KEY CONCEPT WORDS/VOCABULARY

Rates of change	Slope	Rise	Run	Difference
Linear	Independent variable	Dependent variable	Scatterplot	Direct variation
y-intercept	Mathematical model	Constant of variation		

ASSESSMENT

LESSON	**ASSESSMENT DESCRIPTION (Identify Formative or Summative; Include Type – i.e., Summative/Lab Practicum)**
1	Creating Direct Variations book work – formative assessment. Teacher will assign book tasks for students to demonstrate their ability to determine the constant of variation and subsequent linear model of direct variations.
2	Centers work – formative assessment. Teacher will informally assess work completed in centers for individual student understanding of how to determine slope/rate of changes.

3	Stacking Cup Lab – formative assessment. Teacher will assess individual student's ability to identify and interpret rate of change while assessing their ability to create and manipulate a mathematical model.
4	Different Cups Worksheets – summative assessment.
4	Books and Cup Rates of Changes – summative assessment.
5	Stacking Chairs and Slope Project – summative assessments. Students will create procedures to collect data in order to determine the rate of change of real-world phenomena.

CLASSROOM MANAGEMENT

Classroom behavior is managed through the structure of the classroom. A shared expectation of completing work upon entry of room is facilitated via "Do Now" assignment for each lesson available to students.

Daily tasks are listed and projected for students to view on SmartBoard to facilitate transitions from one activity to another.

Teacher will grade students daily on effort/working on assigned tasks and following classroom routines without being prompted. Teacher will identify appropriate behaviors and award grade values based on behaviors when 'checking in'. A score of 1 is representative of not meeting expectations, while a score of 4 is representative of exemplary

There is a progression of punishment for all inappropriate behavior during a lesson. The first display of inappropriate behavior will result in a class warning. A second infraction will result in an assigned 'Reflection' writing assignment for the individual student. A third infraction will result in an Office Discipline Referral, as well as an assigned lunch detention. A fourth infraction will result in a meeting with the Dean of Students, along with a Saturday detention.

Teacher will follow appropriate behavior modification plans, point sheets break schedules for students with disabilities or 504s in accordance to individual plans.

LESSON TITLE:	Direct Variations and Real World Rates of Changes		SUBJECT: Algebra 1

DEMOGRAPHICS			LESSON DURATION
GRADE LEVEL	APPROX # STUDENTS	# SUPPORT STAFF	# CLASSES: 1
8-9	3 classes of 20 students		# DAYS: 1

LESSON GOALS/OBJECTIVES

CCSS: F-IF 4, F-IF 6, F-LE 1b, S-ID 7

Students will be able to use the concepts of stacking and handicap ramps to investigate the concepts of rates of change and slope of a line.

Students will be able to calculate rate of change (determining differences and using rise/run).

Students will be able to create linear mathematical models

ESSENTIAL LESSON QUESTIONS

How is change determined and manipulated?

How does change help one to understand the relationship between two variables?

LESSON KEY CONCEPT WORDS/VOCABULARY

Direct variation	Rate of Change	Slope	Difference
Centimeters	Stack	Coordinate plane	Rise
Run			

KNOWLEDGE	SKILLS
At the end of the lesson, students will know…	**At the end of the lesson, students will be able to…**
There are various methods of calculating, interpreting and understanding rates of changes/slopes of linear data	Calculate the rate of change of a linear relationship given data, a graph or coordinates

Properties of collected data may be revealed by calculating the rate of change.	Interpret the constant rate of change for real-world linear relationships described graphically, symbolically and numerically

PROCEDURES

1. Introduction:

As students walk into classroom, they will work to complete "Book Lab" in cooperative pairs. This "Do Now" activity will engage students in completing a task upon entry, as well as set-up discussion of rates of changes, as well as, mathematical modeling.

2. Body of Lesson (steps numbered):

1. Teacher will ask "What is rate of change for this lab? Why?"

and lead class discussion of rate change as the height of book while stacking books.

2. Teacher will ask "How is rate of change represented in graph?" and lead discussion of rate of change as slope of line and determined as rise/run.

3. Teacher will ask "Why is this situation considered a direct variation?"

4. Teacher will introduce "Fuzzy Friends" scenario and ask students "Why would it be important to have a handicap ramp for a public place?"

5. Cooperative quads will work to complete "Friends" activity.

6. Teacher will ask "Why would it be necessary to predict heights of supports?", "How was the concept of slope used to determine the heights?"

7. Teacher will review using rise/run to identify slope using 'handicap ramp' points.

8. Teacher will introduce difference of y's/difference of x's as an analogous method to calculate slope when given two points.

9. Students will use two different sets of coordinates from handicap ramp to calculate slope as 1/8.

10. In a whole class discussion, students will share calculations of different pairings to demonstrate different methods to calculate slope.

11. Teacher will ask "How are the two scenarios similar? Different?" Students will discuss the similarities and differences of two scenarios.

Methodology: Cooperative pair discussion, Whole class discussion with Socratic questioning, Cooperative quad discussion, Whole class discussion, Individual practice

3. Lesson Specific Accommodations:	**TYPE OF NEED**	**LESSON ACCOMMODATION/MODIFICATION**
	Special Education	-Preview key vocabulary and concepts -Provide notes and definitions -Provide students with questions ahead of time for review and participation in Socratic questioning Peer reader as needed -Prearrange cooperative pairs (consider high students with low students, student maturity in working with other students and students with disabilities) -Review cooperative roles for quad discussion -Calculators -Graph paper (large scale) -Provide model examples -Visual representation for Toy factory Problem -Break assignments into core (step by step) pieces -Manipulatives (such as ruler, string, dry spaghetti, wikki stix to demonstrate slope) -Scribe if needed or Assistive Tech -Check frequently for understanding
	ELL	Preview key vocabulary and concepts -Provide notes and definitions

		-Bilingual Dictionary -Provide students with questions ahead of time for review and participation in Socratic questioning -Prearrange cooperative pairs/quad discussion (consider English language speakers with non English Language speakers) -Provide model examples for written responses -Visual representation for Toy Factory Problem -Peer Reader for directions as needed in English and Spanish or use bilingual dictionary for Spanish or other languages -Scribe if needed or Assistive Tech -Check frequently for understanding
	504	Preview key vocabulary and concepts -Provide notes and definitions -Prearrange cooperative pairs/quads -Calculators -Graph paper (large scale) -Provide model examples -Chunk assignments Manipulatives (such as ruler, string, dry spaghetti, wiki stix to demonstrate slope) -Scribe if needed or Assistive Tech
	ALL	-Utilize and implement behavior strategies in accordance to student plans -Teacher should familiarize themselves with any student behavior plan, point sheets or PBIS systems

4. Assessment:	**FORMATIVE**	**SUMMATIVE**
	Teacher will informally assess students' ability to calculate slope during class discussions.	

	Teacher will assess retention of understanding with out-of-class assignment.
5. Closure:	Teacher will ask "If a roof was constructed so it was 7 feet higher than the ramp at all times, what would its slope be?. Would it be a direct variation?" As an extension teacher will ask "How would the mathematical model be changed?"
6. Follow-Up:	Students will complete book work/worksheet requiring students to determine rates of changes via analysis of data in a table, and calculate slope given graphs and coordinates.

CLASSROOM MANAGEMENT

Classroom behavior is managed through the structure of the classroom. A shared expectation of completing work upon entry of room is facilitated via "Do Now" assignment for each lesson available to students.

Daily tasks are listed and projected for students to view on SmartBoard to facilitate transitions from one activity to another.

Teacher will grade students daily on effort/working on assigned tasks and following classroom routines without being prompted. Teacher will identify appropriate behaviors and award grade values based on behaviors when 'checking in'. A score of 1 is representative of not meeting expectations, while a score of 4 is representative of exemplary

There is a progression of punishment for all inappropriate behavior during a lesson. The first display of inappropriate behavior will result in a class warning. A second infraction will result in an assigned 'Reflection' writing assignment for the individual student. A third infraction will result in an Office Discipline Referral, as well as an assigned lunch detention. A fourth infraction will result in a meeting with the Dean of Students, along with a Saturday detention.

Teacher will follow appropriate behavior modification plans, point sheets break schedules for students with disabilities or 504s in accordance to individual plans.

RESOURCES	
1. Required Materials:	5 uniform books per peers, metric ruler, graph paper, "Stacking Books" lab, "Fuzzy Friends" lab
2. Teacher Resources:	**http://www.ada.gov**
3. Student Resources:	Algebra 1 book; Khan Academy: Slope video and tutorials

Name: _____ Period: _____

I'm Going To Throw The Book At You!

Measure the height of one math book and fill in the following table.

# OF BOOKS IN STACK	HEIGHT OF STACK (CM)	CHANGE IN HEIGHT (CM)
0	0	0
1		
2		
3		
4		
5		

a. Describe why the data represents a function.

b. What is the relationship between the height of the book and the data found in the "CHANGE OF HEIGHT" column? Explain.

c. What could be considered the rate of change for this scenario? Explain.

d. If there were 10 books in a pile, how would you calculate the height of the stack?

e. Graph data in the table.

f. Create an equation to model the height of book function.

g. A function in the form $y=kx$, where $k\neq0$, is a direct variation. The constant of variation k is the coefficient of x. The variables y and x are said to vary directly with each other.

Does the height of the stack vary directly with the number of books in the stack? Explain.

Name: _____ **Period:**_____

The Toy Factory Problem

The door to the factory outlet store at the Fuzzy Friends Toy Co. is reached by climbing the stairs to a loading platform that is 4 feet above the level of their parking lot.

In order to make their store wheelchair accessible, the company has decided to build a ramp down the side of its building to the opposite corner, 32 feet away from the edge of the platform.

1. Use a coordinate plane to model the above scenario. (Think of the parking lot as the x-axis and the lowest point of the ramp as the origin.).

2. In order to reinforce the ramp supports are placed at 4-foot intervals along the parking lot. Draw these supports on the graph.

3. How high should each of the supports be? Label the heights on the graph.

4. Create an equation for the line that would model the ramp.

5. Describe what the constant of variation in your equation represents. Why would this value be important for building this ramp?

PROCEDURES

LESSON TITLE:	Determining Slopes and Rates of Changes		SUBJECT: Algebra 1

DEMOGRAPHICS			LESSON DURATION
GRADE LEVEL	**APPROX # STUDENTS**	**# SUPPORT STAFF**	**# CLASSES: 1**
8-9	3 classes of 20		**# DAYS: 1**

LESSON GOALS/OBJECTIVES

CCSS: F-IF 6, S-ID 7

Students will be able to calculate slope (determining differences and using rise/run).

Students will be able to identify the relationship between the slopes of parallel and perpendicular lines.

ESSENTIAL LESSON QUESTIONS

How is change determined and manipulated?

How does change help one to understand the relationship between two variables?

LESSON KEY CONCEPT WORDS/VOCABULARY

Difference	Coordinates	Slope	Line
Perpendicular	Parallel	Reciprocal	

KNOWLEDGE	SKILLS
At the end of the lesson, students will know…	**At the end of the lesson, students will be able to…**
There are various methods of calculating, interpreting and understanding rates of changes/slopes of linear data	Calculate the rate of change of a linear relationship given data, a graph or coordinates

1. Introduction:

Individual students will work to complete "Do Now": "Calculating Slopes: Rates of Changes".

Students will lead whole class review of how to determine slope using 3 different methods while sharing strategies needed to calculate slope for "Do Now".

2. Body of Lesson (steps numbered):

1. Students will transition into cooperative quad pairings.
2. Quads will work to complete following center activities rotating every 12 minutes:

    a. "Slope from Graphs" worksheet.

    b. "Slope Writing Prompt"

    c. "Slope and Steepness" worksheet and "Types of Slope" worksheet

    d. "Slope from Two Points" worksheet

    e. "An Investigation of Slope" worksheet

**If quad completes center activity, students will share and compare slope calculations from homework

3. Students will lead whole class discussion of solution strategies for each 'center worksheet'.

Methodology: Individual practice, Whole class discussion with Socratic questioning, Cooperative quad discussion during centers, Whole class discussion, Individual practice

3. Lesson Specific Accommodations: **TYPE OF NEED** **LESSON ACCOMMODATION/MODIFICATION**

	Special Education	-Preview key vocabulary and concepts -Provide notes and definitions -Provide students with questions ahead of time for review and participation in Socratic questioning -Prearrange cooperative pairs (consider high students with low students, student maturity in working with other students and students with disabilities) -Review cooperative roles for quad discussion and transitions between activities -Calculators -Graph paper (large scaled) -Provide model examples -Extended time (12 Minutes may not be enough time) or pre-teach the lesson to allow students to have the necessary information ahead of time for class -Break assignments into core (step by step) pieces -Manipulatives/visual representations for Rates of Change worksheet -Lager scale graphs for worksheet Slopes from Graphs -Provide step by step process/guide for worksheet Slopes from Two Points --Minimize examples on worksheets to demonstrate mastery not quantity -Scribe if needed or Assistive Tech -Check frequently for understanding
	ELL	Preview key vocabulary and concepts -Provide notes and definitions -Bilingual Dictionary -Provide students with questions ahead of time for review and participation in Socratic questioning -Prearrange cooperative pairs/quad discussion (consider English language speakers with non English Language speakers) -Extended time (12 Minutes may not be enough time due to language concerns) or pre-teach the lesson to allow students to have the necessary information ahead of time

		for class -Provide model examples for written responses -Visual representation/ Manipulatives for Rates of Change worksheet -Read directions as needed in English and Spanish or use bilingual dictionary for Spanish or other languages --Minimize examples on worksheets to demonstrate mastery not quantity -Scribe if needed or Assistive Tech -Check frequently for understanding
	504	Preview key vocabulary and concepts -Provide notes and definitions -Prearrange cooperative pairs/quads -Calculators -Graph paper (large scale) -Provide model examples -Chunk assignments Manipulatives / visual representations for Rates of Change worksheet -Extended time (12 Minutes may not be enough time) or pre-teach the lesson to allow students to have the necessary information ahead of time for class -Minimize examples on worksheets to demonstrate mastery not quantity -Scribe if needed or Assistive Tech -Break assignments into core (step by step) pieces
	ALL	-Utilize and implement behavior strategies in accordance to student plans -Teacher should familiarize themselves with any student behavior plan, point sheets or PBIS systems
4. Assessment:	**FORMATIVE**	**SUMMATIVE**

	Teacher will use homework as an informal assessment of student understanding of how to calculate slope. Teacher will use 'center' worksheets as an assessment of students' understanding of the importance of slope and how to determine its value.	Teacher will use "Do Now" as an assessment tool for a student's ability to determine slope.
5. Closure:	Students will complete writing prompt: "Slope is..." as an exit ticket.	
6. Follow-Up:	Students will complete "Slope IXL" online assignment.	

CLASSROOM MANAGEMENT

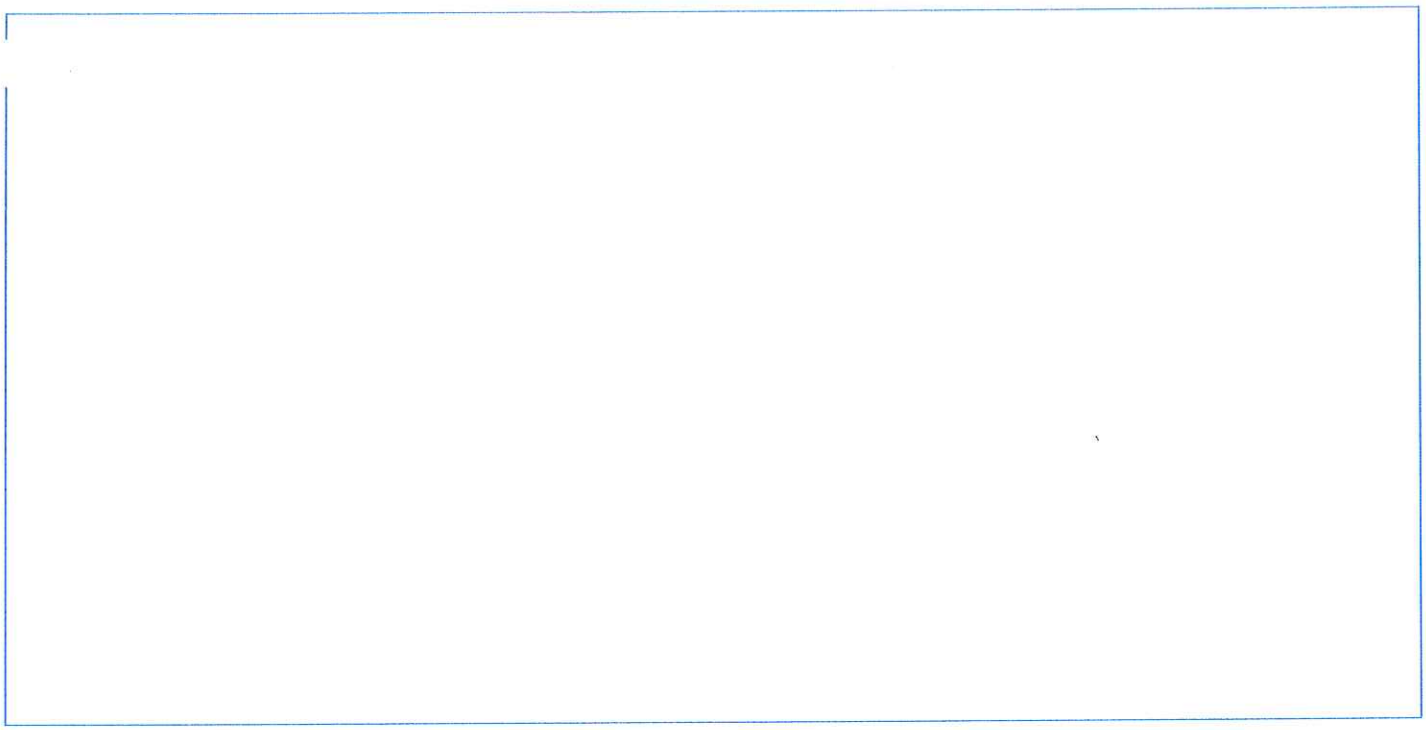
Classroom behavior is managed through the structure of the classroom. A shared expectation of completing work upon entry of room is facilitated via "Do Now" assignment for each lesson available to students.

Daily tasks are listed and projected for students to view on SmartBoard to facilitate transitions from one activity to another.

Teacher will grade students daily on effort/working on assigned tasks and following classroom routines without being prompted. Teacher will identify appropriate behaviors and award grade values based on behaviors when 'checking in'. A score of 1 is representative of not meeting expectations, while a score of 4 is representative of exemplary

There is a progression of punishment for all inappropriate behavior during a lesson. The first display of inappropriate behavior will result in a class warning. A second infraction will result in an assigned 'Reflection' writing assignment for the individual student. A third infraction will result in an Office Discipline Referral, as well as an assigned lunch detention. A fourth infraction will result in a meeting with the Dean of Students, along with a Saturday detention.

Teacher will follow appropriate behavior modification plans, point sheets break schedules for students with disabilities or 504s in accordance to individual plans.



Name: _____ **Period:** _____

Calculating Slopes: Rates of Changes

Determine the slopes of the following.

1. A ramp that was 24 feet long and had 2 feet of height.

2. A line passing through the point (14,-5) and the origin.

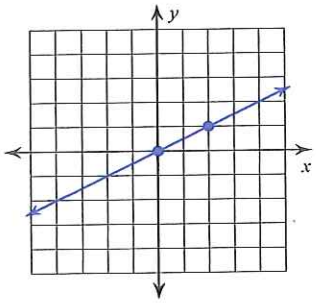
3. A line passing through (-2,-3) and (4,-2).

Name: _____ Period: ____

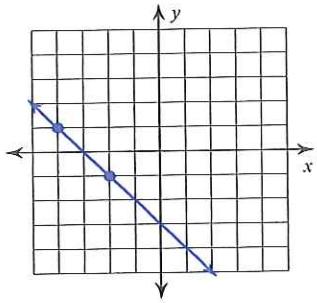
Slopes From Graphs

Find the slope of each line.

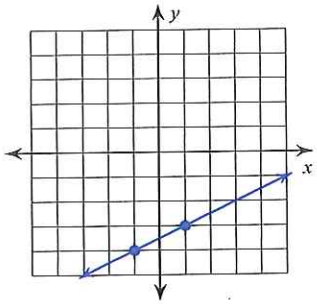
1)



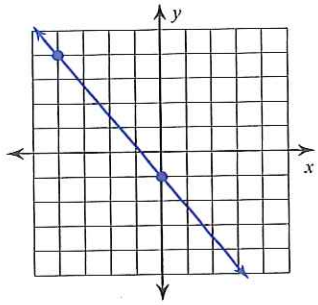
2)



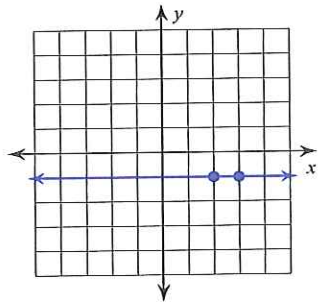
3)



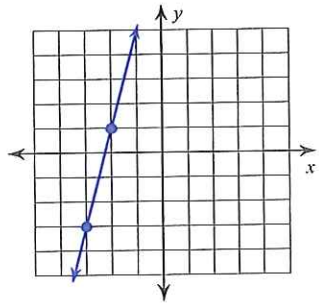
4)



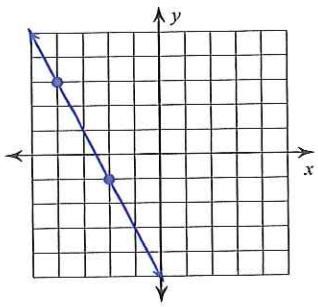
5)



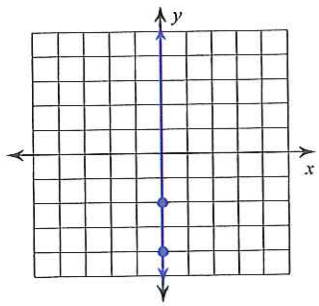
6)



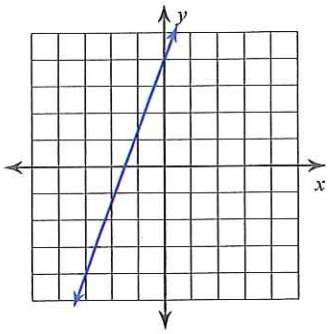
7)



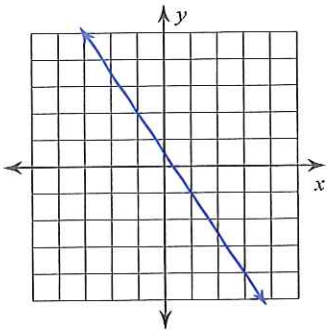
8)



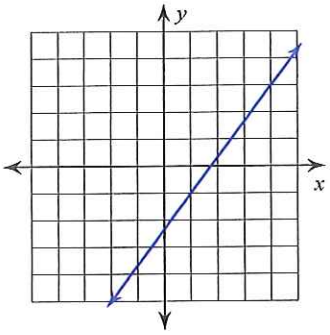
9)



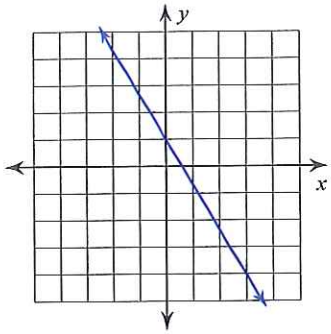
10)



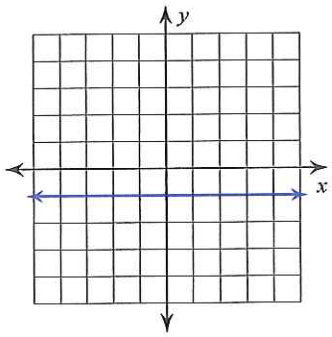
11)



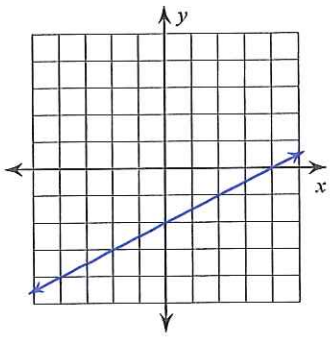
12)



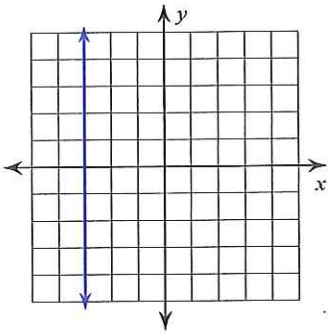
13)



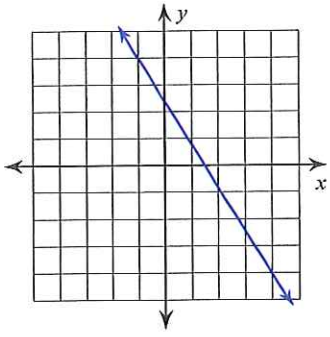
14)



15)



16)



Name: _____ Period: ____

Slopes From Two Points

Find the slope of the line through each pair of points.

1) $(19, -16), (-7, -15)$

2) $(1, -19), (-2, -7)$

3) $(-4, 7), (-6, -4)$

4) $(20, 8), (9, 16)$

5) $(17, -13), (17, 8)$

6) $(19, 3), (20, 3)$

7) $(3, 0), (-11, -15)$

8) $(19, -2), (-11, 10)$

9) $(6, -10), (-15, 15)$

10) $(12, -18), (-15, -1$

11) $(3, -20), (5, 8)$

12) $(15, 8), (-17, 9)$

13) $(-19, 12), (-9, 1)$

14) $(12, 2), (-7, 5)$

15) $(6, -12), (15, -3)$

16) $(9, 3), (19, -17)$

Name: _____ Period: _____

Slope Writing Prompt

Maria, Jose, Michael and Jeffrey are working together. They need to find the slope of the line passing through (7,3) and (5,9). Each person wants to solve the problem a different way.

Here's how Jose wants to solve the problem $\frac{9-3}{5-7}$

Here's, what Michael wants to do $\frac{3-9}{7-5}$

Here's what Jeffrey wants to do $\frac{3-9}{5-7}$

Here's how Maria wants to solve the problem $\frac{9-3}{7-5}$

Who is correct? Explain

Name: _____ Period: _____

Slope and Steepness

1. What is the slope of each of the pictured roller coaster and slide? Label the rise and run for each.

2. In real life, which do you think has a greater slope: a roller coaster or slide? Explain your answer.

3. How could you make the slide "faster" to go down?

Name: _____ Period: _____

An Investigation of Slope

1. On a coordinate plane graph the points described by the following coordinates:

A: (-5,6) B: (7,9) C: (10,-3) D: (-2,-6)

Connect the points to form a square.

2. Calculate the slopes of the four line segments that create the square. Show all work on the back of graph paper.

Slope of AB: Slope of BC:

Slope of CD: Slope of AD:

4. Label each side of the square with its slope.

5. What is the relationship between the slopes of the parallel sides?

6. Finish the following statement:

If two lines are parallel, then their slopes are _____.

7. What is the relationship between the slopes of the perpendicular sides?

8. Finish the following statement:

If two lines are perpendicular, then their slopes are _____.

9. Determine the slopes of the square's diagonals. Use the slopes to explain if the diagonals are parallel or perpendicular.

LESSON TITLE:	Stacking Cups and rates of changes		SUBJECT: Algebra
DEMOGRAPHICS			**LESSON DURATION**
GRADE LEVEL	**APPROX # STUDENTS**	**# SUPPORT STAFF**	**# CLASSES:** 1
8-9	3 classes of 20		**# DAYS:** 1
LESSON GOALS/OBJECTIVES			
Students will determine and interpret rate of change for a real-world data **Students will be able to create linear mathematical models**			
ESSENTIAL LESSON QUESTIONS			
How is change determined and manipulated? **How does change help one to understand the relationship between two variables?**			
LESSON KEY CONCEPT WORDS/VOCABULARY			
Lip of cup	Stack	Body of cup	Rate of change
Scatterplot	y-intercept	Mathematical model	
KNOWLEDGE		**SKILLS**	
At the end of the lesson, students will know…		**At the end of the lesson, students will be able to…**	
Linear functions are created to describe data with constant rates of changes		Write functions to describe linear relationships	
There are various methods of calculating, interpreting and understanding rates of changes/slopes of linear data		Calculate the rate of change of a linear relationship given data, a graph or coordinates	
Properties of collected data may be revealed by calculating the rate of change		Interpret the constant rate of change for real-world linear relationships described graphically, symbolically and numerically	

PROCEDURES	
1. Introduction:	As students walk into classroom, they will work to complete "Cup Lab" in cooperative pairs. This "Do Now" activity will engage students in completing a task upon entry, as well as set-up discussion of rates of changes, as well as, mathematical modeling.
2. Body of Lesson (steps numbered):	1. Teacher will ask "What is rate of change for this lab? Why?" and lead class discussion of rate change as the lip of the cup while stacking cups. 2. Teacher will ask "How is rate of change represented in scatterplot?" and lead discussion of rate of change as slope of line and determined as rise/run. 3. Teacher will ask "Why is there a 'lip' to the cup?". 4. Teacher will demonstrate how cups would be too difficult to take apart if they were sitting directly on top of each other. 5. Teacher will ask "Why is this situation not considered a direct variation?" 6. Students will lead discussion of y-intercept, how to determine it using slope 'backwards' and the real-world meaning of being the 'body' of the top cup. 7. Students will be asked to share mathematical models for cup data. 8. Teacher will lead whole class discussion comparing and contrasting models. 9. Teacher will stress the importance of model depending on number of lips of cups (not number of cups) and one body of cup, as all other bodies are 'inside' cup. 10. Individual students will complete "Book and Cups: Rates of Changes". **Methodology:** Cooperative pair discussion, Whole class discussion with Socratic questioning, Individual practice
Identify methodology:	

3. Lesson Specific Accommodations:	**TYPE OF NEED**	**LESSON ACCOMMODATION/MODIFICATION**
	Special Education	-Preview key vocabulary and concepts -Provide notes and definitions -Provide students with questions ahead of time for review and participation in Socratic questioning -Prearrange cooperative pairs (consider high students with low students, student maturity in working with other students and students with disabilities) -Review cooperative roles for quad discussion

		-Calculators -graph paper large scale for Mount of Cups scatter plot -Provide model examples -Visual representation/ Manipulatives -Break assignments into core (step by step) pieces -Scribe if needed or Assistive Tech -Check frequently for understanding
	ELL	Preview key vocabulary and concepts -Provide notes and definitions -Bilingual Dictionary -Provide students with questions ahead of time for review and participation in Socratic questioning -Prearrange cooperative pairs/quad discussion (consider English language speakers with non English Language speakers) -Provide model examples for oral/written responses -Visual representation/Manipulatives -Peer Reader for directions as needed in English and Spanish or use bilingual dictionary for Spanish or other languages -Scribe if needed or Assistive Tech -Check frequently for understanding
	504	Preview key vocabulary and concepts -Provide notes and definitions -Prearrange cooperative pairs/quads -Calculators -Provide model examples -Chunk assignments Manipulatives -Scribe if needed or Assistive Tech
	ALL	-Utilize and implement behavior strategies in accordance to student plans -Teacher should familiarize themselves with any student behavior plan, point sheets or PBIS systems
4. Assessment:	**FORMATIVE**	**SUMMATIVE**
	Teacher will informally assess students' understanding of the concept of slope as rate of change during class discussions.	Teacher will use "Books and Cups" as assessment for a student's ability to compare and contrast linear mathematical models. Teacher will use "Stacking Toys" as an assessment for students' ability to create a linear mathematical model.
5. Closure:	Students will complete "Stacking Toys" worksheet as an exit assignment.	

6. Follow-Up:	Students will be asked to look at items at home that are 'stackable' and determine the rates of changes. They will also identify if the mathematical would be a direct variation or not.

CLASSROOM MANAGEMENT

Classroom behavior is managed through the structure of the classroom. A shared expectation of completing work upon entry of room is facilitated via "Do Now" assignment for each lesson available to students.

Daily tasks are listed and projected for students to view on SmartBoard to facilitate transitions from one activity to another.

Teacher will grade students daily on effort/working on assigned tasks and following classroom routines without being prompted. Teacher will identify appropriate behaviors and award grade values based on behaviors when 'checking in'. A score of 1 is representative of not meeting expectations, while a score of 4 is representative of exemplary

There is a progression of punishment for all inappropriate behavior during a lesson. The first display of inappropriate behavior will result in a class warning. A second infraction will result in an assigned 'Reflection' writing assignment for the individual student. A third infraction will result in an Office Discipline Referral, as well as an assigned lunch detention. A fourth infraction will result in a meeting with the Dean of Students, along with a Saturday detention.

Teacher will follow appropriate behavior modification plans, point sheets break schedules for students with disabilities or 504s in accordance to individual plans.

Name: _____ Period: ____

A Mountain of Cups...

Scenario: A company that manufactures disposable cups plans to make rectangular cartons for their cups.

Task: Develop and manipulate a mathematical model that could be used to describe the relationship between the height of a carton of cups and the number of stacked cups it will hold.

You will need:

10 cups, ruler, graph paper, calculator

Directions:

1. Complete the following charts with appropriate measurements.

NUMBER OF CUPS	HEIGHT OF STACK
1	
2	
3	
4	
5	
6	
7	
8	

9	
10	

Basic:

2. For this experiment:

The domain is: _____

The range is: _____

3. Create a scatter plot to model the above data.

4. Would it make sense to graph the height of a stack of 0 cups? 1.5 cups? Explain.

5. What is the rate of change of this lab?

Target:

6. When measuring stacks of cups, what real-world meaning would the slope have?

7. Use the slope of the graph to determine where the graph would touch the y-axis. Explain what the value would mean.

8. Create a function, ***H***, to calculate the height of ***c*** cups.

9. Your company decides to create a "sport pack" of foam cups for teams. This pack will contain 30 cups. How tall should the cardboard container for these cups be? Show work.

10. The cup company decides to increase the volume of the cup so that it can hold more liquid by making each cup "taller". How would the mathematical model (equation) be changed to represent the height of stacks of the new cups?

11. How would the cups have to change to decrease the rate at which the height of cups changes? Explain.

12. Advanced:

13. Your company decides to package their cups in rectangular cardboard carton that is 150 centimeters high. How many cups would fit in this box? Show work.

Name: _____ Period: _____

Books and Cups Rates

1. What did the rates of changes represent in the book and cup labs?

2. The first book lab modeled a direct variation. The cup lab did not. Why?

3. How would you change the cup lab to make it model a direct variation?

4. If the mathematical models were graphed on the same coordinate plane, which line would be steeper? Explain.

Name: _____ Period: _____

Stacking Toys

The picture is of a popular children's toy. Each ring is 4cm thick and the base is 2cm tall.

Basic:

Why would the relationship between the height of the stack and the number of rings stacked be considered linear?

Target:

Create a function to model height, *h*, of ring stack given *r* rings.

Advanced:

How would you change the toy so the model would be a direct variation?

LESSON TITLE:	Stacking and Linear Models Assessment		SUBJECT: Algebra
DEMOGRAPHICS			**LESSON DURATION**
GRADE LEVEL	**APPROX # STUDENTS**	**# SUPPORT STAFF**	**# CLASSES:** 1
8-9	3 classes of 20		**# DAYS:** 1

LESSON GOALS/OBJECTIVES

Students will determine and interpret rate of change for a real-world data
Students will be able to create linear mathematical models

ESSENTIAL LESSON QUESTIONS

How is change determined and manipulated?
How does change help one to understand the relationship between two variables?

LESSON KEY CONCEPT WORDS/VOCABULARY

Lip of cup	Stack	Body of cup	Rate of change
Scatterplot	y-intercept	Mathematical model	Containers

KNOWLEDGE	**SKILLS**
At the end of the lesson, students will know…	**At the end of the lesson, students will be able to…**
Linear functions are created to describe data with constant rates of changes	Write functions to describe linear relationships
There are various methods of calculating, interpreting and understanding rates of changes/slopes of linear data	Calculate the rate of change of a linear relationship given data, a graph or coordinates
Properties of collected data may be revealed by calculating the rate of change	Interpret the constant rate of change for real-world linear relationships described graphically, symbolically and numerically

PROCEDURES

1. Introduction:

As students walk into classroom, individual students will work to complete "Stacking Two Different Cups" worksheet as a primer to assessment.

2. Body of Lesson (steps numbered):

1. Individual students will review answers and reasoning with teacher when worksheet is complete.
2. Individual students will revise work as appropriate.

3. Individual students will work to complete "Two Different Cups: Slope Intercept" worksheet.
4. Students will review answers and reasoning with teacher when worksheet is complete.
5. Individual students will review work as appropriate.

6. Individual students will work to complete "Stacking Containers" worksheet.
7. Students will review answers and reasoning with teacher when worksheet is complete.
8. Individual students will review work as appropriate.

Methodology: Individual practice, Teacher-student conference, Individual practice, Teacher-student conference, Individual practice, Teacher-student conference

Identify methodology:

3. Lesson Specific Accommodations:

TYPE OF NEED	LESSON ACCOMMODATION/MODIFICATION
Special Education	-Preview key vocabulary and concepts -Provide notes and definitions -Calculators -graph paper (large scale) -Provide model examples -Visual representation/ Manipulatives -Break assignments into core (step by step) pieces -Scribe if needed or Assistive Tech -Peer reviewer if needed -Check frequently for understanding
ELL	Preview key vocabulary and concepts -Provide notes and definitions -Bilingual Dictionary -Provide model examples for oral/written responses -Visual representation/Manipulatives -Peer reviewer if needed -Scribe if needed or Assistive Tech -Check frequently for understanding
504	Preview key vocabulary and concepts -Provide notes and definitions -Calculators -Provide model examples -Chunk assignments

		-Manipulatives -Scribe if needed or Assistive Tech
	ALL	-Utilize and implement behavior strategies in accordance to student plans -Teacher should familiarize themselves with any student behavior plan, point sheets or PBIS systems
4. Assessment:	**FORMATIVE**	**SUMMATIVE**
		Teacher will use all 3 worksheets as an assessment for students' understanding of rate of change and ability to create and compare linear models.
5. Closure:	Whole class will discuss the use of rate of change and linear models to complete worksheets.	
6. Follow-Up:	Students will be asked to create linear models for graphs of linear equations in book.	

CLASSROOM MANAGEMENT

Classroom behavior is managed through the structure of the classroom. A shared expectation of completing work upon entry of room is facilitated via "Do Now" assignment for each lesson available to students.

Daily tasks are listed and projected for students to view on SmartBoard to facilitate transitions from one activity to another.

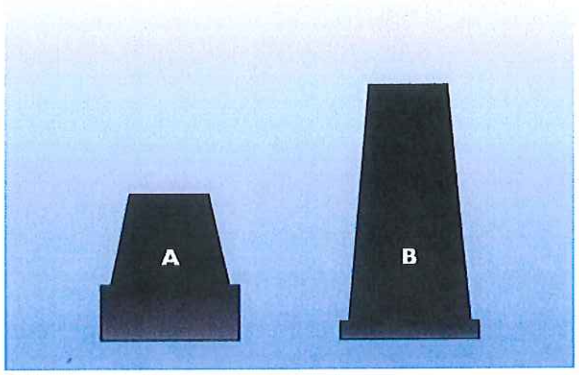
Teacher will grade students daily on effort/working on assigned tasks and following classroom routines without being prompted. Teacher will identify appropriate behaviors and award grade values based on behaviors when 'checking in'. A score of 1 is representative of not meeting expectations, while a score of 4 is representative of exemplary

There is a progression of punishment for all inappropriate behavior during a lesson. The first display of inappropriate behavior will result in a class warning. A second infraction will result in an assigned 'Reflection' writing assignment for the individual student. A third infraction will result in an Office Discipline Referral, as well as an assigned lunch detention. A fourth infraction will result in a meeting with the Dean of Students, along with a Saturday detention.

Teacher will follow appropriate behavior modification plans, point sheets break schedules for students with disabilities or 504s in accordance to individual plans.

Name: _____ Period: _____

Stacking Different Cups



Basic:

1. Which of the cups would have a greater rate of change? Explain.

2. If the relationships between number of cups and stack height were graphed, which "cup line" would be steeper? Explain.

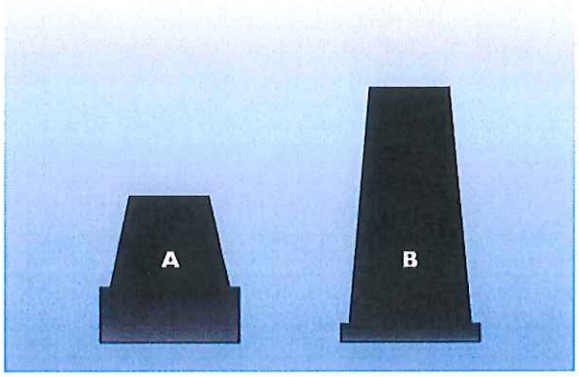
Target:

3. If there were only four cups in a stack, which stack would be higher? Explain.

4. If there were 100 cups in each stack, which stack would probably be higher? Explain.

Name: _____ Period: _____

Stacking Different Cups: Slope-Intercept Form



Basic:

1. How are the two cups different?

2. Cup A is a Styrofoam cup. Write a mathematical model to represent the height given any number of cups.

Target:

3. Slope-intercept form is any linear equation in the form $y=mx+b$, where m is the slope and b is the y-intercept.

How would the slope and y-intercept of the Styrofoam cup equation be changed to represent Cup B?

Name: _____ Period: ____

Stacking Containers

A company sells stackable containers where one can sit on top of the other and locks into place.

Basic:

What is the rate of change in the scenario?

Target:

Number of Containers	Height of Stack (in)
1	15
2	29.5
3	44
4	58.5

What does the rate of change represent in this situation?

Basic:

What is the domain and range of this relation? Explain.

Target:

Create a function, ***H***, to be used to determine the height of **c** containers.

Advanced:

Which stacking container would be sturdier? Explain.

a. The containers described above

b. Containers that could be modeled by a direct variation

LESSON TITLE:	Collecting Data to Determine Real World Rates of Changes		SUBJECT: Algebra 1
DEMOGRAPHICS			**LESSON DURATION**
GRADE LEVEL	**APPROX # STUDENTS**	**# SUPPORT STAFF**	**# CLASSES:** 1
8-9	3 classes of 20 students		**# DAYS:** 1

LESSON GOALS/OBJECTIVES

CCSS: F-IF 4, F-IF 6, F-LE 1b, S-ID 7

Students will be able to use the concepts of stacking and handicap ramps to investigate real world phenomena
Students will be able to create and explain procedures needed to determine rate of changes of real world phenomena
Students will be able to create and interpret linear mathematical models
Students will be able to apply appropriate methods of gathering and organizing data

ESSENTIAL LESSON QUESTIONS

How is change determined and manipulated?
How does change help one to understand the relationship between two variables?

LESSON KEY CONCEPT WORDS/VOCABULARY

Model	Rate of Change	Slope	Difference
Centimeters	Stack	Coordinate plane	Rise
Run	Legal ramp		

KNOWLEDGE	SKILLS
At the end of the lesson, students will know…	**At the end of the lesson, students will be able to…**
There are various methods of calculating, interpreting and understanding rates of changes/slopes of linear data	Collect appropriate measurements to be able to calculate the rate of change
Properties of collected data may be revealed by calculating the rate of change.	Interpret the constant rate of change for real-world linear relationships

PROCEDURES	
1. Introduction:	As students walk into classroom, they will be asked to estimate the height of a stack of chairs by sight. Students will explain reasoning.
2. Body of Lesson (steps numbered):	1. Teacher will lead discussion of appropriate estimates of height. 2. Students will read "Stacking Chairs" lab. 3. Cooperative pairs will work to identify rate of change and create mathematical model for stack of chairs. 4. Individual students will read "Ramp Project". 5. Individual students will work to write procedures for project.

	Methodology: Individual work, Whole class discussion with Socratic questioning, Cooperative pair discussion, Individual work	
3. Lesson Specific Accommodations:	**TYPE OF NEED**	**LESSON ACCOMMODATION/MODIFICATION**
	Special Education	-Preview key vocabulary and concepts -Provide notes and definitions -Provide students with questions ahead of time for review and participation in Socratic questioning Peer reader as needed -Prearrange cooperative pairs (consider high students with low students, student maturity in working with other students and students with disabilities) -Review cooperative roles for quad discussion -Calculators -Graph paper (large scale) -Provide model examples -Visual representation for Toy factory Problem -Break assignments into core (step by step) pieces -Manipulatives (such as ruler, string, dry spaghetti, wikki stix to demonstrate slope) -Scribe if needed or Assistive Tech -Check frequently for understanding
	ELL	Preview key vocabulary and concepts -Provide notes and definitions -Bilingual Dictionary -Provide students with questions ahead of time for review and participation in Socratic questioning -Prearrange cooperative pairs/quad discussion (consider English language speakers with non English Language speakers) -Provide model examples for written responses -Visual representation for Toy Factory Problem -Peer Reader for directions as needed in English and Spanish or use bilingual dictionary for Spanish or other languages -Scribe if needed or Assistive Tech -Check frequently for understanding
	504	Preview key vocabulary and concepts -Provide notes and definitions -Prearrange cooperative pairs/quads -Calculators -Graph paper (large scale) -Provide model examples -Chunk assignments Manipulatives (such as ruler, string, dry spaghetti, wiki stix to demonstrate slope) -Scribe if needed or Assistive Tech
	ALL	-Utilize and implement behavior strategies in accordance to student plans -Teacher should familiarize themselves with any student behavior plan, point sheets or PBIS systems

4. Assessment:	**FORMATIVE** Teacher will informally assess students' ability to estimate slope visually.	**SUMMATIVE** Teacher will assess manner in which data was collected, manipulated and interpreted to determine mathematical model for stacking chairs. Teacher will assess the ability to meet requirements for Ramp project as well as the accuracy of slope determined by student.
5. Closure:	Teacher will ask "What is an example of a traditional and 'non'-traditional ramp? Should they have the same slope?"	
6. Follow-Up:	Students will complete Ramp Project.	

CLASSROOM MANAGEMENT

Classroom behavior is managed through the structure of the classroom. A shared expectation of completing work upon entry of room is facilitated via "Do Now" assignment for each lesson available to students.

Daily tasks are listed and projected for students to view on SmartBoard to facilitate transitions from one activity to another.

Teacher will grade students daily on effort/working on assigned tasks and following classroom routines without being prompted. Teacher will identify appropriate behaviors and award grade values based on behaviors when 'checking in'. A score of 1 is representative of not meeting expectations, while a score of 4 is representative of exemplary

There is a progression of punishment for all inappropriate behavior during a lesson. The first display of inappropriate behavior will result in a class warning. A second infraction will result in an assigned 'Reflection' writing assignment for the individual student. A third infraction will result in an Office Discipline Referral, as well as an assigned lunch detention. A fourth infraction will result in a meeting with the Dean of Students, along with a Saturday detention.

Teacher will follow appropriate behavior modification plans, point sheets break schedules for students with disabilities or 504s in accordance to individual plans.

RESOURCES	
1. Required Materials:	Stackable chairs, handicap ramps, metric ruler, graph paper, "Stacking Chairs" lab, "Ramp Project", recording device, camera, transportation to locale, poster board
2. Teacher Resources:	
3. Student Resources:	**http://www.ada.gov**, Algebra 1 book, parents/relatives, internet, notes,

TI-graphing calculator

Students will be able to:

Students will be able to use the concepts of stacking and handicap ramps to investigate real world phenomena

Students will be able to create and explain procedures needed to determine rate of changes of real world phenomena

Students will be able to create and interpret linear mathematical models

Students will be able to apply appropriate methods of gathering and organizing data

Give Me A Chair: Hip Hip Hooray!!!

You are the sales manager at Samsonsite, a company who claims to produce "the finest commercial stacking furniture available on the market today." Your job is to not only take orders but also give storage advice to your clients.

For instance, a school might want to buy enough chairs for their cafeteria but there is very limited storage space for those chairs when functions (such as dances) are being held in the cafeteria. In order to assist them in their purchasing decision, you might estimate the number of stacks needed to store all the chairs when not being used.

To make an estimation such as above, you would need an equation that would describe the relationship between the number of chairs stacked and the height of stack. Your task is to generate such an equation.

Assignment:

Basic:

1. Touch and feel "real" chairs to collect data. Record information in a data table.
2. Draw a picture describing your stack of chairs. (Label drawing with measurements)

Target:

3. Create a linear equation to accurately approximate the height of a stack of chairs.
4. Write an essay describing:
    a. The real-world significance of the constants/variables of your equation in #3.
    b. How the equation can be used to approximate the height of any given number of stacked chairs.

Advanced:

5. If you were to describe the height of a stack of folding chairs, would the mathematical model be more like the stacking book scenario or this one? Draw a picture to represent your answer.

Slope Mathematics Project

Project Objectives:

Students will be able to use the concepts of stacking and handicap ramps to investigate real world phenomena

Students will be able to create and explain procedures needed to determine rate of changes of real world phenomena

Students will be able to create and interpret linear mathematical models

Students will be able to apply appropriate methods of gathering and organizing data

The problem:

Algebra 1: What are the slopes of two real-world handicap ramps? Are they legal ramps?

Pre-Solving Steps:

1. Identify the location of two ramps (one traditional and one 'non-traditional') to be analyzed.
2. List all of the material needed to complete the problem.
2. Gather all of the materials needed to complete the project.
3. Identify WHO will help you with the project. (Friend, family?)
4. Identify the type of product you will make when you are done with your project.

During Problem Steps:

1. Make sure people you need are there to help.
2. Take measurements needed to determine slope.
3. Take pictures or video of you measuring.
4. Label a picture (drawn or actual picture) to record measurements taken, for EACH ramp.

After Problem Steps:

1. Calculate the approximate slope for each ramp. Show all work.
2. Determine if each ramp follows ADA requirements.
3. Write an essay describing process for calculating each ramp's slope and explaining why they are/are not legal.
4. Create final project, including identifying references used for project completion.
5. Score yourself using a copy of the rubric.
6. Ask an adult to score your project using the rubric.

The Expectations:

All projects will be required to have the following components:

- Diagram with dimensions.
- Data that was collected by student.

(For example, you may fill up a cup and record time, to determine rate of flow for water)

- Some type of picture or video diary that shows the progression through the problem.

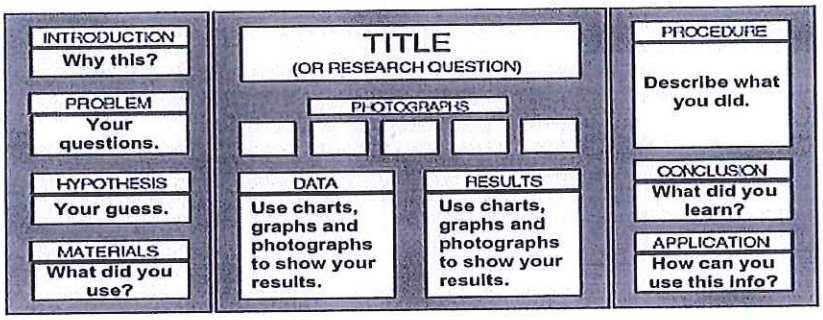
Products that will be accepted (and additional or altered requirements):

- Video (like: http://www.teachertube.com/viewVideo.php?video_id=56340&title=How_Tall_is_the_Flagpole)

- Your video may not have all of the required materials, so please supplement the video with supporting documents such as data, references, etc. These should be handed in on the day you return to class.

- Poster board including REAL pictures of them doing the project, not clip art)

- All required materials should be placed on the posterboard. A sample setup is below:



- Powerpoint/Prezi presentation to be given on the day we return from break.

- All presentations and/or electronic products must be shared with teacher before due date!!!

- Slides must follow 7-7-7 rule. No more than 7 slides (not including title and reference pages), 7 lines of text per slide, and 7 words per line.

- Presentation notecards or outline should accompany this method. The content is given during the presentation and is not on the slides.

- See http://www.virtualsalt.com/powerpoint.htm for helpful tips and suggestions.

- Facebook page that details daily updates of your work, photos, video, etc...

- Use the steps outlined in the problem to structure the "posts" about your progress.

- Take pictures of your diagrams and upload the pictures if you do not have a scanner.

- Spelling and grammar matter. If it is hard to read what you are saying, it will be hard to grade what you actually completed.

Ramps Mathematics Project Rubric

	4	3	2	1

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
PS and HW Diagram Titled and Labeled	Picture is used or diagrams are to scale and the scale is identified. Measurements are labeled.	Diagram(s) with measurements is(are) clean, labeled, and titled in product.	Diagrams are complete but disorganized so it is difficult to read.	Diagrams are missing information such as lengths or titles.
PS and HW Student collected data	Method of data collection is described completely with limited grammar/spelling mistakes. Video shows data being collected.	Student has collected and displayed data that was used to calculate the answer. Pictures show data being collected.	Student has collected the data, but it is not displayed in an organized manner. Pictures or video show data being collected.	Student is missing pictures or video showing data being collected.
Content Standard **Work to achieve "answer"		The work is detailed. Each "step" has been labeled or explained so the audience understands. The work is neat and is with no error.	The work is not labeled or explained consistently so it is difficult to determine what method was used. The work is neat	The work is not labeled or explained fully. OR The work is not neat and it is hard to read.
Content Standard "Answer"	Student uses ideas or explanations that go beyond mathematical explanations and uses real world connections	Your "answers" are a collection of values that represent reasonable estimations for the actual value.	Your "answers" are a collection of possible values that do not all represent reasonable estimations for the actual value	Student does not answer the questions originally asked them in the project
Content Standard Discussion of "answer"	The discussion provides an in-depth analysis of each estimate's strengths and weaknesses and provides a sophisticated comparison between the estimates to identify the most reasonable.	The discussion outlines strengths and weaknesses of each of the estimations and suggests which estimated value is closest to the actual value.	The discussion does not mention both strengths and weaknesses OR the discussion does not address each estimate.	The discussion does not mention both strengths and weaknesses AND the discussion does not address each estimate.
Learner Expectation PS and HW References	n/a	6th-9th: Student provides list of sources/people they consulted. 10th-12th: Student has cited a variety of references that conform to all MLA regulations.	6th-9th: n/a 10th-12th: References are included, but there are errors in citation formatting.	Student does not include references.

**** Not all components are equal in value. The starred rows have more weight than the other rows.**

APPENDIX E – SAMPLE CURRICULUM UNIT: ENGLISH LANGUAGE ARTS

UNIT PLAN TEMPLATE

UNIT TITLE: Persuasive Writing			SUBJECT: English Language Arts
DEMOGRAPHICS			UNIT DURATION
GRADE LEVEL	**APPROX # STUDENTS**	**#SUPPORT STAFF**	**# CLASSES:** 9 – 100 minute class periods
7	24	Special education teacher when available, paraprofessionals if available	**# WEEKS:** 3 – 4 depending on scheduling

COMMON CORE STANDARDS

- **ELA – Literacy.W8.1 Write arguments to support claims with clear reasons and relevant evidence**
- **ELA – LiteracyW.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically**
- **ELA – Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text**
- **ELA-Literacy.W.8.1c Use words, phrases and clauses to create cohesion and clarify the relationship among claim(s), counterclaims, reasons and evidence**
- **ELA-Literacy.W.8.1d Establish and maintain a formal style**
- **ELA – Literacy.W.8.1e Provide a concluding statement or section that follow from and supports the argument presented**
- **ELA-Literacy.W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.**
- **ELA-Literacy.W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**
- **ELA-Literacy.W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts**
- **ELA-Literacy.W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic**
- **ELA-Literacy.W.8.2e Establish and maintain a formal style**
- **ELA-Literacy.W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.**
- **ELA-Literacy W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience**
- **ELA-Literacy W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation**
- **ELA-Literacy W.8.9 Draw evidence from literary or informational texts to support analysis, reflection and research.**

STATEMENT OF INTENT	
1. Necessary prior student knowledge & skills:	Prior to the unit on persuasive writing students will need to be able to read and comprehend informational materials, produce a response to literature, work in collaborative groups, demonstrate an understanding of the rules of the English language in written and oral work and analyze and revise work to improve its clarity.
2. Unit objectives/goals:	1. Gather material from different sources and determine the credibility of the information 2. Use evidence from sources to create a thesis statement 3. Use evidence from sources to support thesis statement 4. Integrate thesis statement and evidence into a persuasive essay 5. Work collaboratively to accomplish a common objective
3. Social Justice Connection	The essential question for students in seventh grade to answer by the end of the academic year is "What social institutions do I identify with?" The persuasive writing unit should be taught during quint 2. It is during quint 2 that students focus on being researchers and information processors. As researchers and information processors students will identify accurate and truthful information in order to make the best decision or conclusion. Students will also be able to give credit (cite) the source of the information they use to support their decision or conclusion. Typically speaking, social institutions are established or standardized patterns of rule-governed behavior. They include the family, education, religion and economic and political institutions. Social institutions can also be defined as a group of people banded together for common purposes, goals or objectives. Throughout the persuasive writing unit students will examine issues that are related to social institutions they identify with. Assignments will provide reading, writing and research opportunities centered around different social institutions and topics related to globalization. The final assessment for the unit, the student research project, will combine the elements of persuasive writing, researching and information processing, and identifying with various social institutions.

4. Affective Domain:	The affective domain includes the manner in which we deal with things emotionally. This includes receiving phenomena, responding to phenomena, valuing, organization and internalizing values. This unit addresses the affective domain since students are expected to listen to their peers and respect the thoughts and opinions of all. Students are expected to be engaged, active learners, who participate in class discussions and activities. The unit requires students to be problem solvers who can determine which information and evidence will best support their proposal to help plan an event that addresses belonging to social institutions. Students are expected to be self-reliant while working independently but also collaborative when working in groups.	
Cognitive Domain:	Throughout the unit students will be expected to utilize the cognitive domain. Teachers will include different levels of Bloom's taxonomy and higher order thinking skills. Levels of Bloom's Taxonomy include remembering, understanding, applying, analyzing, evaluating and creating.	
Psychomotor Domain:	The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Students will utilize perception (awareness) by detecting non-verbal communication cues. Students will continue to learn their abilities and limitations. Students will use guided response in their learning activities to practice the different components of persuasive writing. Students will be able to master the mechanism category by performing timely, accurate research. Students will be able to adapt and respond effectively to changes in routine.	
5. Required accommodations and/or modifications for identified students in a Section 504 Plan, an IEP, or for ELL pupils:	**TYPE OF NEED**	**ACCOMMODATION(S) FOR UNIT**
	Special Education	-chunk the writing process -pre-teach essential components/vocabulary -pre-identify research/reading material modify reading levels as needed and provide information to students -orally review reading information,

		synthesize and summarize with students to insure understanding of material needed for the writing piece -organize research and evidence with key writing components (thesis, supportive details, persuasive argument etc.) - provide rubrics for grading and completion -provide student model work samples -graphic organizers -writing checklist/protocol to insure students have all necessary components -highlighters for student writing piece (color code to insure all the components) -peer edit -Assistive Technology if needed (computer, word processor, oral dictation) -visual displays -opportunities for re-write extended time as needed -frequent checks for understanding
	ELL students	-chunk the writing process -pre-teach essential components/vocabulary -pre-identify research/reading material modify reading levels as needed and provide information to students -orally review reading information,

synthesize and summarize with students to insure understanding of material needed for the writing piece

-organize research and evidence with key writing components (thesis, supportive details, persuasive argument etc.)

- provide rubrics for grading and completion

-provide student model work samples

-graphic organizers

-writing checklist/protocol to insure students have all necessary components

-highlighters for student writing piece (color code to insure all the components)

-peer edit

-Assistive Technology if needed (computer, word processor, oral dictation, translator)

-visual displays

-opportunities for re-write

extended time as needed

-visual displays/supports

-opportunities for re-write

-extended time as needed

-picture/bilingual dictionary

-word wall

-no spelling penalty

-frequent checks for understanding

	504	-chunk assignment -organize research -rubrics -graphic organizers -writing checklist/protocol -highlight student writing piece (color code to insure all the components) -Assistive Technology if needed (computer, word processor, oral dictation) -opportunities for re-write -extended time as needed -frequent checks for understanding

RATIONALE		
As a citizen, we all have the right to voice our opinion as stated in the United States Constitution. It is one of the founding principles that our great nation is based upon, that grants freedom of speech to all; thus knowing how to speak is something that we should all be taught to do successfully. Although we all have great ideas and reasons to support those ideas, we need to learn the best way of bringing forth those ideas.		
ESSENTIAL UNIT QUESTIONS	**KNOWLEDGE**	**SKILLS**
What social institutions do I identify with?	**At the end of the unit, students will know…** Social institutions are established or standardized patterns of rule-governed behavior	**At the end of the unit, students will be able to...** Identify social institutions they belong to and describe rationale of belonging
What is persuasive writing? **How do we identify persuasive writing?**	How to write persuasively using different formats appropriate for various audiences	Assess the credibility of text and non-text sources Write a persuasive essay that

How do writers use language to persuade?	The structure of different pieces of persuasive work (editorials, commercials, essays)	includes a thesis statement
		Use evidence to support a thesis and persuade an audience
How do we build a strong argument and justify our stance?	An authoritative voice in writing can help make a powerful statement	
	Procedures and methods for revising and editing writing	

UNIT OVERVIEW		
LESSON	**DESCRIPTION**	**LESSON DURATION**
Lesson 1	What is Persuasive Writing? Students will be able to define persuasion as evidenced by reflecting the process of taking and defending a critical stance.	100 minutes
Lesson 2	Writing Basics. Students will review the essential components of writing as evidenced by writing hooks, introducing arguments, addressing counter-arguments, identifying specific key pieces of evidence and writing concluding statements.	100 minutes
Lesson 3	It's Your Argument. Students will be able to work collaboratively to brainstorm persuasive ideas as evidenced by organizing ideas into a cohesive argument and presenting arguments to the class.	100 minutes
Lesson 4	It's Your Argument. Students will be able to work collaboratively to brainstorm persuasive ideas as evidenced by organizing ideas into a cohesive argument and presenting arguments to the class.	100 minutes
Lesson 5	Field Trip Proposal and Presentation – Part 1. Students will be able to complete accurate, reliable research as evidenced by supporting a chosen destination for an end of the year trip with evidence.	100 minutes

Lesson 6	Field Trip Proposal and Presentation – Part 1. Students will be able to complete accurate, reliable research as evidenced by supporting a chosen destination for an end of the year trip with evidence.	100 minutes
Lesson 7	Field Trip Proposal and Presentation – Part 2. Students will analyze how persuasion is used in print and digital sources as evidenced by citing reasons why they would visit a specific location.	100 minutes
Lesson 8	Field Trip Proposal and Presentation – Part 2. Students will be able to effectively use evidence to support an argument as evidenced by creating a presentation that will compel a panel of teachers, students and administration to vote for their presented end of the year trip destination.	100 minutes
Lesson 9	Students will share their persuasive presentation for an end of the year field trip that will help answer the essential question "what social institutions do I identify with"?	100 minutes

KEY CONCEPT WORDS/VOCABULARY

Persuasion	Critical Stance	Thesis	Argument	Counter-argument
Editorial	Evidence	Hook	Conclusion	Critical Thinking

ASSESSMENT

LESSON	**ASSESSMENT DESCRIPTION (Identify Formative or Summative; Include Type – i.e., Summative/Lab Practicum)**
1	Persuasive graphic organizer (formative) – Students will be required to make a claim and support the claim with evidence; response to scenario (formative) – Students will continue to increase their capacity to support the reason for something to happen by explaining why the outcome they chose is the most likely outcome.
2	Writing Stations Activities (formative) – Each activity will serve as an indicator of student understanding and ability to apply the essentials of writing. Teacher will evaluate each activity to determine level of

	mastery and necessity of re-teaching.
3	Guide to Persuasive Writing Activity (formative) – Students will identify elements of writing that make an editorial effective
4	Creating Your Own Editorial (summative) – Students will apply what they have learned about elements of effective editorial writing to write their own editorial. Editorial will be graded for mastery.
5	Evaluation of research (formative) – Students will research different field trip destinations and organize their research in a graphic organizer. Graphic organizers will be assessed to ensure that evidence is being used to support choice of destination, and proper citation is being used.
6	Evaluation of research (formative) – Students will research different field trip destinations and organize their research in a graphic organizer. Graphic organizers will be assessed to ensure that evidence is being used to support choice of destination, and proper citation is being used.
7	Field Trip Proposal and Presentation Project (formative) – Students will review information provided in print and digital sources about potential trip destinations. Students will categorize information – educational opportunities, cost, activities, etc. Students will synthesize this information into a rough draft of a presentation. Feedback will be given on the draft to guide students towards mastery.
8	Field Trip Proposal and Presentation Project (summative) – Students will create a presentation that will entice an audience to choose their destination as the best choice for an end of the year trip.
9	Field Trip Proposal and Presentation Project (summative) – Students will deliver their presentation to an audience. Presentation will be evaluated for effective use of persuasive elements – use of a hook, taking a critical stance, using evidence to address the stance, addressing counterarguments and having an effective conclusion. Presentation will also assess students' abilities to clearly communicate their argument.

CLASSROOM MANAGEMENT

Classroom Routine: Students enter classroom, write homework in agenda and record class objective in notebook. Students will begin the posted lesson initiator "do now" posted on the SmartBoard or the copy provided to students.

Student desks are arranged in groups to facilitate small group activity and discussion. Students are expected to be positive collaborators – taking turns to talk, settling disagreements calmly. Students are given positive feedback when they are seen to be working well in collaborative groups and following school expectations. Class expectations are posted on the wall and frequently referred to when making corrections in class. The classroom teacher will provide positive reinforcement of students meeting the expectations and will provide reinforcement to those students having difficulty meeting the stated expectations.

When technology is being used, all users will turn their computer screens to face the front of the classroom for easier monitoring of computer screens. Teacher will continuously circulate classroom to provide assistance and to be certain students are not misusing technology.

Teacher will follow appropriate behavior modification plans, point sheets and/or break schedules for students with disabilities or 504s in accordance to individual plans.

LESSON TITLE:	What is persuasive writing?		SUBJECT: English Language Arts
DEMOGRAPHICS			LESSON DURATION
GRADE LEVEL	APPROX # STUDENTS	# SUPPORT STAFF	# CLASSES: 1 – 100 minute period
7	24	2 (when available)	# DAYS: Lesson # 1
LESSON GOALS/OBJECTIVES			
Educator Language: **Students will be able to define persuasion as evidenced by reflecting the process of taking and defending a critical stance.** **Student Language:** **I know what persuasion is because I can take a side and explain a position**			
ESSENTIAL LESSON QUESTIONS			
What is persuasion? **How do I "win" an argument?**			
LESSON KEY CONCEPT WORDS/VOCABULARY			
Persuasion	Critical Stance	Thesis	Evidence
KNOWLEDGE		SKILLS	
At the end of the lesson, students will know…		**At the end of the lesson, students will be able to…**	

Critical stances are not correct or incorrect – rather, they are evaluated on how strongly supported they are	Take a critical stance (side of an argument) and support their stance with evidence

PROCEDURES	
1. Introduction:	**Do Now – Would You Win an Argument?** Students will list qualities of a successful lawyer after watching a brief clip of *Law and Order*. Students will generate a list of 3 qualities individually and will then turn and talk about their list to a partner. Partnered students will share out the most important quality they discussed.
2. Body of Lesson (steps numbered):	**1. State Your Opinion Introductory Activity (Whole class activity/discussion)** The students will state their opinion or position over a number of statements or questions related to social institutions (education, religion, government, politics, etc.) They will explain their opinion. The questions or statements are topics that should be familiar to the students. This activity will introduce the persuasive aspect of taking sides and explaining a position. The students will share their answers in a class discussion. They will discuss the difficulties of choosing a side and how their answer was more effective after they explained their position **2. Mini Lecture on Persuasion (Whole class instruction)** Students will complete note-taking template on persuasion. Definitions of persuasion, critical stance and thesis will be provided as well as examples. We will discuss why we need to be persuasive and times when persuasion is an appropriate form of written expression.

	3. Persuasive Graphic Organizer (Whole class instruction/small group discussion) Students will get into partners to further develop their knowledge of persuasive writing. One student will describe a piece of candy to his or her partner and try to entice them to eat it. They will make three claims or statements about the candy and then write the evidence along with each claim. The students will use a graphic organizer to record their information.
Identify methodology:	Whole class instruction and discussion, (socratic seminar) small group discussion (turn and talk), graphic organizers for visual representation

3. Lesson Specific Accommodations:	**TYPE OF NEED**	**LESSON ACCOMMODATION/MODIFICATION**
	Special Education	-preteach /review relevant vocabulary and concepts (ie critical stance, persuasive, opinion etc.) -pairs predetermined by teacher, high/low students pairs when possible and with high students who are mature and can work well with low students -review norms for working in pairs -provide leading questions to foster thought and conversation -note taking template ahead of time, prefilled or partially filled for students depending on need -list of possible descriptors (ie size, shape, smell etc) -AT (computer, word processor, oral dictation-Dragon Speaks or other, appropriate software such as word prediction etc) -graphic organizers -checklist for specific requirements (three claim statements and evidence)

		-frequent checks for understanding
	ELL	preteach /review relevant vocabulary and concepts (ie critical stance, persuasive, opinion etc.) -provide a *Law and Order* clip in native language in advance of the one seen in English, if not available similar concept clip in native language -pairs predetermined by teacher, native English speaker with ELL students pairs when possible-peer language models who are able to work well with non-native speakers -review norms for working in pairs -provide leading questions to foster thought and conversation -note taking template ahead of time, prefilled or partially filled for students depending on need -list of possible descriptors (ie size, shape, smell etc)/word wall/ visual representations -Bilingual dictionary -orally dictate responses -AT as needed (computer, word processor, oral dictation-Dragon Speaks or other, appropriate software such as word prediction etc) -graphic organizers -checklist for specific requirements (three claim statements and evidence)/model response -no spelling penalty -peer edit -frequent checks for understanding
	504	-review norms for working in pairs -provide leading questions to foster thought and

	conversation -graphic organizer -checklist for specific requirements (three claim statements and evidence) -AT (computer, word processor, oral dictation- Dragon Speaks or other, appropriate software such as word prediction etc) -frequent checks for understanding
4. Assessment:	**FORMATIVE** **SUMMATIVE**
	Persuasive graphic organizer (formative) – Students will be required to make a claim and support the claim with evidence; response to scenario. The graphic organizer will be assessed using a common rubric. This common rubric will be used for the duration of the school year as students will continue to work on supporting claims with evidence. The teacher will introduce the rubric and explain levels of mastery to students prior to the assignment. (formative) – Students will continue to increase their capacity to support the reason for something to happen by explaining why the outcome they chose is the most likely outcome.
5. Closure:	**Response to scenario** Students will be provided with one scenario related to social justice. The

	scenario will focus on one of the following content themes: environmental issues, population changes, conflict and competition for resources, and advances in science and technology. For each scenario provided, there will me multiple outcomes for the students to choose. Students will chose the outcome they think is the most likely to happen and will need to explain why they think it is the most likely outcome. This will reinforce the idea that evidence is necessary to support an opinion or stance.
6. Follow-Up:	Response to scenario closure activity will be discussed and following activity, students will build on their ability to explain why they think something will happen. This will involve students identifying evidence that will support a thesis/critical stance.

CLASSROOM MANAGEMENT

Classroom Routine: Students enter classroom, write homework in agenda and record class objective in notebook. Students will begin the posted lesson initiator "do now" posted on the SmartBoard or the copy provided to students.

Student desks are arranged in groups to facilitate small group activity and discussion. Students are expected to be positive collaborators – taking turns to talk, settling disagreements calmly. Students are given positive feedback when they are seen to be working well in collaborative groups and following school expectations. Class expectations are posted on the wall and frequently referred to when making corrections in class. The classroom teacher will provide positive reinforcement of students meeting the expectations and will provide reinforcement to those students having difficulty meeting the stated expectations.

When technology is being used, all users will turn their computer screens to face the front of the classroom for easier monitoring of computer screens. Teacher will continuously circulate classroom to provide assistance and to be certain students are not misusing technology.

Teacher will follow appropriate behavior modification plans, point sheets and/or break schedules for students with disabilities or 504s in accordance to individual plans.

RESOURCES	
1. Required Materials:	Clip of *Law and Order*

	List of 15 opinions that students are familiar with related to food, music, vacation locations, etc. Candy Advertisements
2. Teacher Resources:	What is Persuasion? Presentation
3. Student Resources:	Copies of *What is Persuasion*? notetaking template Copies of persuasive Graphic Organizer for Candy activity Copies of scenarios for closure activity

LESSON TITLE:	Writing Basics		SUBJECT:	English Language Arts
DEMOGRAPHICS			**LESSON DURATION**	
GRADE LEVEL	**APPROX # STUDENTS**	**# SUPPORT STAFF**	**# CLASSES:** 1 – 100 minute period	
7	24	2 (when available)	**# DAYS:** Lesson #2	
LESSON GOALS/OBJECTIVES				
Educator Language: **Students will review the essential components of writing as evidenced by writing hooks, introducing arguments, addressing counterarguments, identifying specific key pieces of evidence and writing concluding statements.** **Student Language:** **I know how to utilize necessary components of writing because I can write a hook, introduce an argument, address counterarguments, identify key pieces of evidence and write a concluding statement.**				
ESSENTIAL LESSON QUESTIONS				
What are the necessary components of quality persuasive writing? **How can I engage a reader in my writing?**				
LESSON KEY CONCEPT WORDS/VOCABULARY				
Hook	Argument	Counterargument	Evidence	
Conclusion	Thesis statement			
KNOWLEDGE		**SKILLS**		
At the end of the lesson, students will know…		**At the end of the lesson, students will be able to…**		

- **An effective hook is necessary to engage readers in your argument**
- **A strong argument is supported with evidence**
- **Effective persuasive writing not only addresses an argument but also considers counterarguments**
- **Evidence is necessary to support an argument**
- **Effective persuasive writing revisits the thesis and supporting evidence and leaves the reader supporting what he/she read**

- Write an effective hook
- Introduce an argument (thesis statement)
- Address counterarguments
- Identify and utilize key pieces of evidence in writing
- Write an effective concluding statement

PROCEDURES	
1. Introduction:	Students will be given two examples of persuasive arguments. The examples of persuasive arguments will be about types of government – democracy and communist control. Students will read each argument as the teacher reads argument aloud. Students will identify which argument is presented better and will defend their choice. This is done as a whole class activity.
2. Body of Lesson (steps numbered):	1. Do Now: Student will review writing an argument (thesis statement) using the previous lesson's Candy activity as a guide. Students will be asked to present their argument for athlete of the century. Students will write a thesis statement introducing their athlete of the century from the given list of athletes. Students will then turn and talk with a partner, sharing their thesis statements with one another. 2. Review of essential components of writing: Teacher will review the essential components of writing – hooks, thesis statement/introduction of arguments, addressing counterarguments, identifying key pieces of evidence and writing concluding statements. This is done through mini lectures and showing "Critical Reasoning" from BrainPop 3. Independent Practice – Writing Stations: Students will practice their skills with hooks, thesis statements, evidence, counterarguments and conclusions by completing activities at each station. • Station 1: Critical Reasoning – This is an overview of the persuasive process. At this station students will use the argument diagram to break down each argument into its component parts. An example is provided for students.

	• Station 2: Writing Great Hooks – Students will read hooks to three articles and determine the effectiveness of the hook by identifying if they want to read the full article, how the author activated their senses and the use of popular quotes. Students will then practice writing a hook to drop the reader into a scene from the student's own life. Students will use the hooks that they analyzed to help model effective writing of a hook. • Station 3: Claims and Counterclaims: Air Pollution - Should the EU tighten regulations. This activity provides a summary of the main arguments used for and against regulation as a means of reducing air pollution. It should also improve your skills in presenting an argument. Your overall argument is stronger if you also acknowledge that counter-arguments are possible and explain why you reject them. You can select information from the cards to create a counter-argument. You then need to explain why you reject the counter-argument and stick with the original conclusion. This is a rebuttal. The cards provide two sets of reasons, one set supporting and one set opposing further regulation. Not all the evidence is equally effective. You will use the cards to construct arguments about air pollution. • Station 4: Good Conclusion or Hot Miss: Students will be given examples of three conclusions and they will need to categorize them as being a good conclusion or a hot miss. If they label the conclusion as "good" they will need to justify why. If the conclusion is a hot miss the students will need to re-write the conclusion so it falls into the good category.
Identify methodology:	Whole group instruction, small group instruction, learning stations, modeling and scaffolding, cooperative pair discussion (turn and talk)

3. Lesson Specific Accommodations:	**TYPE OF NEED**	**LESSON ACCOMMODATION/MODIFICATION**
	*Special Education	-preteach /review relevant vocabulary and concepts (ie thesis, hook counter-argument, evidence concluding statement etc.) -pairs predetermined by teacher, high/low students pairs when possible and with high students who are mature and can work well with low students -review norms for cooperative pair discussions -provide model writing sample with identified writing components for review portion/mini lesson/Station 1 -peer partner for Stations -Station2 articles previewed and already

		summarized with students/checklist pre-identifying what to look for in a hook/sample hooks and preformatted worksheet to write their hook -Station 3 review rebuttal provide information in accessible manner (auditory or modified as needed) -Station4 minimize the number of conclusion focus on mastery/understanding. Provide models and format for the re-write -AT (computer, word processor, oral dictation-Dragon Speaks or other, appropriate software such as word prediction etc) -opportunity to resubmit as needed -extra time -frequent checks for understanding
	*ELL	-preteach /review relevant vocabulary and concepts (ie thesis, hook counter-argument, evidence concluding statement etc.) -pairs predetermined by teacher, native English speaker with ELL students pairs when possible-peer language models who are able to work well with non-native speakers -review norms for cooperative pair discussions -provide model writing sample with identified writing components for review portion/mini lesson/Station 1 -peer partner for Stations -Station2 articles previewed and already summarized with students/checklist pre-identifying what to look for in a hook/sample hooks and preformatted worksheet to write their hook -Station 3 review rebuttal provide information in accessible manner (auditory or modified as needed)

		-Station4 minimize the number of conclusion focus on mastery/understanding. Provide models and format for the re-write -Bilingual dictionary -orally dictate responses -AT (computer, word processor, oral dictation-Dragon Speaks or other, appropriate software such as word prediction, translators etc) -opportunity to resubmit as needed -extra time -frequent checks for understanding
	504	-review norms for working in pairs -provide leading questions to foster thought and conversation -Station2 articles previewed and already summarized with students/checklist pre-identifying what to look for in a hook/sample hooks -checklist for specific requirements (three claim statements and evidence) -AT (computer, word processor, oral dictation-Dragon Speaks or other, appropriate software such as word prediction etc) -opportunity to resubmit as needed -extra time -frequent checks for understanding
	*	This lesson will require pre-teaching/pull out in multiple sessions prior to the lesson to familiarize SPED and ELL students with the language and technical components as well as the prep for the class participation
4. Assessment:	**FORMATIVE**	**SUMMATIVE**

	Writing Stations Activities (formative) – Each activity will serve as an indicator of student understanding and ability to apply the essentials of writing. Teacher will evaluate each activity to determine level of mastery and necessity of re-teaching.
5. Closure:	Three – Two – One Exit Slip: Students will identify three things they learned by completing the writing stations, two things they enjoyed or found interesting and one question they still have about effective persuasive writing.
6. Follow-Up:	Exit slips will be assessed for student understanding and things they learned. Teacher will assess one question each student had to continue to develop that specific skill in further lessons.
	CLASSROOM MANAGEMENT

Classroom Routine: Students enter classroom, write homework in agenda and record class objective in notebook. Students will begin the posted lesson initiator "do now" posted on the SmartBoard or the copy provided to students.

Student desks are arranged in groups to facilitate small group activity and discussion. Students are expected to be positive collaborators – taking turns to talk, settling disagreements calmly. Students are given positive feedback when they are seen to be working well in collaborative groups and following school expectations. Class expectations are posted on the wall and frequently referred to when making corrections in class. The classroom teacher will provide positive reinforcement of students meeting the expectations and will provide reinforcement to those students having difficulty meeting the stated expectations.

Students are given a time limit at each station. Students are expected to be respectful of the time limitations, as well as the limited supplies at each station. If students cannot properly and safely transition from station to station, the work at each station will be given to students to complete at a separate table in the back of the classroom.

When technology is being used, all users will turn their computer screens to face the front of the classroom for easier monitoring of computer screens. Teacher will continuously circulate classroom to provide assistance and to be certain students are not misusing technology.

Teacher will follow appropriate behavior modification plans, point sheets and/or break schedules for students with disabilities or 504s in accordance to individual plans.

RESOURCES	
1. Required Materials:	http://www.brainpop.com/english/writing/criticalreasoning/
2. Teacher Resources:	http://www.scholastic.com/browse/article.jsp?id=3755124 http://www.nuffieldfoundation.org/sites/default/files/air-pollution-52-april-08-cd-158.pdf
3. Student Resources:	Copies of Quiz (http://www.brainpop.com/english/writing/criticalreasoning/quiz/) Writing Stations Activities http://www.brainpop.com/english/writing/criticalreasoning/activity/ Copies of Writing Lab Activities: Writing Great Hooks http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-110810-REPRO-19.pdf Argument and Counterargument cards for the Air Pollution – Should the EU tighten regulations activity Good conclusion or hot miss activity – copies of conclusions

LESSON TITLE:	**It's Your Argument**	**SUBJECT:**	English Language Arts
	DEMOGRAPHICS		**LESSON DURATION**
GRADE LEVEL	**APPROX # STUDENTS**	**# SUPPORT STAFF**	**# CLASSES:** 2 – 100 minute periods
7	24	2 (when available)	**# DAYS:** Lesson #3 and #4
	LESSON GOALS/OBJECTIVES		
Educator Language: **Students will be able to work collaboratively to brainstorm persuasive ideas as evidence by organizing**			

ideas into a cohesive argument and presenting argument to the class.

Student Language:

I know how to organize ideas and evidence because I can present an argument to my peers.

ESSENTIAL LESSON QUESTIONS

What makes an argument successful?

What is the purpose of an editorial?

How can I inform the public of my opinion on a topic?

LESSON KEY CONCEPT WORDS/VOCABULARY

Persuasion	Critical Stance	Thesis	Evidence
Editorial			

KNOWLEDGE	**SKILLS**
At the end of the lesson, students will know…	**At the end of the lesson, students will be able to…**
Successful arguments are supported with evidence.	Research to find evidence on a specific topic.
	Organize evidence to support an argument.
Editorials are used to inform the public about a specific topic.	
	Create a thesis statement and take a critical stance that is supported by evidence.

PROCEDURES	
1. Introduction:	Pose the following statement to the entire class: " Raise your hand if you usually win an argument". Ask those who raised their hands, "why do you think you win? What do you do or what techniques do you use to win your arguments?" (Teacher will record student responses on SmartBoard)
2. Body of Lesson (steps numbered):	1. Small Group Argument Activity Each group will be given an argument and their job is to discuss and generate ideas for persuasion. Each group will have a recorder and a speaker. The recorder will write down the team's arguments and the speaker will present those arguments in order to persuade the audience to believe in the same way. Teams will have 20 minutes to work together. The speaker will have 3 minutes to present. After each argument students will record what they learned during the argument and whether or not they agree with the perspective of the speaker and why. 2. Guide to Persuasive Writing Activity Teacher will select an editorial of appropriate reading level. The editorial will focus on the social institution of education in the City of Hartford. Teacher will read the editorial aloud to students. Students will complete the "What Makes a Great Editorial" Questions. Class will discuss answers to ensure understanding. 3. Creating Your Own Editorial Students will create an editorial related to the topic of their choice (related to environmental issues, science and technology or conflict). They will first select an appropriate topic about which they can form an opinion. Students will research the topic and will record specific facts, examples, quotes, etc. Students will then make a list of arguments that support their opinion and those that oppose it. Students will develop their editorial, paying particular attention to key information that will be placed in each part. Students will address the appropriate audience (leader of government, environmental group, educational group, etc.). Students should develop a good

	opening "hook" to grab the reader's interest, introduce arguments that support their opinion, address strong counterarguments, offer specific suggestions for what can be done to deal with the chosen topic and summarize the opinion and supporting arguments, leaving the reader with a powerful closing statement about why they should agree with your point of view. Before students begin individual work on their editorial the teacher will introduce the persuasive writing rubric that is common for persuasive writing assignments in grades 7 and 8. The teacher will be sure to explain the necessary requirements for mastery and how students can go above and beyond mastery of identified criteria – addressing and engaging the audience, providing a thesis statement, supporting the thesis statement with evidence and addressing counter-arguments and summarizing argument with a conclusion.
Identify methodology:	Cooperative group discussion (turn and talk), quad group discussion, individual practice, individual research and conference with teacher

3. Lesson Specific Accommodations:	**TYPE OF NEED**	**LESSON ACCOMMODATION/MODIFICATION**
	Special Education	-preteach /review relevant vocabulary and concepts -Small group argument-provide topic in advance/prove questions for student to address to prepare in advance for discussion -peer partner for Stations -Persuasive writing activity- provide editorial in advance/ review with students prior to class – Create Editorial-pre-identify research/reading material modify reading levels as needed and provide information to students -orally review reading information, synthesize and summarize with students to insure understanding of material needed for the writing piece -organize research and evidence with key writing components (thesis, supportive details, persuasive argument etc.) - provide rubrics for grading and completion

		-provide student model work samples -graphic organizers -writing checklist/protocol to insure students have all necessary components -peer edit -provide model piece after completed so students can check their work -AT (computer, word processor, oral dictation-Dragon Speaks or other, appropriate software such as word prediction etc) -opportunity to resubmit as needed -extra time -frequent checks for understanding
	ELL	-preteach /review relevant vocabulary and concepts -Small group argument-provide topic in advance/prove questions for student to address to prepare in advance for discussion -peer partner for Stations -Persuasive writing activity- provide editorial in advance/ review with students prior to class – Create Editorial-pre-identify research/reading material modify reading levels as needed and provide information to students -orally review reading information, synthesize and summarize with students to insure understanding of material needed for the writing piece -organize research and evidence with key writing components (thesis, supportive details, persuasive argument etc.) - provide rubrics for grading and completion

		-provide student model work samples -graphic organizers -writing checklist/protocol to insure students have all necessary components -peer edit -provide model piece after completed so students can check their work -AT (computer, word processor, oral dictation- Dragon Speaks or other, appropriate software such as word prediction etc) -opportunity to resubmit as needed -extra time -Bilingual dictionary -orally dictate responses -AT (computer, word processor, oral dictation- Dragon Speaks or other, appropriate software such as word prediction, translators etc) -opportunity to redo and re submit no spelling penalty -frequent checks for understanding
	504	-review norms for working in pairs --preteach /review relevant vocabulary and concepts -peer partner for Stations -Persuasive writing activity- provide editorial in advance/ review with students prior to class – Create Editorial-pre-identify research/reading material -organize research and evidence with key writing components (thesis, supportive details, persuasive argument etc.)

	- provide rubrics for grading and completion -graphic organizers -writing checklist/protocol to insure students have all necessary components -peer edit -provide model piece after completed so students can check their work -AT (computer, word processor, oral dictation-Dragon Speaks or other, appropriate software such as word prediction etc) -opportunity to resubmit as needed -extra time -checklist for specific requirements (three claim statements and evidence) -frequent checks for understanding

4. Assessment:	**FORMATIVE**	**SUMMATIVE**
	Guide to Persuasive Writing Activity (formative) – Students will identify elements of writing that make an editorial effective. Exit ticket (formative) - Students will be asked to evaluate the hook of an editorial. Students will read the hook of an editorial and provide the writer of the editorial with feedback – yes they would continue reading or no they wouldn't and the reasons for not reading.	Creating Your Own Editorial (summative) – Students will apply what they have learned about elements of effective editorial writing to write their own editorial. Editorial will be graded for mastery. Students will be assessed using the common persuasive writing rubric created for grades 7 and 8. The rubric will assess the student's ability to appropriately address and engage the audience, writing an effective thesis statement, use of evidence to support their argument and providing a conclusion.

5. Closure:	Exit Ticket: Students will be asked to evaluate the hook of an editorial. Students will read the hook of an editorial and provide the writer of the editorial with feedback – yes they would continue reading or no they wouldn't and the reasons for not reading. This will serve as another form of formative assessment.
6. Follow-Up:	Students will construct a rough draft of their editorial. Once a draft has been completed, students will read over their work and make revisions. A final draft of the editorial will be submitted to the teacher and shared with classmates.

CLASSROOM MANAGEMENT

Classroom Routine: Students enter classroom, write homework in agenda and record class objective in notebook. Students will begin the posted lesson initiator "do now" posted on the SmartBoard or the copy provided to students.

Student desks are arranged in groups to facilitate small group activity and discussion. Students are expected to be positive collaborators – taking turns to talk, settling disagreements calmly. Students are given positive feedback when they are seen to be working well in collaborative groups and following school expectations. Class expectations are posted on the wall and frequently referred to when making corrections in class. The classroom teacher will provide positive reinforcement of students meeting the expectations and will provide reinforcement to those students having difficulty meeting the stated expectations.

When technology is being used, all users will turn their computer screens to face the front of the classroom for easier monitoring of computer screens. Teacher will continuously circulate classroom to provide assistance and to be certain students are not misusing technology.

Teacher will follow appropriate behavior modification plans, point sheets and/or break schedules for students with disabilities or 504s in accordance to individual plans.

RESOURCES	
1. Required Materials:	Chart paper Markers
2. Teacher Resources:	http://www.scholastic.com/teachers/lesson-plan/game-persuasion http://www-tc.pbs.org/now/classroom/acrobat/lesson04.pdf
3. Student Resources	Copies of "Guide to Persuasive Writing Activity Sheet

LESSON TITLE:	**Field Trip Proposal and Presentation Project – Part 1**	**SUBJECT:**	**English Language Arts**
DEMOGRAPHICS			**LESSON DURATION**
GRADE LEVEL	**APPROX # STUDENTS**	**# SUPPORT STAFF**	**# CLASSES:** 2
7	24	2 (when available)	**# DAYS:** Lesson #5 and #6
LESSON GOALS/OBJECTIVES			
Students will be able to complete accurate, reliable research as evidenced by supporting a chosen destination for an end of the year trip with evidence			
ESSENTIAL LESSON QUESTIONS			
What social institutions do I identify with? **How does research help support an opinion?**			
LESSON KEY CONCEPT WORDS/VOCABULARY			
Thesis	Evidence	Argument	Counterargument
KNOWLEDGE		**SKILLS**	
At the end of the lesson, students will know…		**At the end of the lesson, students will be able to…**	
Not all print or digital sources can be trusted		Assess the reliability and validity of print and digital sources	
Social institutions can be local or non-local, as long as people can identify with them		Organize research based on themes	

PROCEDURES	
1. Introduction:	If you could travel anywhere in the world, where would you go and why? Students will answer this question and will share their responses as a class. List of locations will be kept on the SmartBoard. At the end of the class share-out, the list of destinations will be evaluated and the class will pick the location they would most like to visit.
2. Body of Lesson (steps numbered):	1. Do Now: Students will identify the evidence in an argument that makes them agree with the critical stance/thesis. Students will underline the evidence found in the passage. Students will also identify the counterarguments by circling them. This will serve as reinforcement for what students have been practicing and learning in previous lessons. 2. How to conduct research mini lecture – students will review procedure for conducting proper research. Research organizers will be provided to students so they understand the key pieces of evidence they will be looking for. Examples of completed research organizers will be provided and discussed, allowing students to understand how to master research. 3. Individual Student Research: Research Students will research different end of the year trip locations. Destinations for the end of the year trip will need to address the social justice question "what social institutions do I identify with"? With each destination a student researches, he or she will need to identify learning experiences that are connected to the social institutions studied throughout the year – schools, government, large-scale organizations, religion, etc. Students will research their top five field trip destinations and will complete a graphic organizer to keep their research organized. Research will be assessed to determine if there is evidence to support the choice of the location. Students will also research the cost of the trip, transportation methods and cost, as well as the activities that will occur on the trip.

Identify methodology:	Whole group instruction, whole group discussion with socratic questioning, individual research, individual feedback

3. Lesson Specific Accommodations:	TYPE OF NEED	LESSON ACCOMMODATION/MODIFICATION
	Special Education	-preteach /review relevant vocabulary and concepts -provide an auditory copy of the passage at listening station with hard copy for students to follow along -copy of notes for how to conduct proper research -checklist for research requirements -highlighters for completed research organizer to highlight important parts -minimize the number of research destinations to 2 (more or less) if possible depending on student to demonstrate mastery -pre-identify research/reading material modify reading levels as needed and provide information to students -organize research and evidence in graphic organizer with key writing components (thesis, supportive details, persuasive argument etc.) - provide rubrics for grading and completion -provide student model work samples -writing checklist/protocol to insure students have all necessary components -peer model -provide model piece after completed so students can check their work

		-AT (computer, word processor, oral dictation- Dragon Speaks or other, appropriate software such as word prediction etc) -opportunity to resubmit as needed -extra time -frequent checks for understanding
	ELL	preteach /review relevant vocabulary and concepts -provide an auditory copy of the passage at listening station with hard copy for students to follow along -copy of notes for how to conduct proper research -checklist for research requirements -highlighters for completed research organizer to highlight important parts -minimize the number of research destinations to 2 (more or less) if possible depending on student to demonstrate mastery -pre-identify research/reading material modify reading levels as needed and provide information to students -organize research and evidence in graphic organizer with key writing components (thesis, supportive details, persuasive argument etc.) - provide rubrics for grading and completion -provide student model work samples -writing checklist/protocol to insure students have all necessary components -peer model -provide model piece after completed so students can check their work

		-AT (computer, word processor, oral dictation- Dragon Speaks or other, appropriate software such as word prediction etc) -opportunity to resubmit as needed -extra time -Bilingual dictionary -orally dictate responses -frequent checks for understanding
	504	--preteach /review relevant vocabulary and concepts preteach /review relevant vocabulary and concepts -provide an auditory copy of the passage (if needed) at listening station with hard copy for students to follow along -checklist for research requirements -highlighters for completed research organizer to highlight important parts -minimize the number of research destinations to 2 (more or less) if possible depending on student to demonstrate mastery -organize research and evidence in graphic organizer with key writing components (thesis, supportive details, persuasive argument etc.) - provide rubrics for grading and completion -provide student model work samples -writing checklist/protocol to insure students have all necessary components -provide model piece after completed so students can check their work -AT (computer, word processor, oral dictation- Dragon Speaks or other, appropriate software

	such as word prediction etc) -opportunity to resubmit as needed -extra time -checklist for specific requirements (three claim statements and evidence) -frequent checks for understanding	
4. Assessment:	**FORMATIVE**	**SUMMATIVE**
	Evaluation of research (formative) – Students will research different field trip destinations and organize their research in a graphic organizer. Graphic organizers will be assessed to ensure that evidence is being used to support choice of destination, and proper citation is being used. Rubric for the graphic organizer will ensure proper citation of information. The rubric will be introduced to students prior to initiation of individual research.	
5. Closure:	Research example: Students will be given a sample research graphic organizer that was completed for one destination. Students will be asked if the research is credible and to explain why or why not. Students will also be asked if the trip destination and itinerary allows them to feel connected with social institutions that were explored during the school year.	
6. Follow-Up:	Teacher will evaluate student research to determine if it will be effective in forming a persuasive presentation. Teacher will provide written feedback for students as to areas they can strengthen and improve. Teacher will allow for students to conduct extra research after school or	

	during seminar time. Students will be provided with more one-on-one assistance with completing research if necessary.

CLASSROOM MANAGEMENT

Classroom Routine: Students enter classroom, write homework in agenda and record class objective in notebook. Students will begin the posted lesson initiator "do now" posted on the SmartBoard or the copy provided to students.

Student desks are arranged in groups to facilitate small group activity and discussion. Students are expected to be positive collaborators – taking turns to talk, settling disagreements calmly. Students are given positive feedback when they are seen to be working well in collaborative groups and following school expectations. Class expectations are posted on the wall and frequently referred to when making corrections in class. The classroom teacher will provide positive reinforcement of students meeting the expectations and will provide reinforcement to those students having difficulty meeting the stated expectations. .

When technology is being used, all users will turn their computer screens to face the front of the classroom for easier monitoring of computer screens. Teacher will continuously circulate classroom to provide assistance and to be certain students are not misusing technology.

Teacher will follow appropriate behavior modification plans, point sheets and/or break schedules for students with disabilities or 504s in accordance to individual plans.

RESOURCES	
1. Required Materials:	Laptops with internet access, materials for note-taking, portable storage device
2. Teacher Resources:	Presentation on conducting accurate, reliable research (teacher created), rubric for research

3. Student Resources:	Laptops Copies of research graphic organizers

LESSON TITLE:	**Field Trip Proposal and Presentation – Part 2**		**SUBJECT:** **English Language Arts**
DEMOGRAPHICS			**LESSON DURATION**
GRADE LEVEL	**APPROX # STUDENTS**	**# SUPPORT STAFF**	**# CLASSES:** 2
7	24	2 (when available)	**# DAYS:** Lesson #7 and #8
LESSON GOALS/OBJECTIVES			
Students will analyze brochures from various organizations and museums to understand how organizations use a combination of text and graphics to persuade people to visit their organization. As a result, students will create their own brochure or informational pitch to convince an audience of students, teachers and administrators that their choice for an end of the year trip is the best option available.			
ESSENTIAL LESSON QUESTIONS			
How do organizations use a combination of text and graphics to persuade people to become potential visitors?			
LESSON KEY CONCEPT WORDS/VOCABULARY			
Persuasion	Marketing		

KNOWLEDGE	SKILLS
At the end of the lesson, students will know…	**At the end of the lesson, students will be able to…**
Informational sources need to capture an audience	Analyze print and digital sources to determine effective persuasion tactics
Persuasion is done most effectively through a combination of text and graphics	Apply what they have learned through analysis to create an informational presentation to persuade an audience.
Research is essential to supporting an opinion	

PROCEDURES	
1. Introduction:	Students will watch commercials for vacation destinations. While watching commercials, students will indicate persuasive devices used in commercial to make people want to visit.
2. Body of Lesson (steps numbered):	1. Do Now – What Makes You Go? Students will be given information about Disney World, Breezes Resort in Montego Bay, Jamaica and Washington, D.C. (strong examples), as well as weaker examples from local destinations. Students will be presented with a brochure about each destination and the activities available. Students will create a pro/con list of each presentation of the destination. Students will gather in small groups to discuss marketing strategies that persuade them to go visit a specific destination. 2. Analysis of Brochures, Commercials and Websites Students will review information on their top give end of the year trip destinations. Information will be in the forms of brochures, commercials, websites, etc. Students will identify how graphics and text are used to attract potential visitors to their location.

	3. Synthesis of Research Students will synthesize their research in to a comprehensive persuasive presentation for their top end of the year field trip destination. Students will need to convince a panel of teachers that their location, planned itinerary of events and the cost of the trip will help answer the essential question "what social institutions do I identify with" the most effectively.
Identify methodology:	Whole group instruction, small group – pair and quad - discussion, individual analysis of materials, individual synthesis of research and project creation.

3. Lesson Specific Accommodations:	**TYPE OF NEED**	**LESSON ACCOMMODATION/MODIFICATION**
	Special Education	-provide/pre-teach definition and example of marketing strategy - brainstorm in advance and provide pro/con comparison guide (ie price, things to see, travel time etc) -provide list of websites, and questions for analysis of websites, brochures and commercials -pre-assigned groups high/ low -rubric for presentation -provide a model -allow for drafts to be submitted for review and feedback -opportunity for practice -rewrites -brainstorm essential question "what social institutions do I identify with" AT if needed -frequent checks for understanding

	ELL	provide/pre-teach definition and example of marketing strategy - brainstorm in advance and provide pro/con comparison guide (ie price, things to see, travel time etc) -provide list of websites, and questions for analysis of websites, brochures and commercials -rubric for presentation -provide model -allow for drafts to be submitted for review and feedback - pre-assign groups to work with English speakers who exhibit maturity in working with ELL students -opportunity for practice -rewrites -brainstorm essential question "what social institutions do I identify with" AT if needed -frequent checks for understanding
	504	Provide definition and example of marketing strategy -provide list of websites, rubric for presentation -allow for drafts to be submitted for review and feedback -rewrites -brainstorm essential question "what social institutions do I identify with" AT if needed -frequent checks for understanding

4. Assessment:	**FORMATIVE**	**SUMMATIVE**
	Field Trip Proposal and Presentation Project (formative) – Students will review information provided in print and digital sources about potential trip destinations. Students will categorize information – educational opportunities, cost, activities, etc. Students will synthesize this information into a rough draft of a presentation. Feedback will be given on the draft to guide students towards mastery.	Field Trip Proposal and Presentation Project (summative) – Students will create a presentation that will entice an audience to choose their destination as the best choice for an end of the year trip. The rubric for the presentation will be presented to students prior to the start of individual research. Students will be given copies of the rubric to guide them through the creation process. As the rubric is initially discussed, students will view a sample presentation and discuss how the sample presentation would be graded using the project rubric.
5. Closure:	Three – Two – One Exit Slip: Students will identify three things they learned by completing destination research, two things they enjoyed or found interesting and one question they still have about effective persuasive techniques.	
6. Follow-Up:	Teacher will evaluate student research and rough drafts of presentations. Teacher will provide written feedback to students, referencing the final project rubric. Teacher will provide students who are struggling with extra time during seminar or academic center. If entire class is struggling to meet the assignment requirements in the allotted time, teacher can provide an extra period for students to work on the draft of the project. It is expected that draft of project and final presentation will be completed outside of class time.	

CLASSROOM MANAGEMENT
Classroom Routine: Students enter classroom, write homework in agenda and record class objective in notebook. Students will begin the posted lesson initiator "do now" posted on the SmartBoard or the copy provided to students. **Student desks are arranged in groups to facilitate small group activity and discussion. Students are expected to be positive collaborators – taking turns to talk, settling disagreements calmly. Students are given positive feedback when they are seen to be working well in collaborative groups and following school expectations. Class expectations are posted on the wall and frequently referred to when making corrections in class. The classroom teacher will provide positive reinforcement of students meeting the expectations and will provide reinforcement to those students having difficulty meeting the stated expectations.** **When technology is being used, all users will turn their computer screens to face the front of the classroom for easier monitoring of computer screens. Teacher will continuously circulate classroom to provide assistance and to be certain students are not misusing technology.** **Teacher will follow appropriate behavior modification plans, point sheets and/or break schedules for students with disabilities or 504s in accordance to individual plans.**

RESOURCES	
1. Required Materials:	Laptops with internet access, portable storage device, note-taking materials, copies of print material for different vacation destinations
2. Teacher Resources:	Rubric for presentation, commercials for presentation of introductory activity
3. Student Resources:	Copy of presentation rubric, laptop, portable storage device

LESSON TITLE:	Field Trip Proposal and Presentation – Part 3		SUBJECT: English Language Arts
DEMOGRAPHICS			**LESSON DURATION**
GRADE LEVEL	**APPROX # STUDENTS**	**# SUPPORT STAFF**	**# CLASSES:** 1 – 100 minute period
7	24	2 (when available)	**# DAYS:** Lesson #9
LESSON GOALS/OBJECTIVES			
Objective: **Students will effectively persuade a panel of students, teachers and administrators to agree with their location for the best end of the year field trip. Students will accomplish this by creating a persuasive presentation that clearly integrates text, graphics and speech to compel a group that the presented location is the best.**			
ESSENTIAL LESSON QUESTIONS			
How can I persuade an audience to agree with my point of view? **What social institutions do I identify with?**			
LESSON KEY CONCEPT WORDS/VOCABULARY			
Persuasion	Point of view	Evidence	

KNOWLEDGE	SKILLS
At the end of the lesson, students will know…	**At the end of the lesson, students will be able to…**
Effective persuasive presentation techniques	Articulate their opinion, supported with evidence
Different social institutions their peers identify with	Persuade an audience to agree with their point of view
	Express their identification with specific social institutions through presentation

PROCEDURES	
1. Introduction:	Teacher will introduce panel of teachers and administrators who will evaluate presentations and based on quality of persuasive presentation, voting will take place on field trip destination. The teacher will review the rules (similar to Robert's Rules of Order) for who can speak and when. This will ensure that presentations continue to move smoothly with limited down time between presentations.
2. Body of Lesson (steps numbered):	1. Do Now: As a class, students will generate a list of characteristics they are looking for in order to help them determine the final trip location. Students will generate list on note-sheet provided by the teacher. Students will reference this list during presentations and use list of requirements to help justify whether one location is supreme to the other. 2. Presentations: Students will share their presentation with classmates, teachers and administrators. During presentations students will take notes on key "selling points". Students in the audience, as well as teachers and administration will ask clarifying questions of the presenter. At the end of presentations the class will review the evidence they have

	been given throughout the presentations and will vote on the best destination for the end of the year trip.	
Identify methodology:	Individual presentation to classmates, response to panel questions (Socratic questioning), modeling of audience responsibilities and etiquette	
3. Lesson Specific Accommodations:	**TYPE OF NEED**	**LESSON ACCOMMODATION/MODIFICATION**
	Special Education	-provide list in advance students can circle as class reviews and add as necessary -preview list of requirements -assign presentation parts in advance for student to practice and develop -provide list of possible clarifying questions -AT if needed -frequent checks for understanding
	ELL	-provide list in advance students can circle as class reviews and add as necessary -preview list of requirements -assign presentation parts in advance for student to practice and develop -provide list of possible clarifying questions/assign specific questions to be asked to certain students so they are comfortable answering -AT if needed

		-frequent checks for understanding
	504	provide list in advance students can circle as class reviews and add as necessary -preview list of requirements -assign presentation parts in advance for student to practice and develop -provide list of possible clarifying questions AT if needed -frequent checks for understanding
4. Assessment:	**FORMATIVE**	**SUMMATIVE**
		Field Trip Proposal and Presentation Project (summative) – Students will deliver their presentation to an audience. Presentation will be evaluated for effective use of persuasive elements – use of a hook, taking a critical stance, using evidence to address the stance, addressing counter-arguments and having an effective conclusion. Presentation will also assess students' abilities to clearly communicate their argument.
5. Closure:	As a closing activity, students and panel members will complete the ballot for the destination that will best serve as an end of the year trip. Ballots will indicate destination, as well as why it will help answer the question, "what social institutions do I identify with?" Ballots will be counted and the winning destination will be announced.	

6. Follow-Up:	Students will complete a reflection on their project using the discussed rubric to identify criteria and the expectations for each level of development. The project reflection will allow students to indicate their strengths and weaknesses as researchers and information processors, as well as communicators and knowledgeable persons. Students should discuss the quality of their research as well as their integration of the necessary components of persuasive writing. Reflections will be given to classroom teacher and copies will be provided to advisors, along with the student presentations, to be considered artifacts for electronic portfolio.

CLASSROOM MANAGEMENT

Classroom Routine: Students enter classroom, write homework in agenda and record class objective in notebook. Students will begin the posted lesson initiator "do now" posted on the SmartBoard or the copy provided to students.

Student desks are arranged in groups to facilitate small group activity and discussion. Students are expected to be positive collaborators – taking turns to talk, settling disagreements calmly. Students are given positive feedback when they are seen to be working well in collaborative groups and following school expectations. Class expectations are posted on the wall and frequently referred to when making corrections in class. The classroom teacher will provide positive reinforcement of students meeting the expectations and will provide reinforcement to those students having difficulty meeting the stated expectations.

When technology is being used, all users will turn their computer screens to face the front of the classroom for easier monitoring of computer screens. Teacher will continuously circulate classroom to provide assistance and to be certain students are not misusing technology.

During presentations students will follow the outline rules for participation outlined during the do now. Students will wait to be called on if they wish to speak. Students may not use hurtful or negative language directed at a peer or teacher. Also students must be respectful of the presenter – talking during presentations is not tolerated.

Teacher will follow appropriate behavior modification plans, point sheets and/or break schedules for students with disabilities or 504s in accordance to individual plans.

RESOURCES	
1. Required Materials:	Computer, SmartBoard, projector
2. Teacher Resources:	Grading rubrics, voting ballots
3. Student Resources:	Note-taking sheet, copies of voting ballots, access to computer and projector to present project.

APPENDIX F – CAPITAL PREPARATORY MAGNET SCHOOL

SCHOOL CLIMATE AND STUDENT CONNECTEDNESS SURVEY RESULTS

2013 School Climate and Student Connectedness Survey Results

Capital Preparatory Magnet School

Staff Survey

The survey given to staff included questions that were grouped into 6 different categories referred to as "factors" and listed below. A number of statements were presented relating to each factor and staff members were then asked to identify how much they agreed with the each statement on a 5 point Likert scale (from 1 being 'Strongly Disagree' to 5 being 'Strongly Agree'). The averages of responses to questions in each factor are presented in the following table, for both the 2013 and 2012 survey administrations, in addition to the certified and non-certified staff average responses for the 2013 survey administration. A score closer to 5 indicates a more positive response.

	Staff Survey (99% Participation)					
	Factor 1: School Leadership and Involvement	Factor 2: Staff Attitudes	Factor 3: Student Involvement	Factor 4: Respectful Climate	Factor 5: School Safety	Factor 6: Parent and Community Involvement
2012	Only 5% participation					
2013	4.0	4.2	3.9	4.0	4.1	3.9
D.Avg	3.8	4.2	3.7	3.6	3.8	3.6
Cert.	3.9	4.1	3.8	3.7	3.8	3.4
Non-Cert.	3.9	3.9	3.7	3.6	3.2	3.5

Parent Survey

Parents at the school were also given the chance to voice their opinions through a survey. The parent survey was not broken up into "factors" like the staff and student surveys; instead, parents were asked 14 questions covering a range of similar topics. Questions on the parent survey and the averages of responses are presented in the following table, for both the 2013 and 2012 survey administrations. A score closer to 5 indicates a more positive response.

Parent Survey (28% Participation)	2012 avg	2013 avg
1. My child's school is a supportive and inviting place for students.	4.3	4.2
2. My child is safe at school.	4.2	4.3
3. I feel welcome at this school.	4.2	4.3
4. I am satisfied with communication with my child's teacher(s).	4.1	4
5. My child is getting a good education at this school.	4.4	4.4
6. My child is treated fairly at school.	4.2	4.3
7. My child likes his/her teachers.	4.1	4.3
8. At this school there are good supports for all children, including children with learning difficulties.	3.9	4.1
9. This school is a supportive and inviting place for parents/guardians.	4.1	4.2
10. Adults at the school respect cultural diversity.	4.2	4.4
11. Adults at the school have high expectations of my child.	4.4	4.4
12. Teachers at my child's school are interested in what I have to say.	4.2	4.2
13. I feel like I am actively involved in my child's education.	4.4	4.3
14. The District's school calendar meets the needs of my child and our family.	3.8	3.8

Capital Preparatory Magnet School (Page 2)

Grade 5-12 Survey

The survey given to students in Grades 5-12 asked questions that were grouped into 8 different categories referred to as "factors" and listed below. A number of statements were presented to the students in each factor, which students were then asked to identify how much they agreed with the each statement on a 5 point Likert scale (from 1 being 'Strongly Disagree' to 5 being 'Strongly Agree'). The averages of responses to questions in each factor are presented in the following table below, for both the 2013 and 2012 survey administrations, in addition to both the individual grade and district averages for the 2013 survey administration. A score closer to 5 indicates a more positive response.

	Student Survey Grade 5-12 (95% Participation)							
	Factor 1: High Expectations	Factor 2: School Safety	Factor 3: School Leadership and Student Involvement	Factor 4: Respectful Climate	Factor 5: Peer Climate	Factor 6: Caring Adults	Factor 7: Parent and Community Involvement	Factor 8: Social and Emotional Learning
2012	0% Participation							
2013	3.8	3.1	3.5	3.6	3.1	3.6	3.2	3.7
D. Avg.	4.2	3.4	3.6	3.7	3.0	3.7	3.5	3.9
Res.	4.2	3.7	3.5	3.6	3.2	3.8	3.6	3.9
N.Res	4.3	3.6	3.5	3.8	3.1	3.9	3.5	4.0
Gr 5	4.5	4.1	4.1	4.3	3.8	4.1	4.0	4.3
Gr 6	4.4	3.6	4.0	4.1	3.3	4.0	3.9	4.2
Gr 7	4.2	3.2	3.6	3.7	2.9	3.7	3.5	3.8
Gr 8	4	3.5	3.2	3.3	2.9	3.4	3.2	3.6
Gr 9	4.2	3.5	3.5	3.6	3.1	3.9	3.5	3.8
Gr 10	4.2	3.2	3.3	3.6	3.1	3.8	3.4	3.9
Gr 11	4.2	3.7	3.2	3.5	3.1	3.9	3.4	3.9
Gr 12	4.2	3.8	3.3	3.7	3.1	4.2	3.3	4.3

Grade 3-4 Survey

The survey given to students in Grades 3 and 4 asked modified questions that can be grouped in 7 different categories referred to as "factors" and listed below. A number of statements were presented to the students in each factor. Students selected responses between 1 and 3, where 1 indicates "No", 2 indicates "Sometimes", and 3 indicates "Yes". The overall frequencies of "Yes" responses for each question are presented in the following table, for both the 2013 and 2012 survey administrations, in addition to both the individual grade and district averages for the 2013 survey administration.

	Student Survey Grade 3-4 (85% Participation)						
	Factor 1: High Expectations	Factor 2: School Safety	Factor 3: School Leadership and Student Involvement	Factor 4: Respectful Climate	Factor 5: Peer Climate	Factor 6: Caring Adults	Factor 7: Social and Emotional Learning
2012	Only 2% participation						
2013	91%	48%	64%	88%	45%	67%	76%
D. Avg	85%	58%	70%	82%	43%	66%	70%

Capital Preparatory Magnet School (Page 3)

Grade 3-4 Survey Results (cont'd)

GRADE 3-4 SURVEY RESULTS QUESTION BREAKDOWN		
Factor	Question	% Yes 2013
Factor 1: High Expectations	5. At this school, students are encouraged to do their best.	86%
	6. I try hard to do well in school.	91%
	7. The adults at this school believe that all students can do good work.	94%
	8. Adults in my community let me know that school is important.	92%
Factor 2: School Safety	29. I feel safe at school.	82%
	30. Some students are mean at this school.	14%
Factor 3: School Leadership and Student Involvement	31. The principal does what is best for students.	89%
	32. The principal asks students about their ideas.	39%
Factor 4: Respectful Climate	33. Teachers here are nice people.	88%
	34. My teachers treat me with respect.	89%
Factor 5: Peer Climate	2. Students in this school help each other, even if they are not friends.	39%
	3. Students here treat me with respect.	48%
	4. When students see another student being picked on, they try to stop it.	48%
Factor 6: Caring Adults	9. There is an adult at this school who I can talk to about things that are bothering me.	80%
	10. At school, there is a teacher or some other adult who will miss me when I am absent.	58%
	11. There are lots of chances for students in my school to talk with teachers one-on-one.	51%
	12. I can name at least five adults who really care about me.	76%
	13. At school, other adults besides my teachers know my name.	69%
Factor 7: Social and Emotional Learning	14. If someone asks me I can tell them how I am feeling.	58%
	15. I know what kinds of work I need help with to be successful.	82%
	16. I ask for help from my teachers or others when I need it.	77%
	17. I am careful when I use something that belongs to someone else.	89%
	18. I can control myself when I am frustrated or disappointed.	52%
	19. I can explain why it is important to tell the truth.	88%
	20. If something is bothering me, I think of different ways I can react.	58%
	21. I set goals and then work to reach them.	80%
	22. I care about other people's feelings and what they think.	84%
	23. It is important for me to help others in my school.	92%
	24. I respect people even if they are different.	97%
	25. I can tell when someone is getting angry or upset before they say anything.	70%
	26. I know how to disagree without starting a fight or an argument.	67%
	27. I get along well with other students.	58%
	28. I know how to make friends with new people.	85%

Capital Preparatory Magnet School (Page 4)

Analysis of School Safety

While the surveys were not created in order to make comparisons between answers, it is helpful to point out the variance that may or may not exist between how the different survey groups report their perceptions of school safety. For the one same question in all four surveys, average responses are listed below:

Common Question:	Gr.3-4	Gr.5-12	Staff	Parent
I feel (am/my child is) safe at this school	82%	3.9	4.2	4.3

APPENDIX G – CAPITAL PREP HARBOR SCHOOL ADVISORY HANDBOOK

CAPITAL PREP HARBOR SCHOOL ADVISORY HANDBOOK

[DRAFT]

TABLE OF CONTENTS

THE CAPITAL PREP HARBOR SCHOOL ADVISORY HANDBOOK 3

ADVISORY MISSION 3

ROLES OF THE ADVISOR 3

Academic Support 3

Affective Support 4

Portfolio and Student-Led Conference Development 4

Public Service 4

Senior Advisee Support 4

Advisory Buddy Facilitator 5

DAILY ADVISORY SCHEDULE 5

Check-ins 5

Final Checks 5

Advisory Centers (Upper School) 6

A WEEKLY ADVISORY AT A GLANCE 8

WORDS OF THE WEEK WORKSHEET 9

ADVISORY GOAL WORKSHEET 11

ADVISEE PUBLIC SERVICE VOLUNTEER FORM 12

THE CAPITAL PREP HARBOR SCHOOL ADVISOR INTERVENTIONS 13

MEETING PARENT CONTACT RESPONSIBILITIES 13

IMPLEMENTING ADVISORY'S DAILY SCHEDULE 14

UPPER SCHOOL ARTIFACTS, PORTFOLIOS AND STUDENT LED CONFERENCES 15

DESCRIPTION OF ARTIFACTS 15

ARTIFACT REFLECTION WORKSHEET (SAMPLE) 16

STUDENT LED CONFERENCES AND PORTFOLIOS 17
A Brief Guide to Portfolios and SLC Expectations *17*

SLC SUMMARY STUDENT GENERATED HANDOUT 18

PORTFOLIO AND CONFERENCE RUBRICS 19

AN ADVISOR'S ROLE IN STUDENT LED CONFERENCES 23

STUDENT LED CONFERENCE NOTESHEET 24

POSSIBLE SCRIPT FOR PARENT CONFERENCES 25

The Capital Prep Harbor School Advisory Handbook

The Advisor's Mission

The main purpose of the advisory program at the Capital Prep Harbor Upper School is to foster personalization, strengthening the relationship between each student and their learning environment. It is the responsibility of the advisor to monitor both social and academic development of each of their advisees throughout their experience at the school, while fostering a positive school culture.

Advisors will work to create affective bonds with their advisees and their families, as well as, act in the role of academic mentor. Guidance in both domains should be provided daily, and students will be encouraged to create and successfully meet both short and long term goals in each. Student-led conferences will be utilized for advisor and advisee assessment of these goals.

In advisories, students will develop skills needed to become an agent of change as outlined in the school's *Blueprint*. Advisors will promote this by encouraging the creation and collection of artifacts, identifying and facilitating public service activities and assisting in the development of senior justice projects.

Roles of the Advisor

Each staff member is an advisor for a group of students. This group of students will consist of students from all grade levels. The advisor and their advisees will be part of the same advisory group for the entirety of their enrollment at the Capital Prep Harbor School. The roles of the advisor are as follows:

- **Academic Support**: The advisor will promote the monitoring of individual student progress. To effectively do so, advisors will be the facilitator of their individual advisee family PowerSchool accounts. Discussions about student progress will be held formally in advisory sessions and also informally as necessary. Each advisee will work to create an ILP for each quint. Advisors will also facilitate discussions around SAT preparation, activities around social justice topics and learner expectation applications.

- **Guardian Contact**: The advisor will contact parents/guardians at least once every other week to discuss student progress and strategies for improvement. These conversations are also a way for advisors to be informed of issues outside of school impeding their advisee's ability to meet success in their academic and/or social goals. The advisor should also refer to and discuss data found on PowerSchool to help parents/guardians be better involved in their child's education.

  Content of all guardian contacts will be recorded in the Advisory file on Powerschool.

- **Affective Support**: The advisor will build and maintain a relationship with each advisee in order to better advocate for and support each student's individual learning plan. The advisor will schedule a time to meet individually with each of their advisees at least once a week. During this meeting, advisors will not only discuss academics but also give the student an opportunity to discuss any issues that students may have.

- **Portfolio and Student-Led Conference Development:** The advisor will monitor and support the creation and maintenance of an electronic portfolio that showcases student learning and growth. As part of this development, advisors will facilitate discussions about the learner expectations and how the students can demonstrate meeting these expectations. Students will submit pieces of work to demonstrate learning and growth with respect to specific learner expectations. These pieces of work together with a thoughtful reflection will be artifacts included in advisee SLC presentations.

  Student-led conferences for the 2014-15 school year should take place during the school weeks of November __ and April __.

  Blueprint Learner Expectations by Quint for Artifacts

  Quint 1: Collaborator

  Quint 2: Researcher/Information Processor

  Quint 3: Empathetic Citizen

  Quint 4: Problem Solver

  Quint 5: Communicator/Knowledgeable Person

- **Public Service Support**: The advisor will encourage non-senior advisees to participate in at least 3 hours of public service, to be served outside of the school community, per semester. Advisors should assist in identifying volunteer opportunities and, whenever possible, plan whole advisory projects. Collection of completion of public service hours evidence will be the responsibility of the advisor.

- **Senior Advisee Support:**

  o Social Justice Project (SJP): The advisor will support juniors/seniors in the development of an SJP topic, essential question, action plan, and final paper. They will provide feedback on a regular basis. Advisors will support seniors in creating opportunities for the entire advisory to become involved in the senior's project.

  o College Acceptance Requirements: The advisor will check in with their senior advisees regarding their college application and acceptance process to ensure that they are meeting deadlines. This includes applications, essays,

recommendation letters, scholarships, financial aid, etc. They should also support parents throughout this process.

- **Advisory Buddy Facilitator:** The advisor will facilitate opportunities for Upper and Lower school 'buddies' to interact. Each Upper School advisory is paired with a Lower School advisory to form a buddy advisory relationship. On every third Friday of a given month, these two advisories should meet for a combined Friday session. When fifth grade students move into the Upper School, they step up into their buddy advisory.

Daily Advisory Schedule

- **Check-ins**

The first 20 minutes of each advisory should be dedicated to a daily group 'check-in'. A check-in should be an informal whole-group discussion where each advisee is encouraged to discuss their experiences of the school day. Alternative seating arrangements, such as 'circles', would be preferential for these sharing sessions.

Advisories may also discuss any issue unique to their group during check-ins. Such discussions may include planning a group volunteer service project, assisting an advisee with an academic/social problem or sharing of an advisee sharing an experience from outside of school.

When check-in discussions are 'slow', an advisor may also thread the discussion around a topical news item of the day. Advisees should then be encouraged to watch/read news media to promote the use of alternative information sources and help facilitate the next day's discussion.

Check-ins should be considered one of the more important "team building" activities for advisories. Advisors should be adamant about promptness and not tolerate consistent tardiness. Advisees should not be allowed to leave the room during this time.

- **Final Checks**

The final 10 minutes of advisory should be dedicated to a 'final check'. During a final check, the advisor should make sure each advisee is prepared for success for the next school day.

Advisors should:

- Check agendas for daily recording of homework assignments
- Check completed homework for next academic school day
- Inspect uniforms (fill out uniform violation forms if necessary) and when possible, make quick phone call home to ensure compliance for the next school day
- Share important announcements

- **Advisory Centers (For Upper School Advisories)**

Advisory centers are suggested activities for daily advisories to be completed after check-ins and before final checks. With the understanding each advisory structure will be unique and dynamic, the outlined schedule should generally be followed. Advisors will use advisory centers to eliminate student perception of advisories as 'free time' or 'study hall'.

Monday Center

Extended check-in for 'weekend review' and 'weekly goal review'. (10 minutes)

Advisors will introduce Words of the Week for students to review, juniors and seniors should lead conversation to complete 'Words of the Week Worksheet'. (20 minutes)

Students will keep a collection of worksheets to create a vocabulary book for the year.

Tuesday Center

Advisors will have individual advisor-advisee discussions to monitor and discuss academic progress, social development and advisee's commitment to building a positive school culture. Meetings should last 5-10 minutes each. Advisor should keep dated notes of general topics discussed during conversation for future reference.

When not participating, individual advisees will work to create artifacts for student led conferences and/or complete tasks to meet success with weekly goals.

Wednesday Center

Advisory group will work with senior advisees. Seniors will present weekly SJP progress, as well as, solicit volunteers/research assistance needed to complete following upcoming tasks. When needed, advisor will discuss the SJP individually with seniors to discuss changes or other suggestions needed to complete tasks related to project. Seniors will complete a mentor/goal update sheet based on outcomes of presentations/discussions.

When not participating, individual advisees will work to create artifacts for student led conferences and/or complete tasks to meet success with weekly goals.

Thursday Center

Advisors will have individual advisor-advisee discussions to monitor and discuss academic progress, social development and advisee's commitment to building a positive school culture. Meetings should last 5-10 minutes each. Advisor should keep dated notes of general topics discussed during conversation for future reference.

When not participating, individual advisees will work to create artifacts for student led conferences and/or complete tasks to meet success with weekly goals.

Seniors will be 'pulled out' for SAT preparation class on specified days during Semester 1. Juniors will be 'pulled out' for SAT preparation on specified days during Semester 2.

Friday Center

Extended check-in for discussion of whether or not weekly goal(s) was met by each advisee. (15 minutes)

Advisees will complete "Goal Worksheet" for following week. Advisors will review each worksheet to make sure goals are measurable, attainable and meaningful. Advisees will keep a collection of "Goal Worksheet" to assist in monitoring growth during school year.

Advisors should also use this time to complete any advisor-advisee discussions not held during the week.

A Weekly Advisory At A Glance

Monday	Daily Check In (20 minutes)	1. Extended Check In: review weekly goals (10 minutes) 2. Complete 'Words of Week' worksheet for vocab review	Daily Check Out (10 minutes)
Tuesday	Daily Check In (20 minutes)	1a. Individual Advisee meetings 1b. Advisees work to complete artifacts, portfolio, SLC Handout, SLC presentation	Daily Check Out (10 minutes)
Wednesday	Daily Check In (20 minutes)	1a. Advisor meets with SJP senior 1b. Advisees work to complete artifacts, portfolio, SLC Handout, SLC presentation	Daily Check Out (10 minutes)
Thursday	Daily Check In (20 minutes)	1a. Individual Advisee meetings 1b. Advisees work to complete artifacts, portfolio, SLC Handout, SLC presentation	Daily Check Out (10 minutes)
Friday	Daily Check In (20 minutes)	1. Advisees will work to complete "Advisory Goal Worksheet" 2a. Advisory participates in suggested "Advisory Activity", "Advisory Buddy" 2b. Individual Advisee meetings	Daily Check Out (10 minutes)

Reminder: Student-led conferences for the 2013-14 school year should take place during the school weeks of November 4th and April 7th.

Words of the Week Worksheet

Word:
Definition:

Word:
Definition:

Word:
Definition:

Word:
Definition:

Word:
Definition:

Context sentences for each word:

1.

2.

3.

4.

5.

Advisory Goal Worksheet

Goals for Week of: _____

Goal from this week:
Was goal met? Explain. **(Provide evidence for completion of goal or provide reason goal was not achieved):**

Goal for next week:
Why is this important to you?

Advisee Initials: _____ **Advisor Initials: _____**

Advisee Public Service Volunteer Form

Date of Service: _____

Group serviced:
Description of service:

Number of hours volunteered: _____

Witness of Service Signature: _____

Advisee Initials: _____ **Advisor Initials: _____**

The Capital Prep Harbor School Advisor Interventions

Meeting Parent Contact Responsibilities

Level 1:

If an advisor does not complete one or more of the following:

1. Make and record comments for contacts on time
2. Make follow-up phone calls for parents/guardians who were not reached with original attempt
3. Record adequate information for contacts

The advisor will be asked to meet Advisor requirements by Advisory PLC. Initial PLC to advisor contacts will be made via email, then in person when possible.

If requirements are not after 24 hours of original PLC email, assistant principal will request individual advisor notification for task completion.

Level 2:

If an advisor continues to be delinquent in meeting parent contact responsibilities for more than two (2) contact cycles in a quint, they will:

1. Meet with assistant principal to discuss not meeting advisory contacts.
2. Email completed comments to Advisory PLC on a weekly basis via PowerSchool. The PLC will send back suggestions for successful contacts.
3. Advisor will work to follow emailed suggestions.

An advisor is considered on "intervention" until the following quint.

Level 3:

If an advisor continues to be delinquent in meeting parent contact responsibilities while in Tier 2 or has been delinquent, or for more than four (4) contact cycles per semester, they will

1. Meet with principal to discuss not meeting advisory contacts.
2. Email one completed comment to Advisory PLC daily, recording contact made, until contact responsibilities are complete for the cycle.

An advisor is considered on "leveled intervention" until the following semester.

Implementing Advisory's Daily Schedule

Level 1:

If an advisor is having difficulty meeting responsibilities outlined in the Advisory Handbook and briefly described in "*A Weekly Advisory At A Glance*", they will:

1. Meet with assistant principal to discuss appropriate changes for a successful advisory.
2. Observe an effective advisory to monitor best practices (when possible).

Level 2:

If an advisor continues to have difficulty meeting advisory responsibilities, they will:

1. Meet with principal to discuss appropriate changes for a successful advisory.
2. Create a daily journal, explaining tasks completed each day of advisory. Journal entries will be reviewed by assistant principal weekly to help facilitate a successful advisory.

Advisory Handbook Addendum:

Upper School Artifacts, Portfolios and Student Led Conferences

Description of Artifacts

A student's portfolio is created, in part, when they start to store and organize artifacts in a collection, electronic or otherwise, demonstrating their growth academically, socially and/or emotionally throughout a school year. Content of a student's portfolio will act as the primary reference for student led conferences.

An artifact consists of two distinct pieces:

1. A sample piece of assessed work, or other proof of participation in a task illustrating a student's skills or accomplishments, such as a photograph, video...

   These samples should act as evidence of learning specific content standards, demonstrate student growth as a life-long learner as defined by the Capital Prep Harbor School *Learner Expectations*, and necessarily inspire rich and thoughtful reflection.

2. The student's reflection upon their growth during the task evidenced by the sample.

   Students should complete an Artifact Reflection Sheet (either the one provided or an advisor created and Advisory PLC approved alternative) per sample.

Artifact Reflection Worksheet

Name: **Advisor:**

Essential Question for Grade:

Task Name: **Assignment Subject:**

Date of Task: **I focused on the student expectation(s)/Social Justice Strand(s) of:** **I focused on the content standard of:**	**I would describe my experience during the task as:**
The way I studied the expectations and strands during this task was:	

Student Led Conferences and Portfolios

As part of our mission to develop students into independent, reflective learners, student portfolios and student led conferences are an integral part of the advisory system. The collection and organization of artifacts into a portfolio provide the evidence for student led presentations on learning and growth in two conferences throughout the year. These meta-cognitive experiences prepare students for the successful completion of the Harbor School Social Justice Project, college-level work, and 21st century careers.

Students must work to meet certain checkpoints and deadlines throughout the year with the guidance and supervision of their advisors (see attached rubrics). Failure to meet expectations on any category in the rubric will result in required interventions. There will be two rounds of conferences. Advisors will make the arrangements with families and will use the handbook sent via email as a guide for preparation, facilitation and reflection.

A Brief Guide to Portfolios and SLC Expectations:

1. ***Portfolio Rubric #1*** due to advisor at the end of Quint 2
2. ***SLC Student Generated Handout*** must be created before advisor schedules SLC
3. Student Led Conferences with parent(s) and advisor; ***Student Led Conference Rubric #1*** and ***Student Led Conference Note sheet*** to be completed at conference
4. ***Portfolio Rubric #2*** due to advisor at the end of Quint 4
5. ***SLC Student Generated Handout*** must be created before advisor schedules SLC
6. Student Led Conferences with parent(s) and advisor; ***Student Led Conference Rubric #2*** and ***Student Led Conference Note sheet*** to be completed at conference

Student-led conferences for the 2014-15 school year should take place during the school weeks of November __ and April __.

SLC Summary Student Generated Handout[1]

Name: *[Insert your name here]* **Date of Conference:** *[Insert the date of presentation]*

Academic Progress

I have made the following progress this year

1. **Course-Related Growth**
    a. *[Insert one specific class or standard or group of standards where you have demonstrated growth]*
    b. *[Insert another specific class or standard or group of standards where you have demonstrated growth]*

2. **Standardized Testing Growth**
    a. *[Explain your growth according to MAP, CMT, CAPT, SAT scores if available]*

Learner Expectation Success

My growth to working towards becoming a life-long learner and evidence are included below each expectation:

1. **Collaborator**
    a. **Main Idea:** *[How have you grown in this expectation?]*
    b. **Evidence:** *[List the titles and subject areas of each of the artifacts that you will be using as evidence in your presentation.]*
2. **Information Processor/Researcher**
    a. **Main Idea:** *[How have you grown in this expectation?]*
    b. **Evidence:** *[List the titles and subject areas of each of the artifacts that you will be using as evidence in your presentation.]*
3. **Knowledgeable Person/Communicator**
    a. **Main Idea:** *[How have you grown in this expectation?]*
    b. **Evidence:** *[List the titles and subject areas of each of the artifacts that you will be using as evidence in your presentation.]*
4. **Empathetic and Responsible Citizen**
    a. **Main Idea:** *[How have you grown in this expectation?]*
    b. **Evidence:** *[List the titles and subject areas of each of the artifacts that you will be using as evidence in your presentation.]*
5. **Problem Solver**
    a. **Main Idea:** *[How have you grown in this expectation?]*
    b. **Evidence:** *[List the titles and subject areas of each of the artifacts that you will be using as evidence in your presentation.]*

[1] Originally created by Monique Ethier

Capital Prep Harbor School

Portfolio Rubric #1

Due: End of Quint 2

Student Name: _____ Date: _____

Advisor Name: _____

Expectation	Score	Notes/Suggestions
Student has at least 2 artifacts from each class per quint (total 4 per class). Student must have artifacts from both quints.	Meets Expectations Does not Meet Expectations	
Student has at least two artifacts for each learner expectation per quint.	Meets Expectations Does not Meet Expectations	
Student's portfolio is organized into sub-folders for each of the 5 learner expectations. For Upper School students, this must be an electronic folder.	Meets Expectations Does not Meet Expectations	

Note: Artifacts count towards the class count in the first expectation and the learner expectation count in the second expectation. Students should have a minimum of 20 artifacts

If a student does not meet expectations in any of these categories, they must attend academic center with their advisor for mandatory portfolio intervention until they meet expectations in all categories.

Capital Prep Harbor School

Student-Led Conference Rubric #1

Student Name: _____ Date: _____

Advisor Name: _____

Expectation	Score	Notes/Suggestions
Student discusses their growth and/or challenges with at least 3 of the 5 learner expectations.	Meets Expectations Does not Meet Expectations	
Student uses at least 3 artifacts per learner expectation as evidence for their discussion.	Meets Expectations Does not Meet Expectations	
Student discusses at least one piece of work from each class throughout the presentation.	Meets Expectations Does not Meet Expectations	

If a student does not meet expectations in any of these categories, they must attend academic center with their advisor for mandatory portfolio intervention and re-present to their advisory until they meet expectations in all categories.

Capital Prep Harbor School

Portfolio Rubric #2

Due: End of Quint Four

Student Name: _____ Date: _____

Advisor Name: _____

Expectation	Score	Notes/Suggestions
Student has at least 2 artifacts from each class per quint (total 8 per class). Student must have artifacts from all 4 quints.	Meets Expectations Does not Meet Expectations	
Student has at least two artifacts for each learner expectation per quint.	Meets Expectations Does not Meet Expectations	

Note: Artifacts count towards the class count in the first expectation and the learner expectation count in the second expectation. Students should have a minimum of 40 artifacts.

If a student does not meet expectations in any of these categories, they must attend academic center with their advisor for mandatory portfolio intervention until they meet expectations in all categories.

Capital Prep Harbor School

Student-Led Conference Rubric #2

Student Name: _____ Date: _____

Advisor Name: _____

Expectation	Score	Notes/Suggestions
Student discusses their growth and/or challenges with each of the 5 learner expectations.	Meets Expectations Does not Meet Expectations	
Student uses at least 2 artifacts per learner expectation as evidence for their discussion.	Meets Expectations Does not Meet Expectations	
Student discusses at least one piece of work from each class throughout the presentation.	Meets Expectations Does not Meet Expectations	

If a student does not meet expectations in any of these categories, they must attend academic center with their advisor for mandatory portfolio intervention and re-present to their advisory until they meet expectations in all categories

An Advisor's Role in Student Led Conferences[2]

1. Facilitator. Advisor's should help students when they are trying to make points, but only provide information that has been discussed between the advisee and advisor.

   All questions should be directed to and answered by the student. However, the advisor may be the only person able to answer a question from time to time. In those cases, please answer and then redirect the focus of the parent onto the meeting with their child. Inform the parents there will be time at the end to speak with you if necessary once their child is done.

2. Recorder. Advisor's should keep bulleted notes and record important information from the meeting on the attached note taking sheet in the appropriate area. Summarize academic and LE progress in the appropriate box.

   Record questions that come up off to the side and go over them at the end of the conference. Record the goals in the appropriate box. Write any plan for change or suggestions that are made in the "Resolutions/Action Plan box" to note expectations of student, parent and school. (ie. advisor will sign agenda each day, student will stay after school on Monday's, parent will call advisor Wednesday mornings to do conference call with student and advisor)

   At the end of the conference, review the notes with the student and parent, write any other suggestions or comments that come up onto the sheet at the bottom. All parties sign. Make a copy for the parents, student and Advisory PLC and give to each party.

3. Scheduler. Some parents will want to meet with academic teachers to discuss concerns or get recommendations for improvement. If you know that teachers are available (plan period) then you may set that up. Otherwise, please take the contact information from the parent and send an email to your colleague stating the request and providing the

[2] Originally created by Richard Beganski

contact information. Be sure to "cc" the parent on the request so they can see that you have followed up with their request.

Student Led Conference Notesheet

Student name: Date:

Academic progress:

Learner Expectation progress:

Academic goals:

Learner Expectation goals:

Resolutions/Action Plan:

Additional comments added on back of page

Signatures:

Parent: _____ **Student:**_____

Advisor: _____

Possible Script for Parent Conferences[3]

The following pages provide students with a possible script or means to organize their meeting with their parents for their conference. It is only a suggestion and is not the only way in which the conversations can take place. Encourage your students to prepare in the way that is best for them. However, if you have a student who is "stuck", please consider the following as a way to "get started".

Text that is in "black" is to be said to parents, text in "blue" is for you and the advisor.

Student (to parent and advisor): Welcome to my conference. Please have a seat. (student sits across from or next to parent, advisor takes notes on Conference Minutes sheet)

Student: Before we get started, I would like to thank you for making the time to meet with me today. The reason we are having a student-led conference instead of a meeting between the teacher and parent is because we believe that the learning process involves the student, parents and teachers all working together towards the same goal. This meeting is a measure of our progress to date.

I would like to organize this conference into three areas of discussion: 1. Academic progress 2. Learner Expectation success and 3. Goals.

1. Academic Progress

Overall, this year has been _____ (small phrase to summarize). As you can see on my grades (have recorded quint grades and share with parent), the first marking period was _____. (if good, point out the highlights, if poor-identify the areas that indicate struggles occurred)

During the second marking period, my progress _____(stayed the same, improved or went down). _____ were classes where I _____ (struggled, improved, maintained a high average).

[3] Originally created by Richard Beganski

Currently, I am _____ (doing well, struggling) in my classes.
_____ are classes that I am currently _____ (having success in, (still) in need of help or maintaining the previous grades).

(depending on the number of artifacts and quints passed, this paragraph may need to be modified somewhat)

During the school year, I have been reflecting on my progress to date in each of my classes. In order to help me explain my progress in class, I have collected artifacts from each teacher. Artifacts are examples of work that represent my efforts and understanding. My collected artifacts help me learn about my self as a learner as my reflections show me what I have done that has been successful and what I have done that did not give me the results I had hoped for.

(Every subject does NOT necessarily have to be discussed, but space is provided for notes if student wishes to speak to each discipline.)

In English, I am experiencing success when we _____
or

In English, I am experiencing difficulties when we _____

(If an artifact and reflection are available use to say . . .) This artifact that I have included is an example of when I _____ (struggle or succeed) in meeting the class expectations. This artifact and reflection taught me that I

_____

_____

_____

___ (share how you learned about how you learn, how what you did worked or how what you did showed you that you need to make changes for next time).

In Science, I am experiencing success when we _____
or

In Science, I am experiencing difficulties when we _____

(If an artifact and reflection are available use to say . . .) This artifact that I have included is an example of when I _____ (struggle or succeed) in meeting the class expectations. This artifact and reflection taught me that I

_____

_____

_____

___ (share how you learned about how you learn, how what you did worked or how what you did showed you that you need to make changes for next time).

In Math, I am experiencing success when we _____ or

In Math, I am experiencing difficulties when we _____

(If an artifact and reflection are available use to say . . .) This artifact that I have included is an example of when I _____ (struggle or succeed) in meeting the class expectations. This artifact and reflection taught me that I

_____

_____

_____

___ (share how you learned about how you learn, how what you did worked or how what you did showed you that you need to make changes for next time)

In History, I am experiencing success when we _____ or

In History, I am experiencing difficulties when we _____

(If an artifact and reflection are available use to say . . .) This artifact that I have included is an example of when I _____ (struggle or succeed) in meeting the class expectations. This artifact and reflection taught me that I

_____

_____

_____

___ (share how you learned about how you learn, how what you did worked or how what you did showed you that you need to make changes for next time).

In Language, I am experiencing success when we _____ or

In Language, I am experiencing difficulties when we _____

(If an artifact and reflection are available use to say . . .) This artifact that I have included is an example of when I _____ (struggle or succeed) in meeting the class expectations. This artifact and reflection taught me that I

_____

_____

_____

___ (share how you learned about how you learn, how what you did worked or how what you did showed you that you need to make changes for next time).

In Specials, I am experiencing success when we _____ or

In Specials, I am experiencing difficulties when we _____

(If an artifact and reflection are available use to say . . .) This artifact that I have included is an example of when I _____ (struggle or succeed) in meeting the class expectations. This artifact and reflection taught me that I

_____

_____

_____

___ (share how you learned about how you learn, how what you did worked or how what you did showed you that you need to make changes for next time).

2. Learner Expectation success

Learner expectations are skills develop and assessed at Capital Prep that are necessary for success in college and beyond. They are learner habits that each teacher focuses on one quint at a time. At CPMS, we focus on being: a collaborator, information processor, empathetic citizen, problem solver and knowledgeable person.

So far this year, I have been assessed in _____ (list the Learner expectations that received checks on the Learner Expectation Accomplishment form).

a. I think that I am a _____ (good, poor, improving)
_____ (collaborator, information processor, problem solver . . .)
because of the feedback that was given to me by my teacher on the reflection for the artifact in _____ (class).

The teacher comments and my reflection show that

_____

_____

_____ (student should write how they view their progress and why)

b. I think that I am a _____ (good, poor, improving)
_____ (collaborator, information processor, problem solver . . .)
because of the feedback that was given to me by my teacher on the reflection for the artifact in _____ (class).

The teacher comments and my reflection show that

_____

_____

_____ (student should write how they view their progress and why)

c. I think that I am a _____ (good, poor, improving)
_____ (collaborator, information processor, problem solver . . .)
because of the feedback that was given to me by my teacher on the reflection for the artifact in _____ (class).

The teacher comments and my reflection show that

_____

_____

_____ (student should write how they view their progress and why)

3. Goals
   a. Academic goals

      (Refer to the Grade Outline Sheet and refer to the stated academic goal grades)

      I think that in order to achieve the academic goals stated for the rest of the year, I will need to _____ (continue what I am doing or make changes).

      1. (if continue) The things I am currently doing that is allowing me to be successful is _____ (list: keep seeing my teacher when I have questions, ask my parents to quiz me at home)

      2. (if make changes) I need to make changes in the following areas in order to be successful _____ (list: homework completion, studying, organization, effort, . . .). Suggestions that I have to make necessary changes in this/these area(s) are to

         _____

         _____ (be specific with suggestions: need a quiet place to do work, need a 3 ring binder and hole punch, . . .)

   b. Learner Expectation goals

      In order to meet expectation and goal levels for my grade level for the remaining learner expectations that have not been assessed yet, I plan to

      _____

      _____

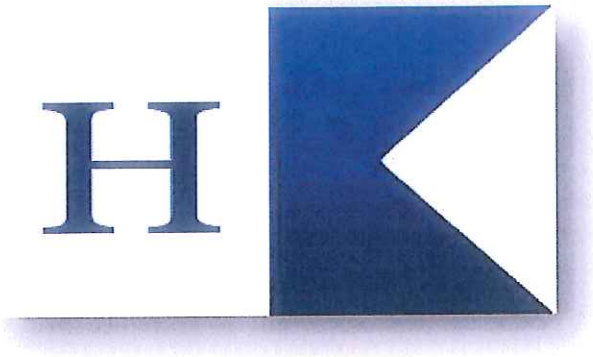
      —

      _____

      _(state the ways you will improve achievement: use provided rubrics more effectively, try harder to explain how I viewed my participation level in my reflections, . . .)

That concludes my conference; do you have any questions for me? Thank-you again for coming and I look forward to showing you progress towards these goals in April when we will have our next meeting. (student shakes parent's hand)

APPENDIX H – STUDENT ASSISTANCE TEAM PRACTICES



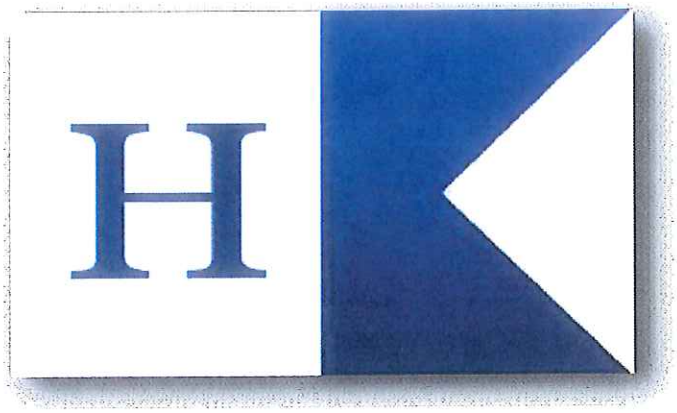
*"Our five **Learner Expectations** are that our student will be: Researchers, Empathetic Citizens, Collaborators, Problem Solvers, and Communicators."*

Appendix H: Student Assistance Team

The Student Support Services department is a crucial component of the Harbor School's learning environment. It was specifically designed with an affective approach that would further ensure that students have a successful academic and social skills development experience. The department includes special education and evaluative services, nursing assessment and health education, mental health support, parent education, and college preparation services. The specific needs of students evaluated by a group of educational professionals who compose the Student Assistance Team (SAT). The team's primary responsibility is to monitor and increase a student's level of engagement and responsibility in their learning experience. Students who are not meeting the school and teacher's expectations will be referred to the Student Assistance Team (SAT). The SAT referral process is extensive and comprehensive in that all staff and faculty will refer a student based on a number of indicators including nonperformance in the classroom, quality and quantity of discipline referrals, failing grades, poor social behavior, emotional distress, poor hygiene, and/or advisors inability to contact family. SAT will meet and discuss the primary concerns while, gather necessary information from home and school, and evaluate the student through a series of classroom observations. The outcome of this process is that the SAT will meet with the student and the parent to discuss concerns and propose recommendations based on the referrals, teacher feedback, observations, and SAT discussions.

In conjunction with meeting the needs of our students, we will monitor student work and work with parents to see that we are continuously meeting the needs of our students from the first day of school.

APPENDIX I – CAPITAL PREP HARBOR SCHOOL PHYSICAL EDUCATION PLAN



*"Our five **Learner Expectations** are that our students will be: Skilled Information Processors, Empathetic Citizens, Collaborative, Problem Solvers, and Knowledgeable People."*

Wellness Mission

As the faculty and staff at Capital Prep Harbor School foster an "educational environment that creates opportunities for all students to realize and fulfill their social, academic and civic responsibilities", the culture of a healthy lifestyle for all students will be promoted.

It is imperative Capital Prep Harbor School students gain a life-long health consciousness to realize their physical, emotional as well as mental potentials. As students develop plans of actions to increase their levels of five student expectations, they will also create a Wellness Plan describing their path towards a healthier lifestyle; setting in motion better habits of health.

Better Habits of Health

Capital Prep Harbor School physical education students will assess individual progress towards fulfilling the wellness mission statement through daily reflection upon their Wellness Plan. Wellness Plans will include descriptions of how students will cultivate better habits of health. Habits of health, keys to a healthy lifestyle, at Capital Prep Harbor School are:

- Students as purposeful and efficient movers
- Students as collaborative participators
- Students as motivated exercisers
- Students as life-long physical beings

Upon completion of each school year, Capital Prep Harbor School students will need to provide evidence of meeting better habits of health goals set in their Wellness Plans as defined by the following criteria.[1]

Purposeful and Efficient Movers

Students as purposeful and efficient movers will:

[1] Healthy and Balanced Living Curriculum Framework

1. Develop fundamental skills needed to efficiently and effectively complete complex movements (H.9.1, H.9.2,H.9.3,H.10.3)
2. Develop advanced skills in selected physical activities (H.9.4)
3. Participate in a variety of sports activities (H.9.5)
4. Demonstrate an understanding of how the body completes skilled performances (H.10.1)
5. Use resources to improve physical performances (H.10.2)

Collaborative Participators

Students as collaborative participators will:

1. Apply rules, procedures, etiquette and good sportsmanship while participating in a variety of team activities (H.13.1)
2. Demonstrate leadership, cooperation and characteristics of inclusion of all participants despite physical limitations to accomplish the goals of different physical team activities (H.13.2, H.13.3, H.13.4)
3. Demonstrate ability to follow rules, expectations and meet minimum requirements of a sports team (H.13.1, H.13.2, H.14.3)

Motivated Exercisers

Students as motivated exercisers will:

1. Develop and implement a Wellness Plan to improve personal level of health-related fitness (H.12.1, H.12.4, H.14.4)
2. Engage in chosen physical activities with individual goals during and outside of school (H.11.1, H.11.4)
3. Utilize repetition of movement to apply, evaluate, analyze and assess performance in critical elements of physical activity (H.11.3, H.12.3)
4. Use the results of physiological and fitness assessments to adjust levels of nutrient intake and physical activity to promote wellness (H.12.2)

Life-long Physical Beings

Students as life-long physical beings will:

1. Make decisions and implement plans to participate in different physical activities based on interests, positive feelings of accomplishments and creative expression in daily living (H.11.2, H.14.1, H.14.2)
2. Persist in practicing activities to increase specific skill competence in areas of interest (14.5)
3. Experiment with new physical experiences (H.14.6)
4. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships (H.14.3)

School Wellness Committee

The certified physical education teacher(s) at Capital Prep Harbor School will design and provide opportunities, as well as school policies, to assist students in working towards their plan to better habits of health. These teachers will be assisted by sport specific wellness experts and guided by those on the Capital Prep Harbor School Wellness Committee. The School Wellness Committee will consist of adults inside and outside of the Capital Prep Harbor School building. It is the explicit charge of the Capital Prep Harbor School Wellness Committee to encourage students to "regularly engage in … physical activities of their choice on a regular basis"[2] while experiencing joy through the habits of health. The Committee will also develop school policies to "address pressing student health issues".[3]

The School Wellness Committee will create an annual School Wellness Action Plan outlining "action steps toward creating a healthier school environment".[4] The Action Plan will be a living document to be amended throughout the year to better address the needs of students' Wellness Plans.

A meeting of the School Wellness Committee will be held once every other month to assess school community health and the implementation of the School Wellness Action Plan. The Committee will include, but is not limited to, the following members:

Certified Physical Education Teacher(s)
Sport Specific Wellness Expert(s)
\cademic Dean
rrogram Manager
Parents and/or Guardians
School Nurse
Food preparer

The Sports Education Model at Capital Prep Harbor School

At the Capital Prep Harbor School, students will implement and reflect upon individual Wellness Plans while engaging in purposeful and meaningful movements as they are participating in self-selected collaborative activities.

Upper-school students will record goals and benchmarks of growth in their Wellness Plans, documenting their daily progress towards better health habits via a chosen activity. At the beginning of each quint, all students will select an activity and complete a *Quint Sports Activity Goals and Benchmarks* worksheet to create and record individual Wellness goals (Appendix A). Students will maintain a journal of daily reflections (Appendix B) to assist in identifying individual strengths and weakness in the physical domain, as well as to allow for self-analysis in the affective domain.

Healthy and Balanced Living Curriculum Framework
[3]http://www.healthiergeneration.org/uploadedFiles/For_Schools/Healthy_Schools_Program_Framework/HSP%20Framework%20Glossary.pdf
[4]http://www.healthiergeneration.org/uploadedFiles/For_Schools/Healthy_Schools_Program_Framework/HSP%20Framework%20Glossary.pdf

Capital Prep Harbor School students will participate in the Sports Education Model as physical education, during the last period of instruction of each school day. Inclusive lessons, created by certified physical education teachers, will be designed for participation of all students regardless of their level of physical proficiency and will be enriched by participation in daily activities at the end of the school day. It is the belief of the certified instructors at the Capital Prep Harbor School these school-sponsored activities will be the gateway to continued enjoyment in movement during a student's adult life, as well as an integral component of their progression to better habits of health. Activities will be individual, group and team-orientated in nature and will include, but are not limited to, adventure activities, weight lifting, football, field hockey, soccer, track and field, basketball, endurance running, wrestling, crew, golf and lacrosse. (Sample unit descriptions on Appendixes C,D,E).

The Sports Education Model[5] will be the means for daily physical education instruction of all Capital Prep Harbor School Upper-School students. This model is based on six features of sports education which include: (1) a series of consecutive lessons forming a season, (2) collaborative groupings with distinct affiliation (3) formal pre-, in- and post-season competitions, (4) a culminating event to provide students with a focus and motivation for the season, (5) record keeping to provide feedback and incentives for both individuals and teams, and (6) a celebration of the rituals and traditions of the particular sports called a festivity.

Each quint of physical education instruction will be thematic, with a focus on a specific seasonal sport offered at Capital Prep Harbor School. Units of instruction, designed by certified physical education students, will include dynamic warm-ups, drill and practice of sport-specific skills, team building activities, community-care and simulated competitions. Students will be expected to share feedback, assistance and support during routines and practices of technique with the goal of becoming a 'team' of purposeful and efficient movers.

Mandatory Co-Curricular Activities at Capital Prep Harbor School

Rooted in the expectations of traditional preparatory schools, Upper-School students at the Capital Prep Harbor School are expected to participate in "at least two co-curricular activities per year for the duration of the project and/or season". It is in the belief that participation in daily after-school activities displays personal commitment, hard work and the ability to be a member of a group to successfully meet goals. These are all demonstrable traits needed to compete for seats at four-year colleges or universities.

[5] Complete Guide to Sports Education by Siedentop

Appendix A

Quint Sports Activity Goals and Benchmarks

The sports activity I chose to participate in is:
I chose this sport activity to study because:
Goal 1 One of the things I want to accomplish through the participation of this sport activity is: Because:
Goal 2 One of the things I want to accomplish through the participation of this sport activity is: Because:
Goal 3 One of the things I want to accomplish through the participation of this activity is: Because:
I will become a more purposeful and efficient mover through the participation of this sport by:
I will become a better collaborative participant through the participation of this sport by:

Appendix B

Wellness Plan: Sample Daily Journal Reflection

Date: **Sport Activity:**

Journal Reflection 1: What did you learn during today's practice? How did you work towards being a more purposeful and efficient mover while participating in your sport?
Journal Reflection 2: : What internal factors were influences in performance today? What external factors were influences? Did these factors help or hinder you while practicing to become a motivated exerciser and collaborative participator?
Journal Reflection 3: What strengths do you possess that will help you reach one of your activity-specific goals? What weaknesses held you back?
Journal Reflection 4: What did you enjoy most about your experience? What were you most proud of? Why?
Journal Reflection 5: If I had to do this practice over again, I would…

Attach any evidence of practice completion.

Appendix C

A Capital Prep Harbor School Outline of a Running Macrocycle (18-week Season): Three Phase (Mesocycle) Season on Endurance Cross-Country Running[67]

Capital Prep Harbor School students may elect to participate in an endurance running season beginning with participation in the Summer Running Program starting the first week of July and ending with participation in a 5000m race the second week in November. The focus of the running season will be improved aerobic capacity, increased health through physical movement and improved self-confidence through sport related goal setting. The three-phase season is described below.

A sample of a weekly physical activity lesson plan with daily standard objectives and sample pacing guide follows the description.

Phase 1 – Endurance

Cross Country Varsity Runners – 8 weeks
Experienced runners – 10 weeks
Others – at least 12 weeks

Phase 1training is designed to assist in fat burning and promote the effective use of carbohydrates. The body will become an efficient energy storer, as more glycogen will be stored in the muscles. During phase 1 exercise, more blood will be supplied to the muscles; therefore allowing myglobin (stores oxygen in the bloodstream) to become more prevalent providing oxygen for ATP creation.

More capillaries are made to feed oxygen to the muscle cells during this phase. Oxygen is important because it can be used to create ATP and is also used by muscles to cleanse themselves of the unwanted chemical byproducts carbon dioxide and lactic acid. (lactic acid is a byproduct of the aerobic production of adenosine triphosphate, ATP, which is a source of a runner's energy).

During this phase your lungs become more efficient at transferring oxygen into the bloodstream and the heart is strengthened. Heart will become larger and it will be able to move larger volumes of blood with fewer beats. Leg strength is also increased due to the repetition of strides necessary to run long distances. Fast twitch muscles are recruited to act like slow twitch, which enhances endurance and may limit explosive speed.

Distance should total 30-45 miles for varsity and 20-35 for others. Long runs should be held to 55-75% effort and should occur 4 times a week. These runs consist of one long run that is double the average daily run, and three runs at 3-8 miles. Two days should be faster workouts (Tuesday/Thursday) at 80% to improve biomechanics that have a tendency to be negatively affected by slow runs.

Aerobic Speed Workouts

BEST WORKOUT
4 X (200-200-400)
At mile pace with 1 to 2 ratio of active to recovery time
Or
or 20-40x(400m)

---

[6] Benson's Secret Workouts
[7] Jack Daniels Running Program

At two mile pace with 1 to 1 ratio of active to recovery time
(possibly 200m recovery jog for either)

1. 4 laps of strides
2. 4-8 (15 minutes) laps of 15/45 fartleks (speed for 15 recover for 45)
3. 2 laps of 200m's
4. Cool down

(finish with 2 laps of high knees, bum kicks, skip bounding, and toe walks)

1. 10 laps of accelerations or 12 to 24x100m w/100m recovery
2. 4 laps of strides
3. 2 laps of 200m

Run 4-7 miles including 8 to 12 minutes of Hilly Fartleks at 75-80%

Note: Warm-ups are 1 to 2 miles (15 minutes) - cool downs 1 to 2 miles
Long workouts at 65-75% three times a week. One run should be long run at 55-60% at a relaxing pace mostly done for time, one shorter run should be at 80% - 90% at a brisk pace to assist in energy burning training. 2-3 strides should be done after each

Phase 2 - Stamina

Cross Country Varsity Runners – 6 weeks
Experienced runners – 5 weeks (after stressing phase 1)
Others – at least 4 weeks

Phase 2 training is designed to teach the athlete's body to maintain race pace with the introduction of anaerobic threshold workouts. Muscles will start to learn how to deal with lactic acid, since ATP inside mitochondria is no longer the primary source of energy. The fluid area outside of the mitochondria now produces the necessary ATP. Lactic acid accumulates due to this process but if effort is kept below 85% the lactic acid threshold is not met.

Due to the faster pace, stride will lengthen increasing flexibility and strength in legs and hips. More muscles are recruited to lift your body higher and propel it further.

Slow distance should be run at no faster than 75% three times a week. One of these days may be a long run of up to 20% the daily average. A few of these workouts should be followed up with some "opening it up" workouts like a 200/400m run, lily pads or striders. One threshold workout is mandatory during this time period. This should be kept between 88 and 92%.

Anaerobic threshold workouts "intervals" must be 2 – 4 minutes long with approximately one-minute rest (should be no more than half the time of activity). These workouts include repeat miles, or 800/1200/1600/1200/800. To teach threshold pacing and the mental aspect of running may start off with 16x400m, 8x800m, 6x1200m and 4x1600m each with appropriate active recovery.

Phase 3 - Speed

Cross Country Varsity Runners – at least 4 weeks
Experienced runners –at least 3 weeks (after stressing phase 1)
Others – at most 2 weeks

This phase is to improve lactic acid tolerance, increase leg speed by maximizing muscle strength (better biomechanics), increase relaxation while running fast, and greater economy and strength.

Workouts should be run at 95% to 100% but are short so heart rate monitors will not be able to determine maximum heart rate during the time period you are sprinting. These workouts are referred to as anaerobic overload intervals. High school runners will need to run up to 400m to get the full benefit of lactic acid tolerance training. Long rest intervals are necessary in order to get heart rate under 60%.

Tuesday and Thursdays are the days to stress these workouts with Thursday being an interval workout day. Tuesday should be 95-100% and Thursday should be 90-95%.

Tuesday (or first day workout) should look like:
4x150m 1-minute active recovery between each 150m
400m active recovery
6x100m with 45-second active recovery in between 100m
400m active recovery after set
8x50m walk 30s between each 50m

Thursday (or third day) should be intervals and fewer repetitions.

Repetitions should be on a work to rest ratio that is approximately 1 to 4. Usually repetitions will be less than 800m and athletes should be "fully recovered" until they start the next repetition. A good rule of thumb for intensity usually is 3 seconds slower than desired 400m pace in an individual's race.

Week 9 of Running Macrocycle

'hase 1: Aerobic and Muscular Endurance (3d, 1sp, 1m, 1t)
Phase 2: Threshold Stamina Phase 3: Competition Speed and Economy

Dynamics 30-40m		Session 1	Session 2	Session 3
Pelvic Walking Knee Hug Quick Knee Clappers Paw Backs Hamm Kicks Ankle Bounds Skip bounding Drum Majors Pointers Over-the-Fence Elbow Lunge Scorpion Kicks Carioca r/l Toe Walk Heel Walk Toe In Walk Heel In Walk --- Frog Jumps One Leg Jumps	**Monday**	**Aerobic** Riverside Park upper and lower loop 40', 50', 60' (70%) **9.1,9.5,11.1,11.2,11.4**	Out of runners plane 2xpush ups	Static Passive
	Tuesday	**Colt Park** Activity A: 5000m Race for Varsity, Experienced Activity B: Volunteer course monitors for others Activity C: 3 miles (65%) cool down **9.2,10.3,11.1,12.3,13.1,13.2,13.3,14.1,14.3**	**Students will select Activity level**	Passive Static
	Wednesday	**Threshold Intervals** Bushnell 6/8x800m (90%)[1'] 3200m AR **9.1,9.4,10.1,11.1,12.1,12.2,11.4,14.4,14.5**	2xstriders 2x20 step-ups	Passive
	Thursday	**Aerobic** Riverside Park upper and lower loop 40', 50', 60' (70%) **9.1,9.5,11.1,11.2,11.4**	3x20 abs Out of Runners Plane	
	Friday	**Aerobic Interval Training at Anaerobic Threshold pace** Riverside park 4x(200,200m,400) [30"&2'] 30' cool down **9.1,10.1,11.1,11.2,11.4,14.5**	2xpushups	Static
	Saturday	**Hartford Riverfront Race** Activity A 5000m race for Varsity Activity B 2750m race for Experienced Activity C Volunteer course monitors for others **9.2,10.3,11.1,12.3,13.1,13.2,13.3,14.1,14.3**	**Students will select Activity level**	Static Passive Stretches
	Sunday	**Rest**		

Endurance Running Program: Week 9, Wednesday

Sample Individual Pacing Guide and Record Sheet

6/8x800 (90%) [1'] PACING GUIDE

	1600m	Group	VDOT	800m	100m
Runner 1	4:55	A	61	2:47	20/21
Runner 2	5:15	B	56	3:00	22
Runner 3	5:30	C	53	3:04	23
Runner 4	5:15	B	56	3:00	22
Runner 5	5:50	D	50	3:15	24
Runner 6		E		3:36	27
Runner 7	5:30	C	53	3:04	23
Runner 8	5:30	C	53	3:04	23
Runner 9	6:30	E	39	3:36	27
Runner 10	5:50	D	50	3:15	24
Runner 11	7:15	F	39	3:55	29

RECORD SHEET FOR 6/8x800 (90%) [1']

	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7					
8					

Appendix D

A Sports Education Model: Football and Soccer Macrocycle (Seasons)

Month by month hours (approximate) of Sports Education for football and soccer:

	July	August	September	October	November	Total
Football	38	65	58.5	63	50	274.5
Soccer	31.5	49.5	52.5	55.5	36	225

July: Football-practices are 2 hours and meet 5 days a week
Soccer-practices are 1.5 hours a week and meet 5 days a week

August: Football-practices are 2.5 hours a week and 2 hours each Saturday
Soccer-practices are 2 hours a week and 1.5 hours each Saturday

September: Football-Monday=2 hour practice, Tuesday=2.5 hour practice, Wednesday=2.5 hour practice Thursday=2 hour practice, Friday=1.5 hour practice or 3 hour game, Saturday=1.5 hour practice or 3 hour game
Soccer-Monday=1.5 hour practice, Tuesday=3 hour practice, Wednesday=1.5 hour practice Thursday=3 hour practice, Friday=1.5 hour practice or 3 hour game, Saturday=1.5 hour practice or 3 hour game

October-November: Same as September

Number of hours of PE during same time frame (including health)

	July	August	September	October	November	December	Total
Health	1.5	1.5	1.5	3	1.5	1.5	12
PE	12	6	12	12	8	10.5	60.5
							72.5

Standards

During the beginning of each season, instructors would be able to provide student athletes with several hours (July and August) of:

Standard 9: Motor Skill Performance-through the repetitions stressed during "individual" drills
Standard 10: Applying Concepts and Strategies-through the performance displayed in partial team exercises
Standard 11: Engaging in Physical Activity-through participation of pre-season practices and off-season weight training
Standard 1: Core Concepts: through stretching, conditioning and lifting routine explanation and testing of progress
Standard 3: Self-Management at Healthy Behaviors-through performance, participation in stretching (pre and post practice) exercise and charting of lifting progress and attainment of goals
Standard 4: Analyzing Internal and External Influences-through meetings with instructors and coaches to determine reasons for progress made towards goals and setting goals to make improvement
Standard 7: Goal-Setting Skills-student athletes and coaches/instructors meet regularly to discuss personal and team goals to achieve and design a plan for achievement of said goals

Once the season begins and games are being played, more strands can be applied by the instructor/coach by spending more time on:

Standard 12: Physical Fitness-student athletes develop a lifting and conditioning program to meet the needs of the team and meet the goals of the student/team

Standard 13: Responsible Behavior-student athletes are instructed on the rules and expected conduct on and off of the playing field. Coaches/instructors have the authority to modify behavior by providing both negative and positive reinforcement as they deem most appropriate-possible assessment of behavior through the "grading" of game/practice performance video or possibly community activism

Standard 14: Benefits of Physical Activity: results of "final exams" testing for weight training and conditioning-reflections on season, team and personal goal achievement

Standard 8: Advocacy-student athletes promote healthy life decisions in school for middle school students by providing positive role model examples as well as contributing to class and enrichment activities in the community as well

Weekly Outline for Typical Week of Football Practice

Monday (230-430): re-cap previous week's progress towards meeting team goals, broad overview of the game plan for upcoming week (goals for the week), position meetings, stretching, conditioning, lifting, post-practice meeting

Tuesday (230-5): defensive game plan meeting, position meeting (goal setting), stretch and warm-up, team tackling, special teams, individual drills, half-line, situational team recognition and adjustments, live team, condition, post-practice meeting, lift

Wednesday (230-5): offensive game plan meeting, position meeting (goal setting), stretch and warm-up, special teams, individual drills, half-line, situational team recognition and adjustments, live team, condition, post-practice meeting, lift

Thursday (230-430): overview of game plan meeting, stretch and warm-up, defensive team recognition, go to "thud", special teams adjustments to "thud", offensive team recognition to "thud", stretch and light condition, post-practice meeting

Friday (6-9): pre-game meeting, pre-game on field, game, post-game

Saturday (10-1130): watch video, meet with position coaches to "grade", lift and condition

Sample Lesson/Practice Plan

Objective: SWBAT understand scouting report and need for adjustments as evidenced by participation in team goal setting meeting and correct adjustments by team during "live team" drills at end of practice

Blueprint/learner expectation goals: SWBAT improve collaboration this week as they improve their communication as they recognize formations that need special adjustment as evidenced by quicker team adjustment to formation during all drills

230-250: Do Now: student athletes meet as team, reflect on goal achievement from previous week in journal: Did I/we achieve our goals? What is the evidence? What is my/team goal for next week? What evidence do I plan to collect? What will/can I do to demonstrate my improvement as a communicator?

240-250: Student athletes and coach share evaluation of previous assessment (game) and outline goals to be met for upcoming game. Cover scouting report and personnel changes due to situational adjustments-establish calls to be made for special adjustments.

250-300: Activity 1: adjustments specific to defensive day practice-outline of goals for the day
300-320: Activity 2: student athletes change and go to practice field
320-335: Activity 3: stretch and warm-up running
335-355: Activity 4: team tackling (4 stations)
355-415: Activity 5: special teams-punt return/block, kick-off/on-sides coverage
415-435: Activity 6: individual: specific applications of goal outlined in Do Now, motor skill drills specific to position, walk-through for alignment and recognition of keys identified in Activity 1, make calls specific to adjustments
435-445: Activity 7: half-line: inside/outside drills, recognition and calls to be communicated between positions
445-510: Activity 8: team: formation recognition-no contact emphasis on communication and calls, situational adjustment-making all calls correctly, live to "thud"
510-525: Activity 9: condition running and post-practice stretch
525-530: Closure: Post-practice meeting, review of goals, assessment of progress-goals revisited
530-600: Positional lift

Appendix E

A Sample Individual Data Record Sheet: Weight-Lifiting

A pre-assessment on three maxes (bench press, squat and power cleans) will be used for classification of individual athletes.

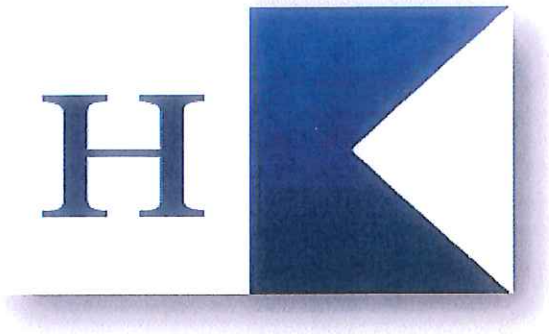
A post-assessment of same lifts for new maxes will be given after an eight-week season. The purpose of assessment will be to quantify growth as well as re-classify individuals for future seasons.

NAME: GROUP C

DATE:				DATE:			
Exercise	sets x reps	Percentage	weight used	Exercise	sets x reps	Percentage	weight used
BENCH PRESS	5 X 12	50%		**BACK SQUAT**	4 X 20	50%	
INCLINE BENCH PRESS	3 X 12	50%		**DEAD LIFT**	4 X 10	50%	
TRICEP SH-DOWNS	4 X 12			**LEG EXTENSION**	3 x 15		

DATE:				DATE:			
Exercise	sets x reps	Percentage	weight used	Exercise	sets x reps	Percentage	weight used
BENCH PRESS	5 X 12	50%					
INCLINE BENCH PRESS	3 X 12	50%		**BACK SQUAT**	4 X 20	50%	
TRICEP PUSH-DOWNS	4 X 12			**DEAD LIFT**	4 X 10	50%	
				LEG EXTENSION	3 x 15		

APPENDIX J – NAMES AND FUNCTIONS OF PROFESSIONAL LEARNING COMMUNITIES



*"Our five **Learner Expectations** are that our student will be: Researchers, Empathetic Citizens, Collaborators, Problem Solvers, and Communicators."*

Appendix J: Professional Learning Communities

All staff members at the Harbor School will participate in collaborative professional learning communities (PLCs) centered on school improvement goals. Each group will provide leadership for the rest of the staff on a particular school improvement initiative while also participating in each of the initiatives. These groups will collaborate on an ongoing basis using electronic communication (email, threaded discussions, collaborative workspaces) as well as in person meeting times. Each week one of the PLCs will organize and facilitate a professional development session for the staff. Administrative and "housekeeping" issues will typically be addressed in staff daily meetings so that after-school meetings are reserved for professional development. The names and functions of the PLCs are set forth below.

Differentiation/SRBI: the goal of this PLC is broad but should include the following: research into best practices and what is being recommended by experts-this should be transferred to staff at workdays. This group is also responsible for going into classes and making recommendations to staff based on their observations. These observations become another source of best practices and "what not to do".

CORE: this is the PLC group associated with the bullying and behavior tracking system SWIS. This group has gone into classrooms to observe, used data to analyze and determine what the immediate needs for staff are. Their workday is supposed to be based on these observations and research and help staff improve classroom management and creating environments that are safe for all learners.

Advisory: the goal of this PLC is to stabilize and normalize what goes on in advisory, relationships need to be forged and a handbook has been created for advisors. This group is supposed to meet and make improvements based on feedback from teachers and students.

Innovative Instruction: the goal of this PLC is to research best practices and transfer to students. Also, need to help staff structure 100 minutes of class time. Observations and sharing of information is part of group's responsibilities.

Standards Based Grading/Assessment: this group is supposed to help staff norm scoring of assessments and become better at informing students and families of progress towards achieving mastery of stated standards and objectives.

Testing/Data Analysis: this group has a number of different responsibilities. One is to review the data from standardized tests (CMT/CAPT, Smarter Balanced Assessments) and the MAP tests and to help staff see the growth, lack of growth and trends that exist in the numbers. Their insights and work with the data should help staff improve and help students in areas that will help make improvement in targeted areas. This group is also responsible for creating the testing schedules and making sure that materials/resources are available to complete during windows provided by the district.

SJP/Capstone: this group will be overseeing development of the fifth grade capstone project as well as monitoring the SJP. The fifth grade capstone project should be aligned as much as possible with the SJP and common language should exist wherever it can. This group is responsible for creation of assignment and rubrics. The group

is also responsible for improvement of SJP and helping to streamline the process to allow for improved relationships and projects.

APPENDIX K – RESUMES OF FOUNDING MEMBERS

STEPHEN D. PERRY, MSW, EDD

40 Middlefield Street, Middletown, CT 06457 | 860.913.7246 | drsteveperry@yahoo.com

EDUCATION

University of Hartford, Hartford CT
Ed.D Educational Leadership **2008**

Dissertation: Upward Bound Project Staff's Perceptions of the
Program Practices that are Most Effective and Transferable to an Urban High School

University of Pennsylvania School of Social Work, Philadelphia PA
Master of Social Work **1995**

University of Rhode Island, Kingston RI
Bachelor of Arts **1992**
Political Science
Minor: African American Studies
Honor: President's Award for Academic Excellence

AWARDS

Connecticut Association of Educational Programs - Student Leadership	1990
Real Men of UPenn - Outstanding Work in Fighting Sexual Violence	1995
Recipient - National TRIO Outstanding Achiever's Award	1996
Greater Hartford NAACP - Award of Honor	2001
Recipient - National Trio Who's Who	2002
City of Greenwood Key – Mayor Floyd Nicholson	2007
National Black MBA Association – Educational Institution of the Year	2009
National Urban League – Eloise Gentry Education Award	2009
National Urban League – Outstanding Leadership and Community Award	2010
Essence Magazine – Advocate Award	2010
National Society of Black Engineers - Motivational Speaker Recognition	2010
Alabama State University – MLK Convocation Speaker Recognition	2010
Proclamation from the City of Toledo OH, Mayor Michael Bell	2010
NABA Hartford's Night of Stars – Academia All Star Award	2010
Connecticut Chapter Men and Women for Justice Inc. – Achievement Award	2011
Public Leadership Citation – CT Office of the Treasurer – Denise L. Nappier, State Treasurer	2011
The Root 100	2011
Council on American Leadership – Distinguished American Leadership	2011
National Council of Negro Women – Distinguished Innovative Educator	2011
FBI Director's - Community Leadership Award	2011
International Association of Ministers' Wives & Widows - Janie Charles Bright Light Award	2012
Phi Beta Sigma Fraternity, Inc. – Extraordinary Service and Dedication	2012
Verizon – Black History Month Honoree	2012
The Steve and Marjorie Harvey Foundation - The Helping Hand Award	2012
McDonalds 365 Black Awards - Honoree	2013
United States Senate Recognition – Mary Landrieu, United States Senator (365 Black Awards)	2013
National Nation Builder Award – National Black Caucus of State Legislators	2013

Proclamation from the City of Tulsa Oklahoma for the Morton Gala 2013
Citation from State of Oklahoma – Senator Jabar Shumate and Representative Kevin Matthews 2013
Proclamation from the City of Rochester NY – Mayor Thomas S. Richards 2013
One Hundred Men of Color Recognition 2013

TEACHING EXPERIENCE

Middlesex Community College, Middletown CT
Lecturer – Psychology 101 **1998**
Developed the syllabus as well as all course materials. Administered all grades. Met with students upon request.

Capital Community College, Hartford CT
Adjunct faculty – Sociology, Minority Relations 232 **2001-2003**
Developed the syllabus as well as all course materials. Administered all grades. Met with students upon request.

Capital Community College, Hartford CT
Adjunct faculty – Psychology 253 **2004**
Developed the syllabus as well as all course materials. Administered all grades. Met with students upon request.

Capital Community College, Hartford CT
Adjunct faculty – Sociology, Minorities in the US **2005**
Developed the syllabus as well as all course materials. Administered all grades. Met with students upon request.

RELATED EXPERIENCE

TVONE, Silver Springs, MD
Host – Save My Son **2012**
Developed a primetime television show that focused on supporting Black males and their parents in crisis. Devised strategies and connected the young men and their families to resources that would mitigate their crisis and set them on the path to success. Traveled the country in promotion of the show. Worked with TVONE executives to establish a multi-platform marketing strategy.

CNN, Atlanta, GA
Contributor/Host – Perry's Principles **2009-2012**
Featured in one of CNN's most watched documentaries, *Black in America 2.* As host of Perry's Principles, identified and discussed issues in education and the minority community on *Anderson 360, Starting Point* and other shows throughout the week. Interviewed policy-makers such as Secretary of Education Arne Duncan and former congressman, Trent Lott. Interviewed celebrities who are making a difference in the community like Sean "P Diddy" Combs, Pharrell Williams and Steve Harvey.

OWN, FOX News, Chinese Television, MSNBC, Canadian Television, HLN, TVONE and Al Jazeera

Education Contributor **2007 -Present**

Discuss issues on topics including, but not limited to, education, minority issues, parenting, the economy and politics.

Capital Preparatory Magnet School, Hartford, CT

Founder/Principal **2004 -Present**

Capital Prep sends 100% of its predominately low-income, first generation collegiate to 4-year colleges each year.
Researched, designed and implemented a pre-kindergarten through 12th grade, college preparatory school. Established organizational guidelines. Raised $43 million dollars for its construction. Developed a partnership with Capital Community College, Johns Hopkins' Gifted & Talented program and the University of Hartford to offer college classes for high school students. Organize the development of the college preparatory curriculum. Market the school to 22 participating communities. Administer a $7.2 million annual budget. Supervise 100 plus staff. Evaluate and support teachers and other staff. Work with parents, politicians and community stakeholders to support students' development. Communicate with corporate and community partners.

Capital Community College's Connecticut Collegiate Awareness Program, Hartford, CT

Founder/Director **1999-2004**

Designed and developed curriculum and programming to prepare 120 low-income first generation middle and high school students for college, ConnCAP. Secured resources through grants-writing and collaboration. Counseled students and their families. Coordinated with East Hartford, Hartford, Bloomfield and Windsor Public Schools to develop best educational practices. Managed staff and a $395,000 budget of public and private funds. The program sent 100% of its low-income, first generation students to college each year.

Candidate -33rd District, State Representative, Middletown, CT

Candidate **1997-1998**

Researched and developed a platform to meet the community's needs. As the first Black person to seek this office since the city's founding almost 350 years ago, it was essential to communicate with all racial and ethnic groups.

Eddy Homeless Shelter, Middletown, CT

Executive Director **1996-1997**

Initiated and administered resources to support the region's homeless adults though the operation of a 24-hour 365-day homeless shelter. Raised awareness and funds through events and direct engagement. Took an organization, which was operating in the red, and manage the resources so that within 8 months the shelter had a surplus. Managed a $250,000 budget. Built and maintained community support. Organized events and managed publicity. Oversaw daily operations, supervised staff, and counsel guests. Participated in community as well as statewide boards seeking to end homelessness.

Global Housing, Philadelphia, PA
Chief Operating Officer **1994-1996**
Designed outreach techniques, a comprehensive marketing plan, including accompanying presentation materials. Constructed a model for community development through cooperative child-care. Wrote and copyrighted a homeownership program for first time homebuyers in some of the nation's poorest communities.

Jobs With Peace, Chester PA
Executive Director **1993**
Initiated and developed programs to organize Chester, PA, among the nation's poorest communities, around issues of jobs, housing and voter education. Sought grants, developed events as well as supervised a staff.

PUBLICATIONS AND PAPERS

The Window Pain, fiction	2001
Naked Eating Chinese Food, fiction	2003
Man Up: Nobody is Coming to Save Us, nonfiction	2006
Upward Bound Project Staff's Perceptions of the Program Practices that are Most Effective and Transferable to an Urban High School, Dissertation	2008
Raggedy Schools: The Untold Truth, nonfiction	2009
Push Has Come to Shove: Getting our Kids the Education They Deserve Even if it Means Picking a Fight, nonfiction	2011
Essence Magazine, Columnist	2009 - Present
Ebony Magazine, Columnist	2012

MEMBERSHIPS

Starfish Foundation	2009 - Present
Member, Shiloh Baptist Church Elderly Housing Board	2003
Board, Excel Program for Junior High School College bound students in poverty	2001
Board, Middlesex County Red Cross	2000
Member, Middlesex County's NAACP	2000
Member, Eddy Homeless Shelter Advisory Board	1997
Member, Middlesex County's Substance Abuse Action Counsel	1997
Member, Connecticut Coalition to End Homelessness	1997
Member, Middlesex Crisis Intervention Team	1997

KEYNOTE PRESENTATIONS from 2009-2013

2009-2010

Montgomery Department of Education, AL
Bermuda Premier and Department of Education
Florida A&M University

Penn State University
Carnegie Mellon
University of Tennessee
Housatonic Community College
University of Louisiana
University of Virgin Islands
National Society of Black Engineers International Conference, Toronto Canada
Cheney University
Alabama School of Medicine
Urban League
Jack and Jill Southwestern Regional, Tampa FL
Memphis Tennessee Public Schools
Essence Music Festival

2010-2011

Walt Disney World's Dreamers' Academy
Steve and Marjorie Harvey Fathers' Day Mentoring Weekend
Essence Music Festival
Urban League of New Britain CT
Tennessee State University
Syracuse University
Ohio Bowling Green University
Birmingham Business Alliance
Palm Springs Public Schools, Palm Springs CA
Ashford University, Iowa
Little Rock Public Schools, AK
George Washington University, Washington DC
Macon University, Macon GA
University of Florida, Gainesville FL
Auburn University, Auburn AL
Ohio University, Athens OH
University of North Carolina, Chapel Hill NC
Bethune Cookman, Daytona Beach FL
Kennesaw State University, Kennesaw GA
Indianapolis Urban League
South Carolina Campaign to Prevent Pregnancy

2011-2012

Walt Disney World's Dreamers' Academy
Steve and Marjory Harvey Fathers' Day Mentoring Weekend
Essence Music Festival Oakdale Baltimore MD
Palmdale School District, Palmdale CA
University of Minnesota School of Management

Greater Indianapolis Chamber of Commerce
University of Kentucky
Birmingham Change Fund
Capella University
IRA international, Newark DE
Steward Associates, Indianapolis IN
Miami University, Oxford OH
International Reading Association National Conference, Chicago IL
Leadership Institute for Teachers, MS
Affirmative Action Association, Washington DC

2012-2013

Walt Disney World's Dreamers' Academy
Steve and Marjory Harvey Fathers' Day Mentoring Weekend
Essence Music Festival
Charter Schools USA National Conference, Chicago IL
TD Jakes Megafest, Dallas TX
Mac Ed Foundation
University of Louisiana, Lafayette LA
Starting Point
ACT National Conference
Georgia State, Atlanta GA
Delaware State University, Dover DE
Ohio State University, Columbus OH
Saginaw, MO
Kansas City State, Kansas City MO
Living Word Christian Center Chicago IL
St Augustine University, St. Augustine FL
Alabama State University, Montgomery AL
Minneapolis Foundation, Minneapolis MN
Kansas City Schools, Kansas City MO
Quest Academy OH
Walt Disney World's Dreamers' Academy
Steve and Marjory Harvey Fathers' Day Mentoring Weekend
Essence Music Festival
GA Academy
Advanced International Summit
Fulton County Schools
NCBC Ohio

RICHARD C. BEGANSKI JR.

23 DEERFIELD DR • MANCHESTER, CT 06040 • EMAIL: rbeganski@yahoo.com
(W) 860-695-9800 (C) 860-539-5018

OBJECTIVE

To apply replication model of Capital Preparatory Magnet Schools in other school districts

EMPLOYMENT EXPERIENCE

2005-Present CAPITAL PREPARATORY MAGNET SCHOOL HARTFORD, CONNECTICUT

Academic Dean

- Supervise department heads to ensure that curriculum and learner expectation fidelity exceeds Common Core State Standards
- Evaluate instructional staff, communicate and provide opportunities for growth through use of formal documentation (Teachscape) and informal conversations and notes (Individualized Teaching Plan monthly meetings)
- Review weekly lesson plans and provide feedback to staff.
- Mentor seniors on tier two intervnetion with their Senior Social Justice Projects
- Complete all scheduling for staff and students in grades 6-12
- Implement and communicate changes to families in school programming (Standards Based Grading, schedule)
- Create testing schedule and oversee all formal testing affiliated with state reporting
- Wrote original Blueprint and Mission Statements for Capital Preparatory Magnet School

1997-2005 EAST HARTFORD HIGH SCHOOL EAST HARTFORD, CONNECTICUT

- Math teacher
- Assistant Football coach
- Special Teams coordinator (1999-2001)
- Defensive coordinator (2001-2003)
- Coordinate all aspects of practice planning, strength/speed training, and developing student-athletes (study halls, grade check notebooks)

EDUCATION

2003-2005 UNIVERSITY OF HARTFORD WEST HARTFORD, CONNECTICUT

6th Year - Educational Leadership and 092 Certificate

2000-2002 GRADUATE INSTITUTE BETHANY, CONNECTICUT

Master of Secondary Education

1989-1992 CENTRAL CONNECTICUT STATE UNIVERSITY New Britain, CONNECTICUT

Bachelor of Science in Education-Major in History

Scott F. Wojnarowicz

732 Broadview Terrace
Hartford, CT 06106
teachersfw@hotmail.com
(860)-965-292

Education

University of Connecticut, Storrs, Connecticut
Master of Arts in Education-Secondary Mathematics, 1999
Bachelor of Science in Education-Secondary Mathematics, 1998

Professional Experiences

Capital Preparatory Magnet School, Hartford, Connecticut
Full Time Teacher, 2005-present

- Courses Include: Pre-Algebra, Algebra, Algebra 2, Geometry, Problem Solving, SAT Preparation, PreCalculus, CAPT Review
- Advisor for cooperative collaborative group of students
- Founding member of Capital Preparatory Magnet School planning committee
- Primary author of original draft of Student Expectations and co-author of the Blueprint
- Author of the Capital Preparatory Magnet School Physical Education and Wellness Plan
- Creator and coordinator of Peer Pairs: Professionals as Collaborators Program
- Creator and meet director of Hartford Riverfront Cross-Country Festival

East Hartford High School, East Hartford, Connecticut
Full Time Teacher, 2000-05

- Courses Include: Math Connections, Algebra Tech Prep, Algebra I, Geometry
- Utilize the Understanding by Design model in unit development
- Incorporate graphing calculators/technology and manipulatives in daily lessons according to NCTM Standards
- Stress mathematical modeling, logic, and problem solving skills in order to prepare students for CAPT testing

CONNCAP Summer Education Program, Hartford, Connecticut
Assessment Coordinator and Teacher, Summer 2002-04

East Hartford High School, East Hartford, Connecticut
Summer school Teacher, 2000-2002

Manchester High School, Manchester, Connecticut

- Participated in GRADS program for students with untapped potential

Manchester High School, Manchester, Connecticut

Summer School Teacher, 1999
East Hartford High School, East Hartford, Connecticut
SAT Lab Supervisor, Fall 1998-Spring 1999

Professional Presentations/Papers

"Laying the Foundation of an Urban Cross-Country Program: Becoming a Trailblazer"
- Published in The Cross-Country Journal, Fall 2008
- A narrative describing the creation of an endurance running program in the City of Hartford at Capital Preparatory Magnet School

"Exposing Sixth-Grade Students to More Mathematics: A Study at Capital Preparatory Magnet School"
- Capital Preparatory Magnet School study in 2005-06
- An action research paper on the effectiveness of providing outside-of-classroom tutoring on CMT predictor assessments

"The Two A's of Mathematics Education: Alternative Assessments"
- Association of Teachers of Mathematics in Connecticut (ATOMIC) Annual Conference: Cromwell, March 2004
- Association of Teachers of Mathematics in New England (ATMNE) Regional Conference: Manchester, November 2003

"The Effects of Instruction on Students' Perception of Problem Solving"
- Published in The Connecticut Mathematics Journal, Spring 2004
- An action research paper on the effectiveness of a problem solving strategy class offered to CONNCAP students

"Math Connections and East Hartford High School: A Pilot Program's Effects"
- Association of Teachers in Mathematics in Connecticut (ATOMIC) Annual Conference: Cromwell, March 2003

"The Effects Of *Math Connections* On Student Confidence In The Mathematics Classroom"
- An action research paper based on a pilot of the text in East Hartford: 2002-

"Computers, Books and Movies, Oh My!: A Media Based Introduction to Reasoning"
- National Council of Teacher's of Mathematics (NCTM) Regional Conference: Boston, November 2002
- Association of Teachers of Mathematics in New England (ATMNE) Regional Conference: Portland, November 2001
- Association of Teachers of Mathematics in Connecticut (ATOMIC) Annual Conference: Cromwell, March 2001

"Alternative Assessments" (2 similar workshops)
- East Hartford High School Staff Development: August 2002

- Association of Teachers of Mathematics in Connecticut (ATOMIC) Annual Conference: Cromwell, March 2002

"Performance-Based Tasks and Student Learning: A Preliminary Study On The Possible Integration Of Independent Studies At EHHS"

- A research paper written for East Hartford's Literacy Task Force

"SAT Preparation Services and Their Effects On Students' Scores"

- A study on the effectiveness of SAT preparation services: 1998-99

28 Homecrest Street, Newington, CT 06111•(860)987-2077•horan_kelly@hotmail.com

KELLY HORAN

Experience

July 2010 - Current Capital Preparatory Magnet School Hartford, CT

Science Department Leader (July 2013 – Current)

- Created, evaluated and implemented science curriculum with connections to Common Core State Standards, Connecticut Science Frameworks and Next Generation Science Standards.
- Performed informal observations of science department teachers to determine authentic delivery of curriculum.
- Evaluation of science department lesson plans to determine levels of rigor, relevance of instruction, instructional methodologies, differentiated instruction, and connections to literacy in the content area.
- Responsible for the interviewing and hiring of science candidates.

Testing Coordinator (July 2011 – Current)

- Scheduled and coordinated standardized testing of students in grades 6 – 12.
- Provided Professional Development for staff on Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments.
- Analysis of standardized assessment (CMT and CAPT) data. Data analysis consisted of matched cohort reports, special interest group reports, and longitudinal reports.
- Analysis and sharing out of MAP assessment data with Capital staff and administration. Working with teachers to use MAP data to plan classroom instruction and tiered interventions for students not meeting projected growth targets.

Seventh Grade Team Leader (July 2011 – June 2013)

- Collaborated with subject area and specials teachers to create interdisciplinary units related to the Capital Preparatory Social Justice Matrix and Learner Expectations.
- Collaborative analysis of classroom data and standardized data to plan and implement tiered interventions for students.
- Worked collaboratively with Student Assistance Team to address social – emotional needs of seventh grade students.

August 2007 – June 2010 Bulkeley High School Hartford, CT

Science Teacher

- Taught mixed level science courses in Anatomy and Physiology, Environmental Science, Biology and Physical Science.
- Worked collaboratively with the science department to create practice CAPT assessments. The results of the practice CAPT were used to plan interventions related to weak content strands for students.
- Member of Bulkeley High School Athletic department

Education

Central Connecticut State University New Britain, CT

September 2012 – May, 2014 (Anticipated)

September 2010 – May 2012

September 2004 – May 2008

Connecticut Administration Certification (092)

- Completed 500 hours of administrative internship related to the vision of learning, instruction and assessment, evaluation of management and operational systems, school and community partnerships and equity and social justice.

Masters of Science in Educational Leadership

- Design, implement and evaluate instructional programs to promote student learning
- Develop learning programs that are responsive to cultural and learning differences
- Conduct fair, equitable and effective classroom supervision
- Design, implement and evaluate professional development activities that promote teacher learning
- Use standardized and classroom-based student performance data to improve student learning
- 3.97 GPA

Bachelors of Science Degree – Biology and Secondary Education

- Student teaching placement – Bulkeley High School, Hartford, CT (January 2007 – May 2007)
- Conducted and presented collaborative research on plant biology
- 3.3 GPA

RACHEL G. KONFORTY
21 Turner Terrace
Newton, MA 02460
Phone: 617-869-7678
rkonforty@gmail.com

Experience

FACING HISTORY AND OURSELVES — Brookline, MA
Chief of Staff

2012-2013

- Led oversight of all operations of the Office of the Executive Director, including management of staff, budgets, administration, policies, and procedures
- Responsible for management of relationships with key stakeholders; identification and development of relationships with potential partners and collaborators; and tracking strategic initiatives by monitoring progress towards meeting goals and achieving benchmarks, analyzing data, ensuring follow through and sustaining momentum needed to drive these initiatives
- Coordinated defined core projects and initiatives for the Office of the Executive Director

YOUTHBUILD USA — Somerville, MA
Director, Criminal Justice Initiatives and SMART Initiative

2011-2012

- Led launch and implementation of $8.5M federal grant for job training and educational initiative to provide court-involved youth with secondary credentials, post-secondary access and job placement and retention
- Responsible for oversight and provision of subgrantee training and technical assistance, state and local advocacy, knowledge management, creation of on-line learning community, fiscal management, data collection and overall grant administration
- Managed internal team and cross-departmental collaboration to successfully launch initiative and expand scope of criminal justice programming

LEADING CHANGE — Cambridge, MA
Coach and Trainer

2008-present

- Coach and train social change organizations on grassroots organizing and movement building strategies on a variety of short-term and long-term campaigns
- Manage teams of trainers to develop leadership capacity and facilitate skills-building

CAPITAL PREPARATORY MAGNET SCHOOL — Hartford, CT
Consultant

2011

- Advised urban magnet school on scaling and replication of college-preparatory educational model grounded in social justice principles and project-based learning

BOSTON AREA RAPE CRISIS CENTER — Cambridge, MA
Consultant

2010

- Conducted research and prepared report documenting BARCC's community mobilizing volunteer work in order to discern a model for conducting volunteer-led community mobilization activities for sexual violence prevention

HARVARD UNIVERSITY — Cambridge, MA
Kennedy School of Government - Teaching Assistant for Professor Marshall Ganz

2010

- Coached and trained several teams of participants in Professor Ganz's distance learning Leadership, Organizing and Action class through the HKS Executive Education program

Cambridge, MA

Kennedy School of Government - Teaching Assistant for Professor Marshall Ganz

Fall 2008
- Assisted in curriculum development and adaptations as part of learning team of coaches in collaboration with Professor Ganz for his public narrative course

NITROMED, INC. Lexington, MA

Vice President, General Counsel

2005-2007
- Managed all aspects of legal affairs of the company, including corporate governance, board matters, contract administration and negotiation, strategic transactions and collaborations, litigation, employment issues, risk management, and compliance efforts

ADVANCED MAGNETICS, INC. Cambridge, MA

General Counsel

2002-2005
- Managed all aspects of legal affairs of the company, including public filings with the SEC, contract administration and negotiation, human resources and other employment matters, corporate compliance, intellectual property matters, and strategic transactions

Corporate Associate

1998-2002
- White & McNamara (2000-2002) (Wellesley, MA)
- Skadden, Arps, Slate, Meagher & Flom (1998-1999) (Boston, MA)

Education

HARVARD UNIVERSITY, Kennedy School of Government Cambridge, MA

Master in Public Administration

- Concentration in: leadership, strategic management, social entrepreneurship, human rights and economic globalization
- Recipient of the Holly Taylor Sargent Award for Women's Advancement:
  - Awarded to a member of the Kennedy School community who has done the most to advance the opportunities and status of women in the Kennedy School
- Lucius N. Littauer Fellow 2008:
  - Awarded for distinction in academic work, contributions to the Harvard community, and potential for continuing leadership excellence.
- Effective Strategies for Powerful Women Workshop Series:
  - Initiated and organized skills-based workshop series for female Harvard students focused on leadership skills for women in positions of power.
- Sexual Violence in the Congo: Organized viewing and panel discussion around "The Greatest Silence" in an effort to raise awareness and support in the Kennedy School surrounding the crisis in the Congo.
- Harvard Women's Public Speaking Group: Founder and Chairperson

NEW YORK UNIVERSITY, School of Law New York, NY

Juris Doctorate, 1998 Cum Laude

UNIVERSITY OF PENNSYLVANIA, School of Social Work Philadelphia, PA

Master of Social Work, 1995

HARVARD UNIVERSITY Cambridge, MA

Bachelor of Arts, 1993 Magna Cum Laude

Publications

Efforts to Control Judicial Discretion: The Problem of AIDS in Sentencing, **1998 ANN. SURV. AM. L. 4**

Scott M. Kapralos

Home Address
64 Brian Road
South Windsor, CT 06074
860.644.1325
smkapralos@hotmail.com

School Address
Capital Preparatory Magnet School
1304 Main Street
Hartford, CT 06103
Kaprs001@hartfordschools.org

OBJECTIVE

Obtain a leadership position within Capital Preparatory Schools.

EDUCATION

UNIVERSITY OF CONNECTICUT
6th Year Administrative Degree: May 2009.
UNIVERSITY OF CONNECTICUT
Master of Arts, Education: May 2002, GPA 3.87.
UNIVERSITY OF CONNECTICUT
Bachelor of Science, Mathematics: May 2001, GPA 3.68.

CERTIFICATIONS

Connecticut – Intermediate Administration and Supervision, #092 Initial Educator, July 2012-June 2015
Connecticut – Mathematics Education 7-12, #049 Professional Educator, March 2013 to March 2018.

LEADERSHIP EXPERIENCE

CAPITAL PREPARATORY MAGNET SCHOOL, Hartford, CT

Mathematics Department Head, July 2007 to present

- Analyze data to determine departmental goals.
- Led development of curriculum mapping, linking CCSS to learning objectives, and working towards CCSS curriculum shifts.
- Provide feedback to beginning teachers using lesson plans and classroom observations.
- Led department wide pilot of standards based grading and facilitated transition to whole school implementation.
- Recruited and interviewed teacher candidates for a variety of positions.
- Created and implemented a lesson study for teachers to investigate and improve teaching practice.

Senior Project Coordinator, July 2008 to present

- Designed, implemented, and revised senior capstone project.
- Provided information and training for senior project staff advisors.
- Designed and implemented internship program for seniors to complement project topics.
- Collaborated with outside organizations and businesses to serve as consultants for students.
- Successfully implemented paperless senior project through the use of Google Docs.
- Supervised Social Work intern to continue development of internship program.

TEACHING EXPERIENCE

CAPITAL PREPARATORY MAGNET SCHOOL, Hartford, CT
Mathematics Teacher, grades 6-12, June 2005 to present

- 6th grade,8th grade, algebra, geometry, academic advisor
- Created math tutoring program that had local business people tutoring students
- Mentored 6 teachers through the TEAM program
- Tier 2 interventions for students in 7th and 8th grade
- As advisor, maintained constant contact with parents of advisees.

SOUTH WINDSOR HIGH SCHOOL, South Windsor, CT
Mathematics Teacher, grades 9-12, December 2003 to June 2005

- Calculus, Elementary Functions, Algebra II, Algebra I.

EAST HARTFORD HIGH SCHOOL, East Hartford, CT
Mathematics Teacher, grades 9-12, August 2002 to December 2003.

- Introductory Calculus, Trigonometry, Algebra II, Geometry, and Algebra I.

CONNCAP SUMMER SCHOOL, Hartford, CT
Mathematics Teacher, grades 7-10, 6 week summer session 2003 and 2004.

- Elementary Problem Solving for Middle School Students, Pre-Algebra, Algebra, Trigonometry.

PROFESSIONAL ACTIVITES

Committee Memberships:

- Capital Preparatory Magnet School Leadership Cohort, 2008 to present
- Hartford Public Schools Aspiring Leadership Cohort, 2013-2014
- Student Learner Expectation Committee, 2006-2007, 2009-2010
- Numeracy Committee, Advancing Mathematical Vocabulary, 2005 – 2006
- Capital Preparatory Magnet School Creation and Development Committee, 2003-2005
- Student Expectation Development Committee, 2005
- Senior Social Justice Project designer, 2003-2005

Professional Learning:

- CCSS implementation in the curriculum.
- Implementing standards based grading in the secondary school level.
- Using online programs such as IXL.com and Khanacademy.org to improve student achievement.
- Member of Association of Supervision and Curriculum Development
- Member of National Council of Teachers of Mathematics
- Critical Friends: Protocols to improve teacher collaboration.
- Student Portfolios. Studied how students can implement portfolios to document the schools mission. Started 6th grade portfolio pilot '06-'07
- Student Advisories. Study several different models, teacher and student expectations at advisory, and schools assessment of advisory.
- Senior Projects. Studied Souhegan High School's model and adapted it for Capital Preparatory Magnet School.

Kitsia Hughey Ferguson
kitsia.ferguson@cambridgecollege.edu

108 Jessica Dr. ✦ East Hartford, CT 06118
(860) 895-9445

Professional/Teaching Experiences:

2006- Present	Hartford Public Schools, Hartford, CT Capital Preparatory Magnet School Director of Instruction and Data Analysis Middle School Team Leader English /Reading grades six and seven
2003- 2006	Windsor Public Schools, Windsor, CT Sage Park Middle School Literacy Specialist Alternative Education language arts teacher
1999- 2008	BEST Independent Consultant Connecticut State Department of Education
1996- 2003	Teacher-in-Residence, English language arts Connecticut State Department of Education Bureau of Program and Teacher Evaluation
1994-2003	Hamden Public Schools, Hamden, CT Hamden Middle School –English grade eight Spring Glen Elementary School –grades five and six
Summer 2001, 2003	Saint Joseph College, West Hartford, CT Adjunct Professor for Graduate Course *Language Arts in the Elementary Classroom*
Certification:	CT Endorsement: 006, Grades 4-8; Professional Certificate MA Endorsement: Principal/Assistant Principal, 5-8, Initial (pending)

Education:

2010 – 2011 All But Dissertation	Cambridge College, Cambridge, MA EdD: Educational Leadership, Dissertation Topic – Organizational Listening
1994 Record of Completion	Alternate Route to Teacher Certification Connecticut State Department of Higher Education
1992 M.B.A.	University of Pittsburgh - Katz Graduate School of Business Major: Marketing Minor: Strategic Planning
1988 B.S.	Indiana University of Pennsylvania, Indiana, PA Major: Marketing

Professional Development with Connecticut Department of Education:

English language arts standards review committee
CMT Writing Advisory Committee
English language arts portfolio trainer and scorer
BEST English language arts seminar leader
BEST portfolio performance benchmarking
Standard setting and reliability activities
Master Mentor trainer

Special Projects:

- Capital Preparatory Magnet School Middle School Academy, Hartford, CT.
  Developed 6th Grade Academy that addresses the cognitive and affective developmental needs of adolescent learners.
  Planning committee for innovative school development
  Data analysis of state and district assessments
  Curriculum Development - Reading for middle level grades
  Instructional coach for content areas, grades 6-8

- Achievement Cohort at Sage Park Middle School, Windsor, CT.
  Created and piloted a Critical Thinking Pullout program for 7th grade male students of color to address the school's achievement gap. The program's goal is to develop active, independent readers, writers, and thinkers. (Full proposal available upon request.)

- CSDE and Connecticut Distance Learning Consortium.
  Developing curriculum through research-based best practices
  Creating interactive learning units for on-line BEST seminars

- Connecticut BEST/INTASC Beginning Teacher Case Study. University of Michigan, 2000.
  Authored a case study analyzing teacher practices in relation to discipline standards
  Contributed to a comparative study between class observations and ELA portfolio performance.

- ACES 1999-2000 Inter-district Grant Project: "Lives in Transition: A Response to Literature"
  Created collaborative inter-district partnerships between teachers and students
  Designed instructional units incorporating CAPT Response to Literature
  Students worked collaboratively to explore themes
  Teacher to teacher reflection and analysis of instruction and student performance

Awards and Honors:

Varsity Cheerleading Coach, Capital Preparatory Magnet School, 2006 - present
Who's Who Among Executive and Professional Women, 2006
Commissioner's Credentials from Connecticut State Department of Education, 2002- 2005
Who's Who Among American Teachers, 2000
Inter-district Grant for multicultural education: Lives in Transition, 1999-2000
Tuition Fellowship, Katz Graduate School of Business
Dean's List, Katz Graduate School of Business and Indiana University of PA.

Monique T. Ethier

204 S. Quaker Lane, W. Hartford, CT 06119
Cell: 401-440-1259
Home: 860-263-7445
ethim001@hartfordschools.org, monique.ethier@gmail.com

Relevant Experience:

Capital Preparatory Magnet School, Hartford, CT — **August 2007- Present**

Mathematics Teacher

- Pre-Algebra, Algebra II, Statistics, and Calculus instructor for students in grades seven through twelve
- Academic advisor for students from various grades, communicating with their parents on a regular basis
- Facilitate extracurricular student groups including Gay-Straight Alliance, Outdoor Club, Service-Learning experiences
- Facilitate organization of professional learning communities
- Participate in collaborative curriculum development with fellow staff members
- Participate in Innovation Committee

Mansfield Middle School, Mansfield, CT — **September 2006- April 2007**

Student Intern for M^3 Program

- Worked 20 hours per week as master's intern to support teacher and students in Project M^3: Mentoring Mathematical Minds, a national research project designed to enrich curriculum for gifted students in mathematics
- Conducted research investigating discourse taking place in the M^3 classroom. Research responsibilities included videotaping classes, editing video to highlight the discourse taking place in the M^3 classroom, and analyzing video data.

Louis Stokes Alliance for Minority Participation (LSAMP), Storrs, CT **August 2005- May 2007**

Graduate Assistant

- Worked with underrepresented college students majoring in Math, Science, Engineering, and Technology fields
- Served as teaching assistant for a first year experience course for freshmen students in the program
- Monitored students' academic progress, counseled them on best decisions for academic success, and provided math tutoring on a weekly basis

Rhode Island College Upward Bound Program, Providence, RI **June 2006- August 2006**

Teacher for Pre-Calculus Course

- Developed syllabus and curriculum and taught a course in Pre-Calculus for the summer program for inner-city high school students from various cities in Rhode Island
- Identified students' individual needs and made recommendations for remedial tutoring or enrichment

Sylvan Learning Center, Cumberland, RI — **June 2006- August 2006**

Teacher for Mathematics Program

Windham High School, Windham, CT — **January 2006- April 2006**

Student Teacher

Upward Bound/ConnCAP Program, Storrs, CT **February 2003- August 2005**
Tutor/Counselor

Volunteer Experience:

Haitian Ministries of the Diocese of Norwich **May 2007- August 2007**
Volunteer at Norwich Mission House, Port au Prince, Haiti
- Volunteered with a scholarship program for students who did not have access to educational opportunities in the Petionville region of the capital city
- Studied Creole language and various problems plaguing the impoverished country

St. Thomas Aquinas Chapel, Storrs, CT **February 2004- May 2005**
Leadership Council President
- Organized council events including social events, community service activities, and spiritual events
- Communicated with members of the organization, members of the parish, Campus Ministry staff, directors of programs that worked with the council

Appalachia Project **November 2004- March 2005**
Volunteer
- Spent Spring Break 2005 in Kentucky helping build houses for the economically disadvantaged in rural Appalachia

Washington, D.C. Urban Plunge **October 2003- January 2005**
Team Member
- Spent a week during Winter Break in Washington, D.C. for a service learning trip
- Volunteered with various community agencies and attended educational workshops while in D.C. to learn about domestic violence, the justice system, AIDS/HIV, hunger, homelessness, and crime

Education: M.A., Secondary Mathematics Education, University of Connecticut, 2007.
Inquiry Project: Verbal Discourse in a Math Classroom: *A Case Study of One Student's Learning in Connection with Classroom Discourse*

B.S., Secondary Mathematics Education, University of Connecticut, 2006.

Connecticut Teaching Certificate:
Provisional Educator Certificate, Secondary Mathematics (7- 12). January, 2010.

24 SMITH ST. • WEST HAVEN, CT 06516 • EMAIL: DavernL16@gmail.com
(W) 860-695-9800 (C) 860-759-9638

LAUREN L. DAVERN

OBJECTIVE

To obtain a position as a principal

EMPLOYMENT EXPERIENCE

2007-Present CAPITAL PREPARATORY MAGNET SCHOOL HARTFORD, CONNECTICUT

History Department Chair

- Supervise department to ensure students are learning in a safe environment and are provided instruction that exceeds Common Core State Standards.
- Work collaboratively with Principal and Vice Principal to lead and coach members within department in effective instructional strategies, classroom management, assessment for learning and research related to learning.
- Evaluate staff, communicate and provide opportunities for growth.

Co-Director Senior Social Justice Capstone Project

- Supervise teachers and students to ensure successful completion of capstone graduation project.
- Create lessons and mentor students to assist them in becoming agents of change and completion of project.
- Coordinate students with community consultants and internships.

Co-Founder of Culture of Respect and Empathetic Values (CORE)

- Write, implement and enforce CORE, Culture of Respect and Empathetic Values, Anti Bullying Policy.
- Record, file, and report acts of bullying to state.
- Train faculty and staff on bullying policy and safe school strategies.
- Communicate with parents affected by anti-bullying policy.
- Develop and implement positive, pro-active, educational measures to prevent bullying.

Team Mentor

- Coach, nurture and supervise new teachers during TEAM process.
- Review mentee's work and provide appropriate learning/growth opportunities.

Head Girls Lacrosse Coach

- Coordinate all aspects of practice planning, strength/speed training, and developing young female student-athletes.

GSA and YWCC Advisor

- Supervise and guide student led organizations in their development and overall achievement of goals.

2005-2006 EASTERN CONNECTICUT STATE UNIVERSITY WILLIMANTIC, CONNECTICUT

Coordinator of Women's Programming – Women's Center

- Design, develop and implement programs dealing with race, religion, gender and sexual orientation.
- Enhanced awareness and visibility of minorities and Women's issues on campus
- Coordinated a variety of support services and programs for students
- Supervise Women's Center Activities. Train and supervise student staff.
- Speaking engagements such as Parent and Student Orientation, Day for Women and Women's Symposium on topics such as "coming out", same-sex marriage and the importance of the Women's Center.

2005-2006 EASTERN CONNECTICUT STATE UNIVERSITY WILLIMANTIC, CONNECTICUT

Head Coach Women's Lacrosse

- Coordinate all aspects of practice planning, strength/speed training, and developing young female athletes.

EDUCATION

2013-PRESENT CENTRAL CONNECTICUT STATE UNIVERSITY NEW BRITAIN, CONNECTICUT

Doctoral Program – Educational Leadership (currently enrolled)

2011-2013 CENTRAL CONNECTICUT STATE UNIVERSITY NEW BRITAIN, CONNECTICUT

6th Year - Educational Leadership and 092 Certificate

2003-2005 EASTERN CONNECTICUT STATE UNIVERSITY WILLIMANTIC, CONNECTICUT

Master of Secondary Education

2000-2003 EASTERN CONNECTICUT STATE UNIVERSITY WILLIMANTIC, CONNECTICUT

Bachelor of Arts

- History-Social Sciences, concentration in Secondary Education

1999-2000 AMERICAN UNIVERSITY WASHINGTON, D.C

Lisa J. Loomis

88 Crystal Lake Rd. * Middletown, CT, 06457
Cell: (860) 685-1995 * Email: ljloomis24@gmail.com

Objective To help students achieve high standards by fostering a dedication to collaboration and continuous improvement among faculty and staff as a building-level administrator

Education

- Intermediate Administrator Certification Program
  Sacred Heart University, Fairfield, CT
  Scheduled Completion November 2014
- Masters in Liberal Studies with a concentration in Arts
  Wesleyan University, Middletown, CT
  December 2008, GPA 3.94
- Professional Program for Teacher Certification
  Central Connecticut State University, New Britain, CT
  December 2002, GPA 3.93
- Bachelor of Arts degree in English
  Minor in dance
  Skidmore College, Saratoga Springs, NY
  August 2001 GPA 3.78, Highest Honors, Periclean Honor Society

Certification

- Connecticut Intermediate Administrator Certification (anticipated)
- Connecticut Teacher Certification, secondary English

Experience

ENGLISH DEPARTMENT HEAD, Capital Preparatory Magnet School
Hartford, CT August 2013 – present

- Regularly reviewed teachers' lesson plans and observed teachers; provided feedback and coaching
- Guided department in aligning instruction with CCSS and preparing students for SBAC test
- Identified department needs and planned regular meetings accordingly
- Presented school-wide PD on standards-based grading

ENGLISH TEACHER, Capital Preparatory Magnet School
Hartford, CT July 2012 – present

- Designed and implemented curriculum for 9th grade and senior mythology elective
- Instrumental in writing school-wide ELA and Humanities curriculum aligned to CCSS
- Instrumental in creating school-wide literacy rubrics
- Implemented standards-based grading
- Advised group of 14 students from 6-12 grade
- Assistant coach for girls lacrosse team

ENGLISH TEACHER, Portland High School
Portland, CT September 2003-June 2012

- Taught general English classes and American Literature, primarily at the freshman and sophomore level
- Researched the connection between physical activity and learning; began to incorporate physical activity into lessons; presented a workshop titled "Physical Activity in the Secondary Academic Classroom" at the 2012 Physically Active Classrooms Institute organized by Dr. Jean Mee of the CSDE
- Wrote and revised curriculum including changing American Literature curriculum from chronological to thematic and aligning curriculum to CCSS
- Instrumental in the creation and implementation of a school-wide honor code
- Cooperating teacher and TEAM mentor – worked with 2 student teachers and mentored 1 beginning teacher as she successfully completed 2 TEAM modules
- Trained in Understanding By Design and modeled that practice for colleagues
- Trained in differentiated instruction and implemented that philosophy in planning, implementing, and assessing
- Trained in co-teaching and co-taught with Special Education teacher for 6 years
- Served as advisor to the Drama Club; directed two plays and choreographed two musicals

ENGLISH TEACHER, Middletown High School
Middletown, CT January 2003- June 2003

- Taught two expository writing courses for upperclassmen and general English classes for freshmen

ENGLISH STUDENT TEACHER, Bulkeley High School
Hartford, CT August 2002 – December 2002

- Designed and implemented lessons on literature and writing for freshmen and sophomores of various ability levels, motivation levels, income levels, and ethnicities

WRITING TEACHER, Middlesex Community College
Middletown, CT Summer 2002

- Designed and executed intensive summer writing course for high school graduates with low writing skills. All students improved their score on the college's entrance exam

MASTER WRITING TUTOR, Middlesex Community College
Middletown, CT September 2001 – May 2002

- Met with students one-on-one to work through the writing process and improve writing skills

WRITING TUTOR, Skidmore College
Saratoga Springs, NY September 2000 – May 2001

- Met with students one-on-one to work through the writing process and improve writing skills

APPENDIX L – DRAFT GOVERNING COUNCIL BY-LAWS

BYLAWS
OF
[BRIDGEPORT CHARTER SCHOOL]

ARTICLE I
NAME; OFFICE

Section 1. Name. The name of this Corporation is [Bridgeport Charter School}

Section 2. Registered Office. The address of the principal place of business is _____

ARTICLE II
PURPOSE

Section 1. The nature of the activities to be conducted, or the purposes to be promoted or carried out by the Corporation are as follows:

A. To establish and operate a state-chartered public school in Bridgeport, Connecticut pursuant to Connecticut General Statutes section 10-66aa et. seq. to serve the needs of historically disadvantaged students in grades pre-K-12, hereinafter known as the School.

B. To do any and all things, make any and all contracts, and possess and utilize any and all powers necessary, convenient, or incident to furthering its purpose as aforesaid, with all rights, powers and privileges enumerated herein and in the statutes of the State of Connecticut regulating the formation and organization of corporations without capital stock.

ARTICLE III
BOARD OF DIRECTORS

Section 1. General Powers. The Board of Directors (hereinafter referred to as "Board") shall constitute the policy making body of the Corporation and shall have and may exercise, subject to law and the Certificate of Incorporation, all control and management of property, affairs and funds of this Corporation, and the power and authority to do and perform all acts and functions on behalf of this Corporation. The Board of Directors shall constitute the Governing Council of [Bridgeport Charter School] within the meaning of Connecticut General Statutes § 10-66aa et seq. and shall have overall responsibility for the operation and management of the School including, but not limited to, its curriculum, the development of staff and student policies, staffing, and financial operations.

Section 2. Number and Tenure of the Board of Directors.
A. The Board of Directors shall consist of no fewer than nine and no more than fifteen Directors.

B. The term of office for a Board member is two years. All Directors shall succeed the incumbent Directors whose terms have expired and shall serve for a term of two years or until their successors are duly appointed and qualified, except that a Director may be appointed to a shorter term to permit staggered terms or to fill the unexpired term of a Director who has resigned or been removed pursuant to these Bylaws.

Section 3. Method of Appointment.
A. The initial Board of Directors shall be appointed by the Incorporators. The initial Board shall include a teacher recommended by [the Bridgeport Federation of Teachers] who will serve only until a teacher from the School can be appointed. [Alternatively the initial board can be named in the Certificate of Incorporation]

B. Other than the initial Board, Directors shall be appointed by the Board of Directors.

C. The Board shall include the following:

i. the Chairperson of the Bridgeport Board of Education or his or her designee (provided the designee is a member of the board of education or the superintendent of schools for Bridgeport and is responsible for the oversight of charter school operations)

ii. a teacher from the School (to be appointed as soon as possible to take the place of the teacher initially appointed to the Board)

iii. a student from the School (to be appointed as soon as possible after the School begins operating)

iv. a parent or guardian of a student at the School (to be appointed as soon as possible after the School begins operating)

v. at least five but no more than eleven additional members from the Bridgeport area higher education, business, legal, faith-based, and/or social services communities.

All Directors will be counted in determining a quorum and will be entitled to vote.

D. The Principal of the School shall not be a Director but shall be a non-voting participant on the Board.

Section 4. Vacancies. In the event an interim vacancy occurs on the Board, the Directors shall appoint a qualified person as a member of the Board. Any Director so appointed shall remain a Director for the duration of his or her predecessor's unexpired term and may be reappointed in accordance with the provisions of this Article.

Section 5. Resignation and Removal. Any Director may resign at any time by giving written notice to the Chair or to the Secretary of the Corporation. A Director's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A Director shall be deemed to have resigned in the event of such Director's incapacity as determined by a court of competent jurisdiction. Any Director shall be removable by a two-thirds vote of the other Directors with or without cause.

Section 6. Compensation. Directors shall not receive any compensation for their services as a Director.

Section 7. Conflicts of interest. No Director may have a personal or financial interest in the assets, real or personal, of the School. No Director shall concurrently serve on the Board of Directors of the Charter Management Organization affiliated with the School or on the governing council of another charter school.

Section 8. Meetings.

Section 8.1. Annual Meeting. An annual meeting of the Board of Directors shall be held at a time and place as shall be designated by the Board. At the annual meeting the Board may elect officers pursuant to a policy adopted by the Board.

Section 8.2. Regular Meetings. The Board shall meet to conduct business and to review the Treasurer's accounts as frequently as it deems necessary but no less than four times per year (in addition to the annual meeting).

Section 8.3. Special Meetings. Special meetings may be called by the Chair of the Corporation or by two Directors of the Board. Special meetings shall require three (3) days' notice. The date, time and place at which said meetings will be held shall be determined by those calling the meeting.

Section 8.3. Notice of Meetings.
(a) Requirements. Notice of each meeting of the Board stating the date, time, and place of the meeting shall be given to each Director at such Director's business or residential address at least three (3) days prior thereto by first class mail, fax, or e-mail.

(b) Waiver of Notice. A Director may waive notice of any meeting before or after the time and date of the meeting stated in the notice. A Director's attendance at or participation in a meeting waives any required notice to that Director of the meeting unless: (i) at the beginning of the meeting or promptly upon the director's later arrival, the director objects to holding the meeting or transacting business at the meeting because of lack of notice or defective notice and does not thereafter vote for or assent to action taken at the meeting; or (ii) if special notice was required of a particular purpose pursuant to statute or these bylaws, the Director objects to transacting business with respect to the purpose for which such special notice was required and does not thereafter vote for or assent to action taken at the meeting with respect to such purpose.

Section 8.4. Quorum. A simple majority of all Directors shall constitute a quorum at any meeting of the Board of Directors. The act of a majority of the Directors present at a meeting where a quorum has been established shall be the act of the Board of Directors, except as otherwise required by the laws of the State of Connecticut, the Certificate of Incorporation or these Bylaws. For purposes of quorum, discussion, voting and all other matters dependent upon a Director's presence at a regular or special meeting of the Board of Directors, a Director shall be regarded as being present at a meeting of the Board of Directors if such Director is in telephonic or video and audio contact with each of the other Directors actually present at such meeting.

Section 8.5. Action without a Meeting.

(a) Any action, required or permitted to be taken at a meeting of the Board or any committee thereof, may be taken without a meeting if each and every member of the Board or committee consents in writing to such action.

(b) No action taken pursuant to this Section shall be effective unless writings describing the action taken and otherwise satisfying the requirements of subsection (a), signed by all Directors, are received by the Corporation. Any such writing may be received by the Corporation by electronically transmitted facsimile or other form of wire or wireless communication providing the Corporation with a complete copy of the document, including a copy of the signature on the document. Action taken pursuant to this Section shall be effective when the last writing necessary to effect the action is received by the Corporation unless the writings describing the action taken set forth a different effective date.

(c) Action taken pursuant to this Section has the same effect as action taken at a meeting of Directors and may be described as such in any document.

Section 8.6. Meetings by Telephone. Meetings of the Board or any committee thereof may be held by conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

ARTICLE IV
OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall be the Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board may from time to time establish. Officers shall be elected and shall serve at the pleasure of the Board.

Section 1.1. Chair. The Chair shall serve as Chairman of the Board of Directors and shall carry out those duties usually incident to the office of President. The Chair shall execute all documents on behalf of this Corporation unless the Board has generally or specifically delegated the authority to execute the document in question to another officer of the Corporation or employee of the School.

Section 1.2. Vice Chair of the Corporation. The Vice Chair shall act as Chair in the absence of the Chair, and when so acting, shall have the power and authority of the Chair. A Vice Chair shall carry out all duties delegated to him or her by the Chair.

Section 1.3. Secretary of the Corporation. The Secretary shall keep the minutes of all meetings, provide written notice of all meetings and copies of minutes of previous meetings in accordance with these Bylaws or as required by the laws of the State of Connecticut, and shall act as the custodian of this Corporation's records.

Section 1.4. Treasurer of the Corporation. The Treasurer shall be the principal financial officer of this Corporation and shall ensure that there is an adequate and correct accounting of the property and business transactions of this Corporation.

Section 2. Appointment. All corporate officers shall be elected annually by the Board. Upon election, each officer shall hold office until such officer's successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation or removal.

Section 3. Removal. Any officer elected by the Board may be removed at any time, for cause or without cause, by an affirmative vote of two-thirds (2/3) of all the Directors of the Board.

Section 4. Vacancy. In the event a vacancy occurs in any office, the Board shall elect, at a regular meeting or a special meeting of the Board, a person to succeed to such office.

ARTICLE V
COMMITTEES OF THE BOARD

Section 1. General. The Board may establish such standing and special committees as it determines from time to time. Each committee shall have and may exercise authority of the Board or take other actions to the extent permitted by law and expressly specified by policy established from time to time by the Board or as set forth in these Bylaws. Members of the committees shall be selected by and shall serve at the pleasure of the Board. The executive committee and the nominating committee (if any) shall each consist solely of Directors of the Board. Other committees may include individuals other than Directors of the Board, each of whom shall serve on such committee with vote, except that such committee may not exercise any power or authority reserved to the Board by the laws of the State of Connecticut, the Certificate of Incorporation, or these Bylaws. Unless otherwise determined by resolution of the Board, no committee of the Corporation shall have any authority to incur any corporate expense, make any representation or commitment on behalf of the Corporation, or take any other action on behalf of the Corporation without the express approval of the Board. The delegation of authority to any committee shall not operate to relieve the Board or any Director of the Board from any responsibility or standard of conduct imposed by law or these Bylaws. Rules governing procedures for meetings of any committee shall be the same as those set forth in these Bylaws or the Connecticut General Statutes unless the Board determines otherwise.

Section 2. Special Committees. A Special Committee of the Board of Directors shall limit its activities to the accomplishment of the tasks for which it is appointed, shall present a written report of its activities to the Board of Directors, and shall have no power to act except as is specifically conferred on such committee by the Board of Directors. Upon completion of the task for which it is appointed, a special committee of the Board of Directors shall stand discharged.

Section 3. Nominating Committee. The Nominating Committee shall be appointed by the Board every year sufficiently in advance of the annual meeting to propose a slate of candidates prior to the meeting. The Nominating Committee shall consist of the Chair and two members appointed by the Board. The purpose of the Nominating Committee is to establish a slate of candidates for the Board for the coming year. The Nominating Committee shall notify the Board of the proposed slate for the coming year prior to the annual meeting.

ARTICLE VI

CONTRACTS, AGREEMENTS, LEGAL INSTRUMENTS, CHECKS, DEPOSITS AND GIFTS

Section 1. Contracts, Agreements and Legal Instruments. Subject to any limitation contained in the Certificate of Incorporation or in the Bylaws, any officer of the Corporation may, in the name and on behalf of the Corporation, execute and deliver any contract or other instrument authorized in writing by the Board.

Section 2. Loans. No loan or advance shall be contracted by or on behalf of the Corporation, no negotiable paper or other evidence of its obligation under any loan or advance shall be issued in its name and no property of the Corporation shall be mortgaged, pledged, hypothecated, transferred or conveyed as security for the payment of any loan, advance, indebtedness or liability of the Corporation, unless and except as authorized by the Board. Any such authorization may be general or confined to specific instances but shall be in compliance with these Bylaws.

Section 3. Deposits. All funds and other valuable assets of the Corporation not otherwise employed shall be deposited from time to time to its credit in such banks or trust companies or other depositories as the Board may select or as from time to time may be selected by any officer or agent authorized to do so by the Board.

Section 4. Checks, Drafts, Etc. All notes, drafts, acceptances, checks, endorsements, and, subject to the provisions of these Bylaws, evidence of indebtedness of the Corporation shall be signed by such officer or officers or such agent or agents of the Corporation and in such manner as the Board from time to time may determine.

Section 5. Gifts. The Board may accept on behalf of the Corporation any gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VII
INDEMNIFICATION

Section 1. Liability of Directors. The personal liability of a Director to the Corporation for monetary damages for breach of duty as a Director is hereby limited, pursuant to Section 33-1026b of the Connecticut General Statutes, to the amount of the compensation received by the Director for serving the Corporation during the year of the violation if such breach did not (a) involve a knowing and culpable violation of law by the Director, (b) enable the Director or an associate, as defined in Section 33-840 of the Connecticut General Statutes, to receive an improper personal economic gain, (c) show a lack of good faith and a conscious disregard for the duty of the Director to the Corporation under circumstances in which the Director was aware that his conduct or omission created an unjustifiable risk of serious injury to the Corporation, or (d) constitute a sustained and unexcused pattern of inattention that amounted to an abdication of the Director's duty to the Corporation.

ARTICLE VIII
DISSOLUTION

The Corporation may be dissolved by a two-thirds (2/3) vote of the Directors in office. In the event that this Corporation shall be dissolved or wound up at any time, then all of the properties, monies, and assets of this Corporation remaining after provision has been made for payment of its known debts and liabilities as provided by law, shall be distributed to such other entity that is an exempt organization under Section 501(c)(3) of the Internal Revenue Code to be used for similar educational purposes as the Board shall determine, or to the federal government or the state or local government, for a public purpose.

ARTICLE IX
CONFLICT OF INTEREST POLICY

All Directors, Officers, and employees who are responsible for conducting the business of the Corporation shall avoid any conflict between their respective individual interests (including the interests of such person, any member of such person's family, or any entity in which such person has any legal, equitable, or fiduciary interest or position) and the interests of the Corporation in any and all actions taken by them on behalf of the Corporation. Any individual with a possible conflict of interest shall make such potential conflict known to the Board of Directors. After disclosing the potential conflict, the individual shall not vote or use personal influence on the matter; and he or she shall not be counted in determining the quorum for the meeting of the Board at which such potential conflict is discussed. The minutes of the meeting shall reflect that a disclosure of a potential conflict was made, that, after providing the basis for the potential conflict and his or her position regarding it, the person with the potential conflict was absent during the Board's discussion of and vote on the matter, and that a quorum of the Board was present and voting without counting that person. On an annual basis, each Director, Officer, and employee shall submit to the Secretary a conflict statement disclosing potential conflicts of interest, if any, on a form provided by the Corporation.

ARTICLE X
AMENDMENT OF BYLAWS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a two-thirds (2/3) majority vote of the Board of Directors at any regular or special meeting provided that notice of the proposed revision(s) shall be given in the written notice of the meeting.

ARTICLE XI
FISCAL YEAR

The fiscal year of this Corporation shall end on June 30th of each year.
Adopted by the Incorporators on this day of , 2013.

APPENDIX M – DRAFT GOVERNING COUNCIL OFFICER JOB DESCRIPTIONS

Job Description: Chair of the Council

Member of, Elected by and Reports to: The governing council

Supports: The Executive Director

Term of Office: One year; renewable for three consecutive years with the approval of a majority vote of the council.

General Responsibilities:

The chair is the senior volunteer leader of the organization who presides at all meetings of the governing council and other meetings as required. The Chair is an ex officio member of all committees of the organization. The Council Chair oversees implementation of council and organizational policies and ensures that appropriate administrative practices are established and maintained.

Specific Responsibilities:

1. Works with the CEO, other council officers, and committee chairs to develop the agendas for governing council meetings, and presides at these meetings.

2. In consultation with other council officers, appoints volunteers to key leadership positions, including positions as chair of council committees and task forces, and cultivates leadership succession.

3. Recognizes his or her responsibility to set an example for other council members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

4. Works with the Governing council and paid and volunteer leadership, in accordance with the organization's bylaws and mission, to establish and maintain systems for:

   - Planning the organization's human and financial resources and setting priorities for future development.

   - Reviewing operational effectiveness and setting priorities for future development.

   - Ensuring the legal and ethical standard.

   - Hiring and evaluating the organization's CEO.

   - Developing and maintaining an effective council culture.

· Developing an effective pipeline of future leaders of the council.

5. Works with the CEO and other council officers to develop both immediate and long-term goals and expectations for the council that support organizational priorities and governance concerns.

6. Communicates effectively with and supports the CEO in his/her job as manager of the organization. In this capacity, focuses on ensuring that the council governs rather than manages.

7. Works with the Committee Chairs and the CEO to keep apprised of committee work and to ensure that committees have the resources needed to do their job. Also, works to ensure effective and efficient communications between the committees and the Council.

8. Creates a safe environment for decision-making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in an effort to provide shared decision-making.

9. Communicates with the Council effectively so the council information systems focus on decision-making, stimulates participation and supports an appropriate balance of responsibility between council and staff.

10. Links with major stakeholders when it is agreed that the Chair is the most appropriate person to represent the organization at a key meeting, write an editorial for a newspaper, or thank a major donor.

Qualifications:

· Commitment to and energy to support the organization and its values; an understanding of the organization's mission and goals, and the distinctions between governance and management.

· Strong leadership skills to inspire a shared vision for the organization and for the Council's work. Stimulated by a commitment to the mission, the Chair should guide the Council toward articulating and committing to a commonly held perception of the future of the organization.

· Strong network of relationships within the greater community to leverage resources for the organization.

· Strong shared vision with staff about organizational mission and goals for student achievement.

· Strong facilitation and communication skills and an understanding of

group process.

· Objectivity so that dialog is productive and contributions are encouraged from all sides of an issue.

· Decisiveness in order to tackle and resolve difficult issues and to keep the business of the Council moving.

· An ability and willingness to support, encourage and develop a strong, entrepreneurial CEO.

· Strong organizational skills.

Indicators of effectiveness:

· Meets annual goals as identified and adopted at the beginning of the leadership term, including specific goals for development.

· Is perceived by other council members as being fair, open to all points of views, decisive, and contributing to a culture that focuses on results.

· Is perceived by senior staff as supporting and adding value to their work.

· Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

Job Description: Vice Chair of the Council

Member of, Elected by and Reports to: The governing council

Supports: The Chair

Term of Office: One year; renewable for three consecutive years with the approval of a majority vote of the council.

General Responsibilities:

The Vice Chair is the secondary volunteer leader of the organization and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.

Specific Responsibilities:

1. In Chair's absence:
   - Presides at meetings of governing council
   - Serves as ex officio member of standing committees
2. Recognizes his or her responsibility to set an example for other council members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
3. Works with the Chair to assist in developing the agendas for governing council meetings.
4. Advises the Chair on appointing volunteers to key leadership positions, including positions as chair of council committees and task forces.
5. Assists the Chair by taking on responsibility as necessary for communication with Committee Chairs.
6. Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
7. Represents the council in the community, especially at events at which the chair cannot attend.
8. Other duties as delegated by the Chair.

Qualifications:

· Commitment to and energy to support the charter school and its values; an understanding of the organization's mission and goals, and the distinctions between governance and management.

· Strong leadership and collaborative skills to support the Chair and to offer alternative proposals in the interest of best serving the organization.

· Strong facilitation and communication skills and an understanding of group process.

· Objectivity so that dialog is productive and contributions are encouraged from all sides of an issue.

· Decisiveness in order to tackle and resolve difficult issues and to keep the business of the council moving.

· Strong organizational skills.

Indicators of effectiveness:

· Meets annual goals as identified and adopted by the council at the beginning of the leadership term.

· Is perceived by other council members as being fair, open to all points of views, decisive, and contributing to a culture that focuses on results and student achievement.

· Is perceived by staff as supporting and adding value to their work.

· Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

Job Description: Treasurer

Member of and Elected by: The governing council

Reports to: The Chair and the Governing council

Supports: CEO, Business Manager, accountant or bookkeeper, and auditors as necessary.

Term of Office: One year; renewable for three consecutive years.

General Responsibilities:

Provides direction for the financial management of the organization and facilitates the council in meeting its financial oversight responsibilities.

Specific Responsibilities:

1. Chair of the Finance Committee.

2. Provides direction for the oversight of the organization's record keeping and accounting policies.

3. Ensures the presentation of timely and meaningful financial reports to the council.

4. Ensures the development of an annual budget and its submission to the Council for its approval. Leads the monitoring of budget implementation.

5. Oversees development and council review of financial policies and procedures. With the Finance Committee, monitors the adherence to financial policies and procedures adopted by the Council.

6. Develops and monitors any investment policies adopted by the Council.

7. Ensures that assets are protected and invested according to council policy.

8. Leads the council in assuring compliance with federal, state and other financial reporting requirements.

9. Presents the recommendation of the auditor to the Council for their approval. With the Finance Committee reviews the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Council.

10. Recognizes his or her responsibility to set an example for other council members

by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

11. Takes responsibility for designing an annual council education program so that all council members can effectively conduct oversight of the financial health of the organization.

Qualifications:

· The treasurer must display a commitment to the organization and its principles, mission and goals, and the distinctions between governance and management.

· A strong understanding of record keeping, accounting systems, financial reports and financial policies and procedures.

· An ability to focus on both the short-term and long-term financial health of the organization.

Indicators of effectiveness:

· Meets annual goals as identified and adopted by the council at the beginning of the leadership term.

· Is perceived by other council members as being transparent and efficient in delivering financial reports and as being aggressively protective of the integrity of the organization's fiscal management.

· Is perceived by staff as supporting and adding value to their work.

· Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

Job Description: Secretary

Member of and Elected by: The governing council

Reports to: The Chair and the governing council

Supports: Member of the staff or volunteer taking minutes.

Term of Office: One year; renewable for three consecutive years.

General Responsibilities:

Provides direction for the keeping of legal documents including minutes of all meetings of the council of the organization.

Specific Responsibilities:

1. Certify and keep at the principal office of the corporation the original, or a copy of the by-laws as amended or otherwise altered to date.

2. Keep at the principal office of the corporation or at such a place as the Council may determine a book of minutes of all meetings of the Trustees and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.

3. Present for approval by the Council copies of all minutes of meetings of the council.

4. Ensure that all notices are duly given in accordance with the provisions of the by-laws or as required by law.

5. In general, serves as the protocol officer of the council, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.

6. In general, perform all duties incident to the office of the Secretary and such other duties as may be required by law, by the Articles of Incorporation or by-laws, or which may be assigned to him or her from time to time by the governing council.

7. Recognizes his or her responsibility to set an example for other council members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

Qualifications:

· A commitment to the organization and an understanding of its values, mission and goals and the distinctions between governance and management.

· An understanding of the required record keeping and the laws of the jurisdiction (city, state) in which the organization operates.

· A capacity for attention to detail.

Indicators of effectiveness:

· Meets annual goals as identified and adopted by the council at the beginning of the leadership term.

· Is perceived by other council members as being an accurate and reasonable steward of the decision-making history of the organization and as being ever mindful of the duties and requirements of public service.

· Is perceived by staff as supporting and adding value to their work.

· Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

APPENDIX N – RESUMES OF GOVERNING COUNCIL MEMBERS

10 E. Bassett Lane
Derby, CT 06418
Phone: (203) 367-4839

Carl McCluster

Education

VA Union School of Theology/Yale Divinity Richmond, VA/New Haven, CT
- *Master of Divinity Degree*

Yale School of Organization and Management, New Haven, CT
- *Master of Public & Private Management Degree Candidate, 1990*

The Colorado College, Colorado Springs, Colorado
- *BA Political Economy, 1984*

United States Air Force Academy, USAFA, Colorado Springs, Colorado
- *Cadet - 1974*

U.S. Securities & Exchange Commission
- *Series 7 & 13 Certification, 1986*

Experience

1994 – Present ***Shiloh Baptist Church, Bridgeport, Connecticut***

Senior Pastor/Teacher

- Present regular weekly sermons and other teaching, lectures & training.
- Responsible for all Christian Education training activity, including developing, selecting and oversight and/or teaching for 6 weekly Bible studies.
- Provide and/or oversee counseling for active congregation of approximately 300 members and community residents.
- Direct and/or manage staff of 6 Clergy and 14 lay workers.
- Founded Community Development Corporation with programs and activities for youth, seniors, addiction services, jobs and homeownership education program.
- Economic and Financial Empowerment Director for New England Missionary Baptist Convention
- Lecturer and Economic Director for CT State Missionary Baptist Convention.
- Economic and Housing Chair for Interdenominational Ministerial Alliance
- Increased Shiloh Baptist Church revenue 250%
- Visioned, Developed and Implemented 5 Phase Physical Development Program
- Other regular activities, duties and responsibilities of inner city Pastor

1995 - Present **F.R.E.E.D.O.M., *Inc. Bridgeport, Connecticut***

Founder & Managing Director

Senior Program Officer for National Economic Development Consulting Firm

- Facilitating and preparing national training materials and orientations for Faith and Community Based Organizations, Homebuyer Education and Credit Counseling Agency Providers, Real Estate Professionals and the general public on affordable housing programs.
- Developed and oversee management of Housing Development, Homeownership Education and Counseling, Foreclosure Intervention and Prevention and Financial Literacy Empowerment Programs in 18 Major U.S. Markets
- Provide training for homebuyer education training and counseling service provider trainers.
- Establishing programs for structuring debt management plans for system program participants
- Overseeing Management of a national access database of all program participants for tracking and reporting purposes
- Developing and Implementing Faith-Based Initiatives
- Establishing and Maintaining New Business and Corporate Relations

2002 – Present **Neighborworks – HUD Intermediary Washington, D. C.**

Trainer

- Taught "Working With Faith-Based Organizations" in numerous Community Leadership Institutes and National Training Institutes.2002-2008
- Participated in Training of Trainers in 2004
- Provide capacity building and technical assistance to Neighborhood Reinvestment Corporation intermediary Counseling and Education Agencies through local training in multiple national markets.

2002 – 2008 **Freddie Mac, McLean, Virginia**

Consultant and Trainer

- Managed Development of National Electronic Training Platform for Housing Counselor Certification and Homebuyer Education (E-Cert)
- Provide assessment and analysis of potential community-based and faith-based homeownership counseling and development agencies.
- Developed and presented Freddie Mac National Faith-Based Affordable Housing & Community Development and Empowerment Training series
- Identified and trained homeownership counseling organizations to develop affordable lending initiatives in 12 markets.
- Certified Trainer for Freddie Mac Credit Smart Financial literacy products

1989 - 2007 ***M.C. Vision Real Estate, New Haven, CT***

Founder & Managing Partner

- Initiated and facilitated workforce homeownership education and credit counseling programs for Bridgeport Machines, Inc., St Vincent's Hospital, Bridgeport Hydraulic Corporation, and other corporations and collaboratives in lower Fairfield county
- Partnered with various Connecticut banks, non-profits and faith-based organizations in sponsoring and presenting homebuyer education programs in the Bridgeport, Stamford, New Haven and Hartford Connecticut markets
- Managed and directed sales staff and marketing efforts for busy inner-city real estate sales office

1986 – 1990 **Manufacturers Hanover Investment Banking, New York**

Corporate Fixed Income Security Advisor

- Provided securities trading advice to institutional corporate clients. Executed all trades with value of $1,000,000 or more.
- Delivered training for Corporate and Institutional Investment clients to heighten understanding and functionality of fixed income investments.

1976-1980 **United States Army – 7th Inf Div Ft Ord, California**

Brigade Level Legal Clerk

- Directed 11C Mortar Platoon in various live exercises
- Prepared and served legal paperwork from minor offenses to Court Martial
- Provided legal advice to Brigade Commander
- Initiated, Developed and Coached Youth Soccer League on Base
- Awarded Meritorious Service Medal upon Honorable Discharge

Interests Travel, Investment, Theatre, International Relations, Reading

KENNETH H. MOALES, JR.
851 CENTRAL AVENUE
BRIDGEPORT, CT 06607
203-335-2166 or 203-366-5824
kmoalesjr@yahoo.com

Morehouse College
830 Westview Dr.
Atlanta, GA 30314
B.A. - Accounting/Religion '95

Yale Divinity School
409 Prospect Street
New Haven, CT
M.Div.2 Yrs. Completed

SKILLS

Pastor, Educational Consultant, National Evangelist, Conference Speaker, Pastoral Counseling, Ministry Formation Consultant, Financial Consultant, Financial Literacy Facilitator, Business Model Development, Budget Forecaster, Not-for-Profit Consultant, Municipal Strategic Planner, Internal Auditor,Tax Accounting Specialist, Forensic Account Specialist, Bookkeeping, Accounts Payable, Accounts Receivable, Develop and manage community relationships with stakeholders and municipal agencies, Grant Writer, Proposal Writer, Annual Reports, Proficient with ACS and SAP Software, Microsoft Office Software applications, Lotus, Quick Books, Quicken, and Internet.

Employment Experience

Cathedral of the Holy Spirit - Bridgeport, CT
CEO/Senior Pastor
2010 – Present

- Responsible for the overall business direction and membership development of the entire church membership of 900+ members.
- Design, review, and analyze all budgets.
- Ensure daily operations of the company and it 53 employees.
- Manage the completion of our newly constructed $12 million combined worship facility/educational school complex. (Largest Private Construction Development in the history of the East End Bridgeport Community).
- Develop membership outreach programs and community development projects.
- Oversee the direction of the three educational subsidiaries of the church. Love Christian Academy (K-8), Kingdom's Little One's (Pre-K NAEYC Accredited), & Kingdom's Little One's Readiness Daycare (Pre-K - NAEYC Accredited),
- Recruit, manage, and evaluate staff.

C.R.E.A.M. Enterprise LLC - Bridgeport, CT
CEO/Founder
2003 – Present

- Earned endorsement from Mayor, local newspaper, Democratic District Leaders and Democratic clubs in Bridgeport, CT for Board Of Education.
- Exhibited tireless energy, positive attitude and visionary leadership.

- Revamped entire department bringing in all new Commissioner. Redesigned internal procedures and controls to track contract development and vendor payments.

Established Key Performance Indicators for all operating departments. Introduced numerous managerial/operational improvements including computerized production of backlog reports, staff cross-training and resource redeployment. Conducted internal audits to identify systemic problems.

- Personally visited and evaluated majority of programs eliminating poor performers. Assigned accountability to each Deputy Commissioner/ Director for quality and to ensure adherence to new standards and policies. Setup new agency payment processing system to tighten cash management and reduced payments from 120 to 30 days allowing all agencies to continue operations without disruption.
- Significantly enhanced the RFP process raising the bar on agency standards and qualifications and developing better qualified pool of Community Based Organizations. Initiated first-ever "City Serve Awards" providing recognition and motivation to youth service participants.
- Responsible for the overall business direction and project development.
  - National Evangelist and Conference Speaker
  - Author of two books *Anointed, But Not Ready* and *I Paid my Tithes but Now What?*
  - Design, review, and analyze all budgets.
  - Ensure daily operations of the company.
  - Recruit, manage, and evaluate staff.

Pepperidge Farm, Inc. - Norwalk, CT
Senior Tax Specialist & Asset Capitalization Manager
2000-2004

- Responsible for reporting all sales and use taxes for 137 thrift store locations.
- Filled all required tax reporting documents monthly to each state, city, and county Municipal agent for all plants and thrift stores for the entire company.
- Designed all reporting infrastructures for the 10-K and 10-Q reporting forms that were prepared for Campbell Soup (parent company).
- Processed, reviewed, and completed Request for Payment documents and records for sales & use taxes payable.
- Responsible for all business and health licenses for 147 thrift stores and 212 storage depots.
- Prepared, reviewed, and processed all applications and payments for annual property tax valuations and claims.
- Created and updated asset capitalization database for eight different plants with monthly depreciation entries to mainframe asset tracking system.
- Researched all tax case law settlements for all municipalities that we operated in.
- Analyzed and defended all tax audits both state and federal for plants, thrift stores, and depots! (Won 23 judgments for company and lost two).

Mercedes Benz Credit Corporation (MBCC) - Norwalk, CT
Actuarial Accountant/Forensic Specialist
1999-2000

- Account financial analysis and loan development officer.
- Mercedes Benz/Freightliner Truck

- Flexible deposit, balloon payment, and lease agreement analysis.
- Monthly budget to actual reporting specialist.
- Account scrub and forensic account specialist.
- Internal auditor for the MBCC mortgage/car financing project for 1099 reporting.
- Senior account analysis and project monitor.

Deloitte & Touché, LLP - Stamford, CT
Junior Auditor
1998-1999

- Responsible to perform all audit test sampling for audit clients.
- Established and reported all material account review items for random test selections and some scope test expansions when necessary.
- Interviewed all levels of senior executive staff and management, whiles coordinating audit approach between audit team, management, and staff.
- Performed internal audit, recorded findings, and passed on recommendations for improvement processes and reporting abnormalities.
- Testing internal control structure, documented findings, and suggested positive industry trends and best practices with the health care/insurance market.

Fairfield University - Fairfield, CT
Adjunct Protestant Chaplain
1996-1999

- Served as first African-American Chaplain for the Jesuit Order for the Protestant students and staff.
- Held weekly services/mass and Eucharist reflection sessions for both Catholic and Protestants.
- Meet throughout the week with students, staff, and administration to develop and expand space and events for broader ecumenical worship/fellowship moments.
- Trained and traveled with missionary outreach team, of students and staff, to Haiti for our 3rd World Missions Outreach Plunge for 13 days.

New York Times/Golf Digest Magazine - Fairfield, CT
Senior Accounts Payable Clerk
1996-1997

- Organized, reviewed, and processed all payment request for vendors and contractors.
- Reported monthly payment valuation trends and budget variances for review and commented on immediate and short term effects.
- Interacted with all vendors via phone, email, or data missive to aid in vendor complaint issues.

COMMUNITY & NATIONAL AFFILIATIONS

Chairman of the Board – Bridgeport Board of Education (2012-2013)
Vice-President - Bridgeport Board of Education (2012-2013)
President of Mayor's East End Neighborhood Zone
Member of the Board of Directors and Treasure for CT Coalition for Environmental Justice
Member of Omega Psi Phi Fraternity, Inc.
Founding Member & Board of Director Member of the Love Christian Academy

Founding Member & Board of Director Member of the Kingdom's Little Ones Daycare
Member of the Board of Directors of Kingdom's Little Ones & Love Christian Academy
NAEYC Accreditation Committee – (Three Locations)
Member of the Mayor's Economic Development Selection Committee (Johnson Creek)
Treasurer, Asst. Treasurer, and Board of Director Member for CCEJ (Connecticut Coalition for Environmental Justice) (2008-Present)
Treasurer for Bridgeport's endorsed Democratic Candidate for Mayor Bill Finch
Founder/Director of Summer Camp Agape Youth Outreach
National Youth President – Thomas A. Dorsey, N.C.G.C.C.

References Available Upon Request

Rev. William D. McCullough is an influential leader who serves with excellence and integrity. Throughout his 21 years of ministry he is founder and CEO of U-Turn Ministries, FaithCARE and Safe Street Kids (SSK). He is also senior pastor of Russell Temple CME Church in Bridgeport, Connecticut which has more than 250 members and over 10 outreach ministries. He has touched lives of thousands in Pennsylvania and Connecticut, through various conferences, relief efforts, community service initiatives, and humanitarian projects. He is also the educational & scholarship chairman of the Interdenominational Ministerial Alliance (IMA) of Bridgeport & Vicinity.

Pastor McCullough accepted his calling in 1992 at Mt. Zion CME Church in Sharon Hill, Pennsylvania. He was ordained a Deacon in 1994 and An Elder in 1995. He began pastorate in 1996 at Metropolitan CME Church in Philadelphia, Pennsylvania where he served for three years. He then was assigned to the St. Mark CME Church in Philadelphia, Pennsylvania where he served for four years where he developed and grew the church membership from fifteen to eighty five and added five new ministries. Then an opportunity became available for Pastor McCullough to develop a ministry in a small suburban town outside of the city, where he pastured for eight years. That ministry developed and grew from seventy-five to over one hundred fifty members and ten ministries. It was here that he started a community development corporation U-Turn Ministry. Then after much deliberation Pastor McCullough decided to go back to the city to work with struggling low income families where poverty was evident. This is where U-Turn Ministry began to be a Blessing to a whole lot of families. We developed after school programs and tutorial programs and we began educating families about health and fitness and buying homes etc. After two years of service a promotion became available for him to move to Bridgeport, Connecticut. So after much prayer he decided to pack his bags and head north. My wife was happy because this is where we met at an annual conference in Waterbury, Connecticut. After coming here he has

been able to completely renovate two multi-family homes and a single family home which is now his resident.

Pastor McCullough is a charismatic leader, visionary, provocative thinker and entrepreneur who serve as senior pastor of Russell Temple CME Church in Bridgeport, Connecticut. Pastor McCullough extends a hand of help to the needy, heart of compassion to the hurting, and message of empowerment to the oppressed and disenfranchised.

Beyond the pulpit, Pastor McCullough is taking a stand for education in the Public School system. His FaithCARE initiative is an education non-profit dedicated to ensuing every child has the opportunity to attend an excellent public school. His mission is to provide educational enrichment programs, mentorship, and good student recognition. His vision is to proactively bridge the gap between churches and schools, creating a safe community environment that promises, promotes and provides educational enhancement for our children.

Pastor McCullough is father of six with wife Geraldine; Latrese McCullough credits her parents as the source of her perseverance and sense of self-reliance. After twenty one years in Pastorate Ministry William D. McCullough continues to be a voice of innovation, inspiration and influence in Christendom today.

He is in his fourth year as Pastor and we have over ten ministries from Children and Youth to Health and Fitness. Russell Temple was established in 1928 and will be celebrating eighty five years service in 2013. We service over fifty families and have a very strong and vital membership of which many are principals, school teachers, engineers, nurses, and retirees. Russell Temple has been a leading church in this city for many years and will continue to be as we reach for higher heights and deeper depths with their visionary leader Pastor, William D. McCullough.

30 Folino Drive
Bridgeport, CT 06606

Phone 203.395.6442
E-mail:
vipcollegeprep.inc@gmail.com

Teresa M. Wilson

Work Experience

2000 to Present V.I.P. College Preparatory Program, Inc. Bridgeport, CT
Executive Director

- Coordinate college tours for area high school students. Including travel arrangements via bus and air. Make hotel accommodations, schedule college visits and presentations.
- Collaborate with various school districts and school administration in selection of students to attend tours.
- Preparation of yearly curriculum for weekly life skills development meetings with students and staff. Assisting students with SAT Prep, college selection, major selection, career choice, counseling, mentoring.
- Grant writing and budget preparation. Administrative and clerical duties.

1997-2001 Smart Start College Prep Program
Director Hall Neighborhood House, Bridgeport, CT

- Duties: Same as above

1989-2000 City of Bridgeport Board of Education
Assistant to the Superintendent of Schools

- All clerical and administrative duties including, but not limited to dictation, transcription, computer (Word, Excel), taking minutes at Board and community meetings. Parent, student inquiries.

1985-1989 Office of the Mayor, City of Bridgeport, CT
Secretary to the Mayor

- Administrative duties. Same as above.

Education

Hampton University, Hampton, Virginia

Gwendolyn Brantley
51 Yale Street, Bridgeport, CT 06605
(203) 526-8086
gwenbrantley@optonline.net

Professional Summary

Human Resources professional with special expertise in performing technical and administrative tasks that require a professional who can effectively prioritize and multi-task, posses strong customer service skills and is detailed-oriented with the ability to interface with internal and external clients.

Education

University of Bridgeport, Bridgeport, CT
M.S in Counseling with Human Resources Development Concentration, 2013
Fairfield University School of Continuing Education, Fairfield, CT
Certificate in Human Resources Management, 2002
Southern Connecticut State University, New Haven, CT
B.S in Corporate Communication, 1998

Computer Skills: MS Outlook, Word, Excel and PowerPoint, ADP PCPW and Pay Expert, CompuPay, QuickBooks, Peachtree, and Social Media

Professional Experience

KJB Associates, Hamden, CT **1/2014-Present**
Benefits Specialist & Human Resources Business Partner

- Responsible for administering, developing, and managing benefits programs and health insurance for small to mid-size organizations and individuals.

ACCESS Educational Services, Bridgeport, CT **3/2005-Present**
Volunteer Program Manager

- Administer and manage an academic enrichment program for middle and high school students.
- Prepare proposals and budgets, identify and write grants, and recruit volunteers.
- Create and develop program curriculum, facilitate and deliver youth development workshops.
- Plan and oversee fundraising, special events, and educational field trips.

Consumers Petroleum, Trumbull, CT **12/2012-3/2013**
Human Resources Administrator-Temporary Position

- Performed heavy recruiting for retail sites including management, customer service, and cashiers.
- Sourced and phone screened applicants, interviewed candidates, made hiring recommendations and job offers, and conducted reference and background checks for all positions.
- Created new hire packages and gave new hire orientations.
- Processed employee disciplines and resolved customer incidents.

KNB Communications, Stamford, CT **2/2012-12/2012**
Human Resources Administrator-Temporary Position

- Responsible for evaluating, creating, and updating all human resources policies and procedures including employee manual, recruitment process and retention goals, employee performance evaluation process, employee benefits, and updating job descriptions.
- Recruited college interns from local universities and oversaw the internship program.
- Provided guidance and counsel to employees to help resolve any work related issues.

Gwendolyn Brantley

Orthopaedic & Neurosurgery Specialists, Greenwich, CT **6/2010-4/2011**
Human Resources Administrator

- Processed bi-weekly payroll for all salaried, hourly, and per diem staff and resolved any payroll issues for up to 115 employees.
- Updated ADP's PCPW system for all new hires, made all employee changes, and maintained employee paper files.
- Provided administrative support to the human resources director including assisting with all employee benefits inquires and with updating, reviewing, and renewing vendor contracts.
- Processed 50-100 account payable transactions on a weekly basis utilizing QuickBooks and handled supply purchasing for all departments.

ADP, Milford, CT **7/2007-6/2010**
Client Support Specialist

- Responded to 75 to100 client calls on a daily basis solving client's issues ranging from small to simple to large and difficult relating to employee master file information, company level set-ups, and various ADP payroll and human resources products and services.
- Provided information regarding legislative changes in taxes and compensation laws.
- Provided technical instruction to educate clients how to utilize ADP payroll software products.
- Investigated, researched, analyzed, and resolved problems to ensure customer satisfaction, and retention.
- Explained year end functions and procedures to ensure clients received satisfactory year end process.
- Maintained appropriate records on all client calls and made system changes, modifications, and payroll function set-ups to meet client's needs.

Royal Bank of Scotland, Bridgeport, CT **2/2006-6/2006**
HR Recruiting Assistant-Temporary Position

- Sourced candidates, screened resumes, and phone screened large volume of candidates for entry-level positions.
- Prepared materials for new employees files – offer letters, and I9's, State and Federal, direct deposit, security forms and ensured that new hire paperwork was completed in timely fashion.
- Scheduled candidates to sign offer letters and explained contents of new hire packets.
- Assisted with job fairs, new hire orientation and prepared job requisitions, employee files and processed background checks.

Gartner Group, Stamford, CT **2/2006-6/2006**
Human Resources Administrator-Temporary Position

- Provided administrative support to the human resources manager and business partner.
- Managed and processed HR paperwork including new hires, terminations, transfers, and job title changes.
- Maintained employment files and records per company policy and legal regulations.

The Princeton Review, Westport, CT **3/2004-3/2005**
Assistant Director of Business Development

- Successfully marketed and sold PSAT and SAT school-based programs to urban school districts throughout Connecticut and Westchester Counties.
- Created and maintained partnerships with public and private high schools, universities, industry/trade associations and non-profit organizations.
- Increased enrollment in school partnerships and institutional courses through wide variety of marketing initiatives.

Connecticut Department of Higher Education, Bridgeport, CT **6/2002- 3/2004**
Program Coordinator

- Assisted with the implementation and delivery of federal funded early college awareness program for middle and high school students in the Bridgeport Public School System.
- Prepared and oversaw federal reporting and budgets for all educational programs.
- Collaborated with community agencies, hospitals, medical associations, area colleges and universities and businesses on events and programs.

APPENDIX O – DRAFT MEMORANDUM OF UNDERSTANDING WITH CHARTER MANAGEMENT ORGANIZATION

PROPOSED

MEMORANDUM OF UNDERSTANDING FOR ACADEMIC AND BUSINESS SERVICES

By and Between

Capital Preparatory Schools, Inc. and [BRIDGEPORT CHARTER SCHOOL]

This Memorandum of Understanding for Academic and Business Services (the "Agreement") is made and entered into by and between Capital Preparatory Schools, Inc., a Connecticut not for profit corporation ("CPS®"), and [BRIDGEPORT CHARTER SCHOOL] ("School"), a Connecticut not for profit corporation.

WHEREAS, the founders of CPS have expertise and experience in designing and operating schools that serve historically disadvantaged populations;

WHEREAS, CPS has filed an application on behalf of the School, pursuant to Conn. Gen. Stat. 10-66bb, with the State Board of Education for a state charter school that is specifically designed to serve historically disadvantaged students from underserved communities;

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

WHEREAS, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement should a charter be granted;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"Agreement" has the meaning set forth in the recitals.

"Ancillary Services" has the meaning set forth in Section 5

"Arbitration Rules" has the meaning set forth in Section 12.2(b).

"Authorizer" means the Connecticut State Board of Education.

"Capital Prep School Model" means the School model based on the CPS curriculum,described in the Charter Contract.

"Charter Contract" means the School's contract with the Authorizer, which authorizes the School and CPS to organize and operate the School, and which includes the final charter application.

"Claims" has the meaning set forth in Section 10.2.

"Confidential Information" has the meaning set forth in Section 9.1.

"CPS" means Capital Preparatory Schools, Inc.

"Cure Period" has the meaning set forth in Section 11.2(b).

"Derivatives" has the meaning set forth in Section 9.2.

"Dispute" has the meaning set forth in Section 12.2(a).

"Effective Date" has the meaning set forth in the recitals.

"Facility" means a building or other structure, of sufficient size suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a School.

"FERPA" has the meaning set forth in Section 7.6.

"Indemnified Claims" has the meaning set forth in Section 10.2.

"IT" has the meaning set forth in Section 5.7.

"Initial Term" has the meaning set forth in Section 11.1.

"Management Services" has the meaning set forth in Section 5

"Marks" has the meaning set forth in Section 9.3.

"Party" and "Parties" has the meaning set forth in the recitals.

"Principal" means the person in charge of the day-to-day operation of the School.

"Public Funding" means public revenue available from any source including, but not limited to, State per pupil payments, Title 1 funding, Title 2 funding, E-RATE funding, and any similar program.

"Regulatory Authority" means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

"Renewal Term" has the meaning set forth in Section 11.1.

"School" means [BRIDGEPORT CHARTER SCHOOL]

"School Indemnified Persons" has the meaning set forth in Section 10.2.

"Service Fees" has the meaning set forth in Section 8.4 and includes both the Management Services Fee and the Ancillary Services Fee.

"State" means State of Connecticut.

"Student Confidential Information" means all personal and academic information and records pertaining to the students of the School.

"Term" has the meaning set forth in Section 11.1.

"Termination Assistance Period" has the meaning set forth in Section 11.7.

"Termination Notice" has the meaning set forth in Section 11.2(b).

"Threshold Amount" has the meaning set forth in Section 10.4.

"Use" means the right to load, execute, store, transmit, display, copy, disseminate, reproduce, maintain, modify, enhance, create derivative works, make and cause to be made.

2. SCOPE OF PROJECT AND SERVICES

It is the desire of the parties to this agreement to establish a state charter school in the Bridgeport area to serve students from historically disadvantaged populations as well as students from the surrounding suburbs. The parties will work together to develop a charter school for historically disadvantaged students, starting with grades 6-12 in year 1 and expanding to the primary grades in year 2 and beyond. It is anticipated that if the State grants the School a charter that the School will open for the 2014-2015 school year.

The School hereby hires CPS to serve as a "charter management organization" to provide "whole school management services" as those terms are defined in Conn. Gen. Stat. Sec. 10-66aa, and as are more fully set forth herein. CPS shall design the program including curriculum and services utilizing its "Capital Prep" model.

3. REPRESENTATIONS AND WARRANTIES

3.1 Representations and Warranties of CPS.

CPS represents and warrants as follows:

(a) Organization and Tax Exempt Status.

CPS is a non-stock, not for profit tax-exempt corporation duly organized under the laws of the state of Connecticut, with the purpose and legal ability to contract to provide whole school management services. CPS shall notify the School in writing of any change in its corporate status, or if it enters into a receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors. CPS shall not change its corporate status such that this Agreement is materially affected.

(b) Authority.

CPS is authorized to do business in the State. CPS has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of CPS, enforceable against CPS in accordance with its terms.

(c) Full Disclosure.

No representation or warranty of CPS herein and no statement, information or certificate furnished or to be furnished by CPS pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(d) Litigation.

There is no suit, claim, action or proceeding now pending or, to the knowledge of CPS, threatened before any Regulatory Authority, to which CPS is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an

adverse effect upon CPS. No such judgment, order, decree or award has been entered against CPS which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of CPS, threatened before any Regulatory Authority involving CPS which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

(e) Conduct of CPS.

CPS has complied, and at all times during the Term will comply, with all local, state and federal laws and regulations that are applicable to CPS. CPS has maintained and will maintain adequate records of the activities and decisions of CPS to ensure and document compliance with all such laws and regulations.

3.2 Representations and Warranties of the School.

The School represents and warrants as follows:

(a) Organization and Tax Exempt Status.

School is, and at all times during the Term will be, a non-stock corporation duly organized under the laws of Connecticut, with the purpose and legal ability to contract to operate a charter school and to

contract for whole school management services. The School shall apply for federal tax-exempt status as soon as practical no later than one year following the execution of the Charter Contract. Should the Internal Revenue Service require changes to this Agreement in conjunction with the School's application for or continuation of tax exempt status, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

(b) Authority.

The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.

(c) Litigation.

There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority, to which the School is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

(d) Full Disclosure.

No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement

contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(e) Conduct of the School and the Board of Directors.

The School has complied, and at all times during the Term will comply, with all local, State and federal laws and regulations that are applicable to the School. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide CPS with copies of all such records and to allow CPS to, at CPS' discretion, assist with the preparation and retention of such records.

(f) Due Authorization.

The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Regardless of the delegation of any duties to CPS, the School shall at all times retain all rights and responsibilities under the Charter Contract.

4. AUTHORITY

4.1 Delegation of Authority to CPS

The School hereby authorizes CPS to undertake the functions specified in this Agreement in regard to business and academic services of the School on behalf of the School, it being understood that, at all times, CPS remains accountable and subject to the oversight of the School and State authorities, as provided for in this Agreement and by law. The School also authorizes CPS to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in CPS' good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Board of Directors.

4.2 CPS Authority to Subcontract.

Except to the extent prohibited by law or this Agreement, CPS may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge CPS from any obligation or liability under this Agreement.

4.3 Conflict with Charter.

To the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

5. DUTIES AND OBLIGATIONS OF CPS

In exchange for the fees described in Section 8, and paid by the School to CPS, CPS shall perform Management Services and Ancillary Services as follows (some of which are further described in this Section 5):

Management Services:

- Facility – find adequate facility; coordinate major repairs/renovations

- Finance – budget preparation, cooperation with audit
- Fundraising, Marketing, and Advocacy
- Human Resources – recruit principal, teachers, and all other School Employees
- Operations – develop and support curriculum, implement and train on equipment
- Startup – manage startup process
- Talent Development – provide initial training and ongoing professional development for personnel
- Oversight – supervise and manage performance of principal
- Procurement –insurance, employee benefits, IT equipment, miscellaneous services (banking, IT support, etc.)
- Board Relations – provide Board management services including organizing and noticing meetings of the Board of Directors of the School and recruiting and proposing to the nominating committee candidates for the Board for appointment by the Board pursuant to the School Bylaws

Ancillary Services:

- Accounting Services – provide transactional bookkeeping services (accounts payable, accounts receivable, general ledger), in accordance with Charter School Fiscal Policies and the Table of Authorities. Monthly close, including bank reconciliations, monthly financial statements, variance reporting, and board reports. Provide reports specific to grants where required. Detailed activities are described in section 5.10.
- Performance Management and Evaluation Services – implementation, maintenance and enhancements of various data management systems to produce performance metrics and other reports as needed. Services will also include monitoring and data integrity, staff training on the use of various data management systems, including understanding how to utilize reports to improve program implementation. Evaluative and research services, such as analysis and reporting of program effectiveness and conducting quantitative and qualitative research studies. Periodic environmental scans to ensure best practices are being implemented in the performance management, evaluation and research areas CPS may, but is not obligated to, provide additional services for additional compensation. CPS may perform functions off-site, except as prohibited by State law. CPSmay utilize web-based systems to provide support and counsel to the School.

5.1 Curriculum.

CPS shall furnish the School curriculum, which curriculum shall remain the property of CPS. CPS shall support the school in implementing the curriculum in a manner that is consistent with all applicable laws, including requirements regarding content and subjects of instruction, unless such requirement has been waived by the relevant authorities. CPS will provide the School with information and systems for implementing the curriculum and initial staff training. The curriculum will include scope and sequence, an assessment system, a daily schedule and a variety of curriculum materials and related documents.

5.2 Student Evaluation.

CPS shall implement qualitative and quantitative student performance evaluation systems as appropriate from time to time assess the educational progress of each student at the School in

accordance with the goals set forth in the Charter Contract and any additional guidelines set forth by the Authorizer. Any such evaluation systems shall remain the property of CPS. The School shall, with CPS' assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The School, with CPS' assistance, shall maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. CPS and the School shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parent, teacher, and student satisfaction.

5.3 Finance.

Each February, CPS will initiate the annual budgeting process for the School beginning with an analysis of the School's financial reports to date and an evaluation of the accuracy of the critical cost assumptions and drivers. Between February and April, draft budget materials, including current fiscal year performance and proposed staffing models will be circulated. By April 15, CPS will present a draft budget to the Finance Committee of the School's Board of Directors. CPS will work with the Finance Committee to finalize a budget for presentation at the May Board of Directors' meeting and approval by June 15. CPS shall cooperate and provide all reasonably requested information, to the extent such information is in possession or under the control of CPS, needed to complete an annual audit of the School by a firm engaged by the School.

5.4 Principal.

The accountability of CPS to the School is an essential foundation of the Parties' relationship, and the performance of the Principal is critical to the School's success. Therefore, CPS shall have the authority and responsibility, to the maximum extent consistent with State law, to recruit and supervise the Principal and to hold him or her accountable for the success of the School. CPS shall nominate a candidate to become the Principal. The Board of Directors shall vote on whether to accept the candidate nominated by CPS. If the Board of Directors votes not to accept the candidate, CPS shall nominate additional candidates until the Board of Directors and CPS agree that a candidate so nominated meets their shared standards of excellence. CPS shall present the proposed terms of the Principal's employment to the Board of Directors, including therein the duties and compensation of the Principal. The Board of Directors shall then vote on the approval of the terms of the Principal's employment. Consistent with the provisions of the Connecticut Teacher Tenure Law, Conn. Gen. Stat. §10-151, the Principal shall serve pursuant to a year-to-year contract, which contract may be renewed by the Board of Directors, subject to approval by CPS. If either the Board of Directors or CPS wishes not to renew the Principal's contract, it shall not be renewed. In that event, CPS shall nominate a new candidate to become the Principal (and present proposed terms of that Principal's employment), as provided above, until the Board of Directors and CPS agree that a candidate so nominated meets their shared standards of excellence. The Principal shall coordinate the management of the School with, and report on a day to day basis to a designee specified by CPS. Notwithstanding the foregoing, the Principal shall be an employee of the School. CPS shall provide to the Board of Directors an annual report regarding the Principal's performance. CPS will (a) provide an intensive leadership training program for the Principal, (b) collaborate with the Board of Directors of the School to conduct a Principal evaluation once per year, using a comprehensive performance assessment model and (c) provide ongoing coaching and training for the Principal.

5.5 Teachers and Other School Personnel.

CPS shall support the School in the recruitment of teachers, administrators, and other personnel for the School. Specifically, CPS will work to build a pool of qualified applicants through advertising, networking and other methods. CPS will conduct preliminary screens of candidates and will forward resumes of promising candidates to the Principal. The Principal shall have the final authority to hire such teachers, administrators, and other personnel. CPS may recommend termination of a School employee. The School shall have the authority to determine the compensation of all School employees.

CPS, in conjunction with the Principal, shall perform the following personnel functions:

(a) determining staffing levels;

(b) determining staff responsibilities;

(c) providing counsel as to evaluation and discipline of personnel;

(d) initial training in CPS' methods, curriculum, program, and technology to all teaching personnel, including professional development;

(e) training for all non-teaching personnel as CPS, in consultation with the Principal, determines is necessary. In determining a budget for all personnel related expenses, over time, CPS will assist the School (specifically the Principal and other to-be-determined administrators) to develop the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the Capital Prep Model methodology. CPS will continue to work closely with the Principal to jointly plan and deliver ongoing teacher training. Should there be a change in Principal at the School, CPS will again become involved more directly in initial teacher training until the new Principal is able to run this training independently.

5.6 Equipment and Information Technology.

CPS will manage the School's start-up process. It will facilitate the School's purchase, at the School's expense, of desks and other furniture, equipment, media materials, and other similar materials and furnishings integral to the operation of a school. In addition, CPS will provide the following computer and IT support to the School:

(a) maintaining and providing training in the use of a central file server containing electronic curricular and school administration resources;

(b) providing training in the use of a student information system specifically designed to support the CPS program;

(c) recommending and ensuring the effective implementation of a data back-up protocol;

(d) providing a phone system and voicemail support; and

All vendor products and services will be paid for by the School, unless otherwise specified by CPS.

5.7 School Evaluation.

CPS will conduct a thorough school evaluation within three years of the Effective Date. The evaluation will be designed as a comprehensive school inspection by a team of both CPS and outside evaluators. The team will engage in some or all of the following activities in connection with the evaluation: observe

classes and other school operations, analyze a wide variety of data, review student work samples, meet with parents, students, and teachers, and engage in other activities designed to obtain a detailed picture of school and student success in preparation for charter renewal.

5.8 Fundraising.

CPS will conduct fundraising activities on behalf of the School and other charter schools which CPS may manage or proposes to manage. Monies raised from CPS fundraising activities specifically for the School shall be given to or used for the benefit of the School. Other monies derived from general CPS fundraising activities shall be used or distributed as CPS deems appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the charter schools that CPS may manage or proposes to manage.

5.9 Marketing; Advocacy.

CPS will market and advocate for the School.

5.10 Bookkeeping and Financial Reporting.

As part of Ancillary Services, CPS will provide transactional financial services as well as financial reporting. CPS will review and verify the School's bank deposits, enter receipts in the accounting system, and reconcile the cash received log monthly, reporting any discrepancies to the Principal. Any School funds received at CPS will be deposited in the School bank account with notification to the School Principal. CPS will perform a monthly reconciliation of the School's bank accounts and provide copies of the bank reconciliations to the School Principal each month.

CPS will monitor the School's cash flow needs. CPS and the School Principal (or designee) will address difficult cash flow issues with vendors and funders and recommend a Line of Credit to the School's Board of Directors if and when appropriate. CPS will process invoices for payment and print checks to be returned to the School for signature (in accordance with the Table of Authorities adopted by the Board of Directors of the School) and mailing to the vendors. One copy of the check register will be maintained at CPS and one copy will be sent to the School. CPS will download monthly credit card statements from the bank website, export the charges to a spreadsheet, and process them for payment in the same manner as invoices. CPS will process expense reports and reimbursements and will write checks when necessary (for Signature at the School pursuant to the Table of Authorities) to replenish petty cash.

CPS will upload employee payroll information as necessary to the payroll vendor and, after review and approval by the School, submit payroll for processing. CPS may purchase items and/or services on behalf of the School subject to authorization as required by the Board. CPS will bill the School for such items and services. CPS will assist the School in maintaining a current inventory of fixed assets. CPS will determine the method of depreciation to be used for each category of financial assets. The School will consult with CPS when the disposal of a fixed asset is being contemplated.

CPS will provide monthly financial reports to the School Principal and the Board including bank reconciliations, Statement of Financial Position (Balance Sheet), Statement of Activities (Profit and Loss Statement) including budgeted and actual revenue and expense, and a Cash Flow Report.

6. DUTIES AND OBLIGATIONS OF THE SCHOOL

In addition to any duties and obligations expressly attributed to the School as set forth in Article 5, the School (and CPS) shall have the following duties and obligations:

6.1 Provision of Suitable School Facilities.

(a) The School is responsible for purchasing or leasing adequate facilities. CPS will find an adequate facility and coordinate major repairs and renovations.

(b) The School shall procure and maintain insurance, or otherwise hold CPS harmless, for damage or loss to the property. CPS shall not be liable under any lease or other document pertaining to a facility unless it specifically, and in writing, agrees to be.

6.2 Annual Audit.

The School shall arrange and pay for an annual audit of the School to be conducted in compliance with State law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Board of Directors of the School, who shall consult with CPS prior to selecting the certified public accountant.

6.3 Payroll, Employee Salaries and Benefits.

The School shall be responsible and accountable for the funding and payment of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed by the School. All such payments shall be made on a timely basis, in accordance with all State and federal laws and regulations, including all tax requirements.

6.4 Power and Authority.

The School shall ensure that CPS has all power and authority necessary to carry out the duties of CPS under this Agreement. This shall include ensuring that no other entity or any individual, including any officer, agent or director of the School, has or exercises any authority which might interfere with the duties of CPS.

6.5 State and Federal Waivers.

The School shall, with CPS' assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the Capital Prep Model.

7. OPERATION OF THE SCHOOL

7.1 Students with Special Needs.

The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. As required by law, the School shall be open to individuals with handicapping conditions and other special needs. CPS may, on behalf of the School, subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which shall not be unreasonably withheld. Any cost, fee or expense associated with such subcontract will be paid by the School. The School will be reimbursed by students' home districts for special education services. The home district may choose from one of three options:

- Reimburse by flat fee;
- Reimburse by fee schedule;
- Provide the actual service or service provider.

7.2 Recruitment and Admission.

CPS and the School shall be jointly responsible for the recruitment of students that meet the target population, as set forth in the Charter Contract and the administration of the lottery. The School and CPS shall encourage applications that will result in a student body reflecting the racial, ethnic, academic, and economic diversity of the community which the School most directly serves as well as students not from historically disadvantaged communities in order to reduce racial, ethnic and/or economic isolation. Application by or for students shall be voluntary and shall be in writing. Admission shall be open to all individuals who reside within the area to be served, on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. If there are more applications for enrollment for any grade in the School than there are spaces available for such grade, students shall be selected using a random selection process, provided however, to the extent permitted by law, preference for enrollment will be given first to students who were enrolled in the School in the previous year, then to students residing in the school district in which the School is located, and then to students from the surrounding communities who are not from historically disadvantaged populations to the extent necessary to reduce racial, ethnic and/or economic isolation.

7.3 School Day and Year for Students.

The normal school day shall be approximately 7 hours. [BRIDGEPORT CHARTER SCHOOL] will be a year-round school. The traditional 180-day calendar will be amended to include a six-week, 30 days, summer academy, for a total of 210 school days. There will be five (5) quints, or marking periods, that end in May.

7.4 School Policies.

The School and CPS are committed to the success of the educational program set forth in the Capital Prep Model (described in Charter Application Sections I - IV) and related documents, which are part of the Charter Contract, and which are incorporated by reference herein. Consequently, CPS shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the School to implement the Capital Prep Model; and the School shall exercise good faith in considering and adopting CPS' recommendations, so that CPS' School Model may be properly implemented.

7.5 Due Process.

The School shall provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records. The Principal shall have the authority to suspend a student as provided for in the Charter Contract or in subsequent policies adopted by the Board of Directors. Only the Board of Directors or designated hearing officer(s) may expel a student, based on a recommendation by the Principal.

7.6 Family Educational Rights and Privacy Act.

The School hereby designates employees of CPS as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). CPS, its officers and employees shall comply with FERPA at all times.

8. FINANCIAL ARRANGEMENTS

8.1 Funding Eligibility.

The Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive all applicable funds to which the School is entitled. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. CPS shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The School shall permit CPS to review any such applications and reports prior to their submission, and CPS shall have the right to assume control of the application and report process if and to the extent it deems it appropriate to do so.

8.2 Donations and Grants.

Both the School and CPS may solicit and receive grants and donations consistent with the mission of the School.

8.3 Extracurricular Fees.

Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

8.4 Service Fees Payable to CPS .

(a) For each school year covered by this Agreement (those school years being five successive 12-month periods, each beginning on July 1, and the first beginning on July 1, 2014), the School shall pay CPS a fee for Management Services equal to ten percent (10%) of Public Funding (the "Management Services Fee").

(b) The fee for Ancillary Services shall be a monthly fee negotiated annually between the parties during the budget process.

(c) The Service Fees shall be due and payable in four equal installments on the fifteenth day of October, January, April and July.

(d) In addition to the foregoing, CPS shall be entitled to fees for services provided prior to July 1, 2014 as agreed upon between CPS and the School.

8.5 CPS Not Required to Make Loans or Advances.

CPS may but is not required to advance or loan any funds to the School.

9. PROPRIETARY AND CONFIDENTIAL INFORMATION

9.1 Confidential Information.

"Confidential Information" means:

(a) any and all technical and non-technical information, whether communicated orally or in writing, including, without limitation, patent, copyright, trade secret and proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, formulae, apparatus and equipment related to the current, future and proposed products, services, or projects of CPS, and includes, without limitation, information concerning research, experimental work, development, design details and specifications, engineering, financial information, procurement requirements, purchasing, manufacturing, customer lists, business forecasts and sales and marketing plans, and any Derivatives of the foregoing whether created by CPS or the School;

(b) any instructional materials, training materials, curriculum and lesson plans, and any other materials developed by CPS, its employees, agents or subcontractors, any individual working for or supervised by CPS, or any individual employed by the School working primarily at the School;

(c) any information that CPS treats or maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally;

(d) any information disclosed by CPS to the School or known by the School as a result of the relationship created by this Agreement, which information is not generally known or publicly available and that in any way relates to CPS' products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and

(e) all information received in confidence from third parties by CPS.

"Confidential Information" shall not include Student Confidential Information.

9.2 Derivatives.

"Derivatives" means:

(a) for copyrightable or copyrighted material, any translation, abridgement, revision or other form in which an existing work may be recast, transformed or adapted;

(b) for patentable or patented material, any improvement thereon; and

(c) for material which is protected by trade secret, any new material derived from such existing trade secret material, including new material which may be protected by copyright, patent, trade secret, and/or any other recognized proprietary right.

9.3 Marks.

"Marks" means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to CPS. Such materials shall include, but are not limited to, "Capital Preparatory Schools, Inc.," "Capital Prep" and "[BRIDGEPORT CHARTER SCHOOL]".

9.4 Treatment of Marks.

(a) Ownership of Marks. All Marks, whether created by CPS or the School, remain the property of CPS, and no license or other right to use, modify and/or sell the Marks is granted or implied hereby, except as set forth in Section 9.4(b).

(b) License to the School. CPS hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to Use the Marks during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to Use the Marks, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants comply with the terms of this Article 9.

(c) Cease of Use of Marks. Upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the extent that the School's corporate name, curriculum or any other materials include any of the Marks, including but not limited to the CPS name, and unless expressly agreed to in writing by CPS, the School shall immediately upon termination or expiration of this Agreement (i) return to CPS or destroy such materials as may be returned or destroyed and (ii) change such name and/or materials so that they do not include any of the Marks, or any portion of the Marks.

(d) School agrees that the phrase "Capital Prep" or "[BRIDGEPORT CHARTER SCHOOL]" refers to the unique methods developed by CPS for students from historically disadvantaged populations. Should the School and CPS contract terminate, the School agrees that it must rename itself and cannot use any version of the above phrases or CPS or Capital Preparatory Schools, Inc. or [BRIDGEPORT CHARTER SCHOOL].

9.5 Treatment of Confidential Information.

(a) Ownership of Confidential Information. All Confidential Information and any Derivatives thereof, whether created by CPS or the School, remain the property of CPS, and no license or other right to use, modify and/or sell the Confidential Information and any Derivatives thereof is granted or implied hereby, except as set forth in Section 9.5(b).

(b) License to the School. CPS hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to have access to and Use the Confidential Information during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to have access to and Use the Confidential Information, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants agree in writing to comply with the terms of this Article 9.

(c) Use of Third Party Proprietary Information. The School will not knowingly infringe upon, or permit any of its employees or agents to knowingly infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement, and if the School becomes aware of any such infringement or alleged instance of infringement, the School agrees to notify CPS promptly in writing.

(d) Disclosure of Confidential Information. The School acknowledges that prior to the Term, CPS may have disclosed, and during the Term CPS may disclose, Confidential Information to the School, including that information which is currently in existence as well as that which may be created in the future.

(i) The School agrees that it will not at any time or in any manner, directly or indirectly, disclose any Confidential Information to any third party without the prior written consent of CPS. CPS agrees that it shall not unreasonably withhold such written authorization.

(ii) The School shall treat all Confidential Information with the same degree of care as a reasonable and prudent person would accord his or her own confidential information, and shall use its best efforts to assure that it, its employees and its agents do not disclose or Use such Confidential Information, other than as may be reasonably necessary in connection with the performance of this Agreement.

(iii) To the extent a final order from a Regulatory Authority requires the School to disclose any Confidential Information, the School shall not be considered in breach of this Section 9.5(d); provided that the School provides prior notice to CPS, if permitted by the Regulatory Authority.

(e) Return of Confidential Information. Any and all Confidential Information and any Derivatives thereof, including all written and electronic copies, in the School's possession or control shall be returned to CPS promptly upon termination or expiration of this Agreement or upon request by CPS. All materials furnished by CPS to the School in connection with any Confidential Information and any Derivatives thereof, including all written and electronic copies, shall be returned to CPS promptly upon termination or expiration of this Agreement or upon request by CPS. Upon such return, the School will not have any right to Use the CPS Confidential Information, nor any Derivatives thereof, nor such materials.

(f) Rights to Confidential Information. Except as required for the Parties' performance hereunder, nothing in this Agreement shall be construed to require CPS to provide, or to entitle the School to obtain, any Confidential Information or any rights therein.

9.6 Specific Performance.

In addition to all of the remedies otherwise available to CPS, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 9, CPS shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 9. All of CPS' remedies for breach of this Article 9 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that CPS' rights under this Article 9 are special and unique and that any violation of this Article 9 by the School would not be adequately compensated by money damages alone.

10. INDEMNIFICATION AND INSURANCE

10.1 Representations and Warranties.

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties.

10.2 Indemnification of the School.

CPS shall hold the School and its directors, officers, successors, assigns, employees and agents (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs, plus reasonable attorneys' fees and expenses and interest (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of CPS' gross negligence or intentional misconduct.

10.3 Indemnification of CPS .

The School shall hold CPS and its affiliates and the shareholders, directors, officers, partners, successors, assigns, employees and agents of each of them (the "CPS Indemnified Persons") harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any CPS Indemnified Person resulting from or arising out of the School's gross negligence or intentional misconduct.

10.4 Limitation on Liability of CPS .

Notwithstanding anything in this Agreement to the contrary, the liability of CPS to the School Indemnified Persons, whether based on an action or claim in contract, equity, negligence, tort or otherwise (including, for clarity, in connection with any Indemnified Claims under Section 10.2), for any and all events, acts or omissions shall not in aggregate exceed an amount equal to the amount of any insurance proceeds (if any) available under the insurance policies held by CPS for the events, acts or omissions giving rise to the liability of CPS .

10.5 Limitation on Liability of School.

Notwithstanding anything in this Agreement to the contrary, the liability of School to the CPS Indemnified Persons, whether based on an action or claim in contract, equity, negligence, tort or otherwise (including, for clarity, in connection with any Indemnified Claims under Section 10.2), for any and all events, acts or omissions shall not in aggregate exceed the amount equal to the amount of any insurance proceeds (if any) available under the insurance policies held by the School for the events, acts or omissions giving rise to the liability of the School; provided, however, that, the limitations or exculpations of liability set forth in this Section 10.5 shall not apply to (i) misuse or infringement of CPS or any third party's intellectual property or any breaches of Article 9 or (ii) the failure of the School to make any payments due to CPS under this Agreement.

10.6 Payment.

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 10. Upon judgment, determination, settlement or compromise of any Third Party Claim, the Indemnifying Party shall pay promptly any amount due under this Article 10 on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party or such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

10.7 Adjustment of Liability.

In the event an Indemnifying Party is required to make any payment under this Article 10, the payment shall be reduced by any third party payments actually received by the Indemnified Party with respect to the damages, liability, obligation, loss, claim or other amount which gave rise to the requirement to make a payment under this Article 10, after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

10.8 Insurance.

CPS and the School shall each carry, at its own expense, property, public liability, and worker's compensation insurance, with the other party designated as an additional insured (on coverage other than workers compensation), in amounts adequate to protect the interests of the other party.

10.9 Loans from CPS to the School.

Any loan or advance made by CPS to the School shall not be subject to the foregoing provisions of this Article 10, and shall instead be subject to the terms of such loan or advance.

11. DURATION AND RATIFICATION; TERMINATION

11.1 Duration and Ratification.

The term of this contract shall be from the date of its signing until June 30, 2019. This contract will be automatically renewed for an additional term of five years unless either side gives written notice of its intent not to renew at least six months in advance of its termination date.

11.2 Termination by the School.

The School may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 11.2, the term "for cause" shall mean:

(i) CPS becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;

(ii) CPS has been found by an arbitrator to have been grossly negligent in the use of funds to which the School is entitled;

(iii) a Regulatory Authority has revoked any license which may be required for CPS to carry on its business and perform its obligations and functions under this Agreement;

(iv) subject to Section 6.6, CPS violates any provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School;

(v) CPS materially breaches any of the material terms and conditions of this Agreement;

(vi) the Authorizer revokes its Charter Contract with the School;

(vii) the State revokes the Charter Contract between the Authorizer and the School pursuant to State statute; or

(viii) subject to Section 6.6, the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School's Charter Contract with the Authorizer materially violates the School's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.

(b) CPS Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 11.2(a), the School shall give CPS written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, CPS shall have until the end of the fiscal year or sixty days, whichever is longer, to remedy the breach (the "Cure Period"). If the breach is not corrected within the Cure Period, the School may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 11.2, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the Capital Prep Model, the School's termination right under Section 11.2(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 6.6. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of CPS, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of CPS and the School, the School's right to terminate, and CPS' right to cure, will be restored as set forth in Section 11.2(a) and Section 11.2(b).

11.3 Termination by CPS .

CPS may terminate this Agreement in accordance with the following provisions:

(a) Termination For Cause. Subject to the provisions of subparagraph (b) below, CPS may terminate this Agreement for cause at any time during the Term. For purposes of this Section, the term "for cause" shall mean that:

(i) the School materially breaches any of the material terms and conditions of this Agreement;

(ii) the School fails to comply with a material provision of its Bylaws;

(iii) subject to Section 6.6, the School violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to CPS or to the School;

(iv) the School takes any action which materially interferes with the ability of CPS to perform under this Agreement;

(v) the School refuses or willfully fails to follow any material direction of CPS related to implementation of the Capital Prep Model;

(vi) the Authorizer revokes its Charter Contract with the School;

(vii) the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School's Charter Contract with the Authorizer materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which CPS was a party on the Effective Date.

(b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 11.3(a), CPS shall give the School a Termination Notice specifying the Section of this Agreement upon which CPS is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, CPS may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of Section 11.3, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the Capital Prep Model, CPS' termination right under Section 11.3(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 6.6. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of CPS, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of CPS and the School, the CPS' right to terminate, and the School's right to cure, will be restored as set forth in Section 11.2(a) and Section 11.2(b).

11.4 Termination Upon Agreement of the Parties.

This Agreement may be terminated upon written agreement of the Parties.

11.5 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of Article 11, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

11.6 Payments.

Upon termination of this Agreement for any reason, the School shall pay CPS any previously unpaid portion of the Service Fees for services performed by CPS until the time of termination.

In addition to the above, it is anticipated that CPS may advance money, secure, underwrite or guaranty loans, leases or similar instruments for the benefit of the School. Upon termination of this Agreement for any reason, any such monies loaned or advanced to the School by CPS shall become immediately due

and payable to CPS unless CPS agrees in writing otherwise. CPS shall be entitled to recover its costs, including attorneys fees, incurred in enforcing this provision.

11.7 Assistance Following Termination by CPS .

In the event of termination of this Agreement by CPS, CPS shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another plan for management of the School, whether by the School itself or with another charter management organization. During the Termination Assistance Period, CPS will be entitled to receive and the School shall continue to pay CPS' Service Fees and shall reimburse CPS for all expenses incurred by CPS in providing such transition assistance.

11.8 Records upon Termination.

Upon termination or expiration of this Agreement for any reason, CPS shall give to the School all student, fiscal and other School records.

12. GOVERNING LAW, DISPUTE RESOLUTION, JURY WAIVER, AND VENUE

12.1 Governing Law.

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of Connecticut, without giving effect to the principles of conflict of laws thereof; provided, however, that the Federal Arbitration Act, to the extent applicable and inconsistent, will supersede the laws of Connecticut and shall govern.

12.2 Alternative Dispute Resolution.

(a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or Claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a "Dispute"), except for a Claim by CPS relating to its intellectual property rights (including under Article 9), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty calendar days from delivery of the notice of intent to negotiate, either Party may give written notice to the other of a demand for arbitration, whereupon the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.

(b) All claims and controversies arising out of this Agreement shall be settled and decided in binding arbitration before the American Arbitration Association ("AAA") in accordance with the Commercial Arbitration Rules of AAA except as otherwise modified as follows. In the event either party elects to arbitrate any claim or controversy hereunder, such party shall provide written notice of such election ("Notice") to the other party and the Regional Director of the AAA having jurisdiction in Hartford, Connecticut (the "Regional Director"). Within ten (10) days of such other party's receipt of such Notice, both parties shall each select one (1) individual to serve as arbitrators on the panel for the hearing, and shall notify the other party in writing of such selection. Such notice shall identify the arbitrator selected

and include a copy of his or her resume. Within twenty (20) days following the other party's receipt of the Notice, these arbitrators shall mutually agree upon and select a third and neutral arbitrator for such panel, and provide written notice of such selection to the parties and the Regional Director, which notice shall identify such arbitrator and include a copy of his or her resume. In the event that the party-selected arbitrators fail to select the third and neutral arbitrator within the above requisite time period for such selection, the AAA shall appoint such arbitrator. The neutral arbitrator shall be the chairperson of the panel. All arbitration proceedings shall be held in Hartford, Connecticut. While the arbitration panel shall select the remedy for all breaches of either party's obligations under this Agreement, such panel shall not modify the remedies specifically set forth in this Agreement. Except as set forth in Section 11.6 (payments upon termination), each party shall bear its own costs and attorneys' fees. The determination of the arbitration panel shall be final and binding upon the parties. The determination shall be in the form of a written award, with written findings of fact, and may be specifically enforced by any court of appropriate jurisdiction. All legal issues arising in connection with any such arbitration proceedings shall be governed by the laws of the State of Connecticut.

12.3 Waiver of Jury Trial.

The Parties knowingly and willingly waive the right to a jury trial with respect to any Dispute, whether or not subject to the foregoing arbitration provision, and including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason.

12.4 Venue When Judicial Resort is Authorized.

Any action to confirm or vacate an arbitral award rendered pursuant to Section 12.2 shall be brought in the courts of Connecticut located in Hartford or the courts of the United States serving Connecticut. Nothing herein shall limit the right of either Party, following the confirmation of an arbitral award, to seek to enforce such award in any appropriate state or federal court. Nothing herein shall limit the right of either Party to seek redress with respect to any Dispute not subject to the foregoing arbitration provision (including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason) in any state or federal court.

13. NOTICE

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

CPS:

Dr. Stephen Perry, Head of Schools
Capital Preparatory Schools, Inc.
1304 Main Street
Hartford, CT 06103

The School:

[ ]

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

14. INTERPRETATION AND CONSTRUCTION; AMENDMENT

14.1 Recitals and Exhibits.

The recitals and exhibits to this Agreement are hereby incorporated herein as an integral part of this Agreement. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibit, the terms and provisions of this Agreement shall control.

14.2 Defined Terms and Use of Terms.

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

14.3 Section Headings.

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

14.4 Counterparts.

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

14.5 Entiré Agreement.

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, including the Term Sheet that forms a part of the Charter Contract, are superseded by this Agreement.

14.6 Modifications and Amendments; No Parol Evidence.

This Agreement may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Board of Directors and by CPS' Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment to or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

14.7 Severability.

In case anyone or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

14.8 Negotiated Agreement.

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by both of the Parties, notwithstanding any presumptions at law to the contrary.

15. MISCELLANEOUS

15.1 Breach and Waiver.

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

15.2 No Third Party Beneficiary Rights.

With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or CPS in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

15.3 Inspection and Access to Records.

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

15.4 Assignment.

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or involuntarily without the prior written consent of the other Party; provided, however, that CPS may assign its rights and obligations under this Agreement to a State not-for-profit organization that is (1) related to CPS by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and

the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

15.5 No Partnership.

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

15.6 Further Assurances.

The Parties agree to execute and deliver, or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

16. SURVIVAL

The provisions of Articles 3, 9, 10, 12, 13, 14 and this Article and Article 16, Sections 4.3, 11.6, 11.7, 11.8, 15.1, 15.2, 15.3, 15.4, 15.5, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provision that is stated to extend for a specified period of time shall survive only for such specified period of time.

- SIGNATURES ARE ON THE FOLLOWING PAGE -

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES

CAPITAL PREPARATORY SCHOOLS, INC.

By: _____

Title: _____

Date: _____

[BRIDGEPORT CHARTER SCHOOL]

By: _____

Title: _____

Date: _____

APPENDIX P – LETTERS OF SUPPORT

State of Connecticut
HOUSE OF REPRESENTATIVES
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

REPRESENTATIVE CHARLES D. CLEMONS, JR.
MAJORITY CAUCUS CHAIR
ONE HUNDRED TWENTY FOURTH ASSEMBLY DISTRICT

LEGISLATIVE OFFICE BUILDING
ROOM 4051
HARTFORD, CT 06106-1591

CAPITOL: 860-240-8585
TOLL FREE: 800-842-1902
FAX: 860-240-0206
E-MAIL: Charles.Clemons@cga.ct.gov

MEMBER
APPROPRIATIONS COMMITTEE
JUDICIARY COMMITTEE
PUBLIC SAFETY AND SECURITY COMMITTEE

January 2014

Commissioner Stefan Pryor
Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner Pryor;

Please accept this letter of support for the establishment of The Capital Preparatory Harbor School in Bridgeport.

As a state legislator, I have become aware of the opportunity to expand The Capital Preparatory Magnet School's successful model to Bridgeport as a charter school. I believe it is important to do all we can towards the closure of Connecticut's achievement gap and give our children every chance possible to be a success.

I look forward to working with the The Capital Preparatory Harbor School were you to grant them a charter to operate a school in Bridgeport. If you should have any questions, please feel free to contact me at (203) 675-0256.

Sincerely,

Charles "Don" Clemons Jr.

Charles "Don" Clemons, Jr.
State Representative – 124th District

Village Initiative Project, Inc.
"Inspiring Young Minds for Future Success"

V.I.P. College Prep Program
1000 Lafayette Boulevard, Suite 408
Bridgeport, CT 06604

Tel: (203) 394-6688
www.thecollegevip.org
Fax: (203) 368-0708

January 22, 2014

Stefan Pryor
Commissioner
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

RE: THE CAPITAL PREPARATORY HARBOR SCHOOL - BRIDGEPORT

Dear Commissioner Prior:

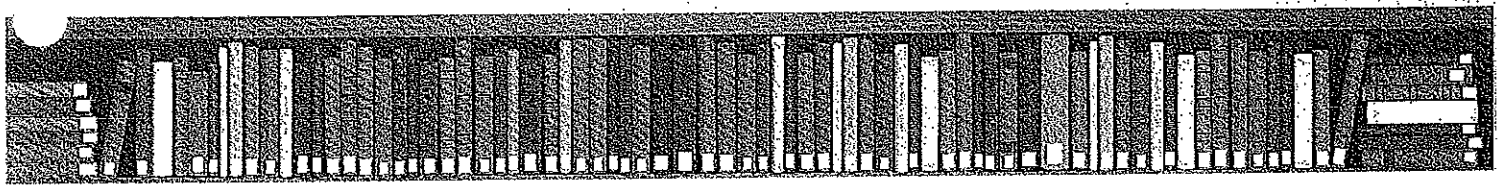
Please accept this letter as evidence of my support for the establishment of The Capital Preparatory Harbor School in Bridgeport. The Village Initiative Project, Inc.-V.I.P. College Preparatory & Life Skills Program staff have worked with youth in the City of Bridgeport for over 20 years. V.I.P. has successfully sparked an interest in hundreds of students, who otherwise would not be aware of or have the opportunity, to take advantage of higher education. The V.I.P. Program's main objective is to expose as many students as possible from the inner-cities of Connecticut to realize their potential to matriculate on the college level. Our program works directly with students in grades K-12.

Expanding The Capital Preparatory Magnet School's successful model to Bridgeport as a charter school, would have a positive impact on student education outcomes in this community. Additional resources are desperately needed in the Bridgeport school district. I wholeheartedly welcome expansion of choices for parents in regards to the education of their children.

I am excited, and look forward to working with The Capital Preparatory Harbor School were you to grant them a charter to operate a school in Bridgeport.

Sincerely,

Teresa M. Wilson
Executive Director



OFFICE OF THE MAYOR
CITY OF BRIDGEPORT, CONNECTICUT
MARGARET E. MORTON GOVERNMENT CENTER
999 BROAD STREET
BRIDGEPORT, CONNECTICUT 06604
TELEPHONE (203) 576-7201
FAX (203) 576-3913

BILL FINCH
Mayor

January 22, 2014

Stefan Pryor, Commissioner
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner Pryor:

As Mayor of Bridgeport, I am writing to express my full support of the proposal by Capital Prep Harbor School to open a state charter school in the fall of 2014 that will serve the children and families of Bridgeport. I am honored by the decision of the Capital Prep team to bring their outstanding academic model to Bridgeport within the context of a top-tier high school program. Having experienced substantial success in their Hartford-based magnet program, Capital Prep intends to prepare our students for college by laying an academic foundation that includes a rigorous curriculum and impresses intrinsic values of compassion, curiosity, global citizenship and critical problem solving.

With a penchant for providing a quality academic environment that is rooted in the community, Capital Prep has discussed plans to integrate students into college credit bearing classes in collaboration with Bridgeport's well-respected Housatonic Community College. I find Capital Prep's approach to holistically shaping young scholars into high achievers refreshing.

The Capital Prep Harbor School is integral to the City of Bridgeport's long-term vision of creating a safer, more economically viable, better-integrated community of residents across our city because of its internationally-recognized model of supporting the success of historically disadvantaged populations, as well as, its emphasis on social justice and community engagement. The proposed school will offer Bridgeport students a rigorous learning environment, infused with high expectations and mutual respect, focused on increased student achievement and community improvement.

Our students deserve the prestige and fortitude that Capital Prep's program will offer to them, as well as, their families. The Capital Prep team has worked diligently to engage with local community-based health and guidance centers, and seeks to provide expansive support services to students once they open their doors.

It is with unbridled enthusiasm that I offer this letter in support of Capital Prep Charter School to open in Bridgeport this coming fall school semester.

Sincerely,

Bill Finch
Mayor

Shiloh
BAPTIST CHURCH

January 20, 2014

Stefan Pryor, Commissioner
Connecticut State Department of Education
Hartford, CT 06106

Dear Commissioner Pryor,

Please accept this letter of support for Capital Preparatory Magnet School's Charter School application. Capital Preparatory has sustained a high level of success since its inception in 2006. The social justice theme is built on principles of applied learning, rigorous expectations, mutual accountability, and self-reflection. This prepares students for college, and supports their development into informed, global citizens and is ideal for the culturally and economically diverse student population in Bridgeport.

The Capital Preparatory model provides a tremendous education for all students, regardless of race or socioeconomic status. The Advisory model provides the culture of support engineered to give academic, social and cultural support throughout the student's time in school. It also provides a strong bridge between students, families, school and community.

Student led conferences, In House Leadership and teacher support through individualize teacher plans are all aspects of the Capital Prep culture that make it ideal for the large number of at risk students in the Bridgeport area. Please give your support to this exceptional opportunity for Bridgeport students.

In His Grace,

Carl McCluster

Reverend Carl McCluster
Senior Pastor, Shiloh Baptist Church – Bridgeport

477 Broad Street
Corner of Kenney & Broad
Bridgeport, CT 06604 - USA
(203) 549-8703 (203) 579-1504
pastormccl@gmail.com
www.faithandresults.com

Dear Mr. Perry,

I am writing you in support of your mission to bring Capital Prep. Harbor Charter School to Bridgeport. Bridgeport families deserve to have options to pursue an educational system that prepares their children to perform at their highest expectations academically as they prepare for college and beyond.

Sincerely,

Natasha Rivers

ACCESS
ACHIEVING COLLEGE & CAREER ENRICHMENT SKILLS FOR SUCCESS

January 24, 2014

To whom it may concern:

It is with great pleasure that I write this letter of support on behalf of ACCESS Educational Services, Inc. for The Capital Preparatory Harbor School in Bridgeport. We are especially excited about the expanded educational possibilities that this project could offer to Bridgeport students and their families.

The students that we serve are minority, some are low income, or will be a first generation college student. The activities that we offer aims to get our children interested in Science, Technology, Engineering, and Mathematics as well as Art and we provide them the support needed to gain access to opportunities available in our area and beyond related to STEM careers that will help them reach their full academic potential and professional goals. As with The Capital Preparatory model we expect all of our students to graduate from high school and attend a four year college.

Through our collaboration with the National Society of Black Engineers (NSBE) we encourage and recruit all students who reside in the Greater Bridgeport area to participate in our educational and social experiences that will help prepare them for 21st century career opportunities. Our activities are facilitated by collegiate and alumni members of the National NSBE organization as well as other professionals that we have identified to have the necessary education, knowledge and skills to execute our programs and activities.

We believe that The Capital Preparatory Harbor School could be a step in the right direction to helping to move our youth forward in Bridgeport and would be an enhancement to the wonderful opportunities that are currently already in place here. If you require any additional information please do not hesitate to contact me at 203.502.1838.

Sincerely,

Ms. Gwendolyn Brantley, MS
Founder/Executive Director
ACCESS Educational Services, Inc.

KRJMS INC.
Est. 2001

Kenneth R. Jackson's Mentoring Services, Inc.

Kenneth R. Jackson Sr., Founder

Dear Commissioner Prior
January 24, 2014
Re: The Capital Preparatory Harbor School

Please accept this letter as evidence of my support for the establishment of The Capital Preparatory Harbor School in Bridgeport. In my work in the city, I have become aware of the opportunity of expanding The Capital Preparatory Magnet School's successful model to Bridgeport as a Charter School.

I look forward to working with The Capital Preparatory Harbor School were you to grant them a charter to operate a school in Bridgeport. You see, I grew up in this city and I attended various schools in Bridgeport. Over the years the public school system has been going through a negative transition because of so many changing of the guard if you will. Meaning, Bridgeport has had too many uperintendents. With that in mind, how can a school district work if it can't even keep a steady Superintendent.

That's why the timing is just right for this type of school. We need it, we want it and the students that go there will excel in it. It has a proven track record. So I have all the confidence in the world that if given the opportunity to bring The Capital Preparatory Harbor School to Bridgeport, this city will be grateful and thankful that we now have a school that puts it students well being first.

PS: If you have any further questions, please do not hesitate to contact me at (203) 394-3798.

Regards,
Kenneth R. Jackson Sr.
Founder/CEO of Kenneth R. Jackson's
Mentoring Services Inc.

519 Connecticut Ave. Bridgeport, CT 06607 203 394-3798 <> krjmentoring@yahoo.com

APPENDIX Q – MODEL SPECIAL EDUCATION POLICIES AND PROCEDURES MANUAL

APPENDIX L – DRAFT GOVERNING COUNCIL BY-LAWS

BYLAWS
OF
[BRIDGEPORT CHARTER SCHOOL]

ARTICLE I
NAME; OFFICE

Section 1. Name. The name of this Corporation is [Bridgeport Charter School}

Section 2. Registered Office. The address of the principal place of business is _____

ARTICLE II
PURPOSE

Section 1. The nature of the activities to be conducted, or the purposes to be promoted or carried out by the Corporation are as follows:

A. To establish and operate a state-chartered public school in Bridgeport, Connecticut pursuant to Connecticut General Statutes section 10-66aa et. seq. to serve the needs of historically disadvantaged students in grades pre-K-12, hereinafter known as the School.

B. To do any and all things, make any and all contracts, and possess and utilize any and all powers necessary, convenient, or incident to furthering its purpose as aforesaid, with all rights, powers and privileges enumerated herein and in the statutes of the State of Connecticut regulating the formation and organization of corporations without capital stock.

ARTICLE III
BOARD OF DIRECTORS

Section 1. General Powers. The Board of Directors (hereinafter referred to as "Board") shall constitute the policy making body of the Corporation and shall have and may exercise, subject to law and the Certificate of Incorporation, all control and management of property, affairs and funds of this Corporation, and the power and authority to do and perform all acts and functions on behalf of this Corporation. The Board of Directors shall constitute the Governing Council of [Bridgeport Charter School] within the meaning of Connecticut General Statutes § 10-66aa et seq. and shall have overall responsibility for the operation and management of the School including, but not limited to, its curriculum, the development of staff and student policies, staffing, and financial operations.

Section 2. Number and Tenure of the Board of Directors.
A. The Board of Directors shall consist of no fewer than nine and no more than fifteen Directors.

B. The term of office for a Board member is two years. All Directors shall succeed the incumbent Directors whose terms have expired and shall serve for a term of two years or until their successors are duly appointed and qualified, except that a Director may be appointed to a shorter term to permit staggered terms or to fill the unexpired term of a Director who has resigned or been removed pursuant to these Bylaws.

Section 3. Method of Appointment.
A. The initial Board of Directors shall be appointed by the Incorporators. The initial Board shall include a teacher recommended by [the Bridgeport Federation of Teachers] who will serve only until a teacher from the School can be appointed. [Alternatively the initial board can be named in the Certificate of Incorporation]

B. Other than the initial Board, Directors shall be appointed by the Board of Directors.

C. The Board shall include the following:

i. the Chairperson of the Bridgeport Board of Education or his or her designee (provided the designee is a member of the board of education or the superintendent of schools for Bridgeport and is responsible for the oversight of charter school operations)

ii. a teacher from the School (to be appointed as soon as possible to take the place of the teacher initially appointed to the Board)

iii. a student from the School (to be appointed as soon as possible after the School begins operating)

iv. a parent or guardian of a student at the School (to be appointed as soon as possible after the School begins operating)

v. at least five but no more than eleven additional members from the Bridgeport area higher education, business, legal, faith-based, and/or social services communities.

All Directors will be counted in determining a quorum and will be entitled to vote.

D. The Principal of the School shall not be a Director but shall be a non-voting participant on the Board.

Section 4. Vacancies. In the event an interim vacancy occurs on the Board, the Directors shall appoint a qualified person as a member of the Board. Any Director so appointed shall remain a Director for the duration of his or her predecessor's unexpired term and may be reappointed in accordance with the provisions of this Article.

Section 5. Resignation and Removal. Any Director may resign at any time by giving written notice to the Chair or to the Secretary of the Corporation. A Director's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A Director shall be deemed to have resigned in the event of such Director's incapacity as determined by a court of competent jurisdiction. Any Director shall be removable by a two-thirds vote of the other Directors with or without cause.

Section 6. Compensation. Directors shall not receive any compensation for their services as a Director.

Section 7. Conflicts of interest. No Director may have a personal or financial interest in the assets, real or personal, of the School. No Director shall concurrently serve on the Board of Directors of the Charter Management Organization affiliated with the School or on the governing council of another charter school.

Section 8. Meetings.

Section 8.1. Annual Meeting. An annual meeting of the Board of Directors shall be held at a time and place as shall be designated by the Board. At the annual meeting the Board may elect officers pursuant to a policy adopted by the Board.

Section 8.2. Regular Meetings. The Board shall meet to conduct business and to review the Treasurer's accounts as frequently as it deems necessary but no less than four times per year (in addition to the annual meeting).

Section 8.3. Special Meetings. Special meetings may be called by the Chair of the Corporation or by two Directors of the Board. Special meetings shall require three (3) days' notice. The date, time and place at which said meetings will be held shall be determined by those calling the meeting.

Section 8.3. Notice of Meetings.
(a) Requirements. Notice of each meeting of the Board stating the date, time, and place of the meeting shall be given to each Director at such Director's business or residential address at least three (3) days prior thereto by first class mail, fax, or e-mail.

(b) Waiver of Notice. A Director may waive notice of any meeting before or after the time and date of the meeting stated in the notice. A Director's attendance at or participation in a meeting waives any required notice to that Director of the meeting unless: (i) at the beginning of the meeting or promptly upon the director's later arrival, the director objects to holding the meeting or transacting business at the meeting because of lack of notice or defective notice and does not thereafter vote for or assent to action taken at the meeting; or (ii) if special notice was required of a particular purpose pursuant to statute or these bylaws, the Director objects to transacting business with respect to the purpose for which such special notice was required and does not thereafter vote for or assent to action taken at the meeting with respect to such purpose.

Section 8.4. Quorum. A simple majority of all Directors shall constitute a quorum at any meeting of the Board of Directors. The act of a majority of the Directors present at a meeting where a quorum has been established shall be the act of the Board of Directors, except as otherwise required by the laws of the State of Connecticut, the Certificate of Incorporation or these Bylaws. For purposes of quorum, discussion, voting and all other matters dependent upon a Director's presence at a regular or special meeting of the Board of Directors, a Director shall be regarded as being present at a meeting of the Board of Directors if such Director is in telephonic or video and audio contact with each of the other Directors actually present at such meeting.

Section 8.5. Action without a Meeting.

(a) Any action, required or permitted to be taken at a meeting of the Board or any committee thereof, may be taken without a meeting if each and every member of the Board or committee consents in writing to such action.

(b) No action taken pursuant to this Section shall be effective unless writings describing the action taken and otherwise satisfying the requirements of subsection (a), signed by all Directors, are received by the Corporation. Any such writing may be received by the Corporation by electronically transmitted facsimile or other form of wire or wireless communication providing the Corporation with a complete copy of the document, including a copy of the signature on the document. Action taken pursuant to this Section shall be effective when the last writing necessary to effect the action is received by the Corporation unless the writings describing the action taken set forth a different effective date.

(c) Action taken pursuant to this Section has the same effect as action taken at a meeting of Directors and may be described as such in any document.

Section 8.6. Meetings by Telephone. Meetings of the Board or any committee thereof may be held by conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

ARTICLE IV
OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall be the Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board may from time to time establish. Officers shall be elected and shall serve at the pleasure of the Board.

Section 1.1. Chair. The Chair shall serve as Chairman of the Board of Directors and shall carry out those duties usually incident to the office of President. The Chair shall execute all documents on behalf of this Corporation unless the Board has generally or specifically delegated the authority to execute the document in question to another officer of the Corporation or employee of the School.

Section 1.2. Vice Chair of the Corporation. The Vice Chair shall act as Chair in the absence of the Chair, and when so acting, shall have the power and authority of the Chair. A Vice Chair shall carry out all duties delegated to him or her by the Chair.

Section 1.3. Secretary of the Corporation. The Secretary shall keep the minutes of all meetings, provide written notice of all meetings and copies of minutes of previous meetings in accordance with these Bylaws or as required by the laws of the State of Connecticut, and shall act as the custodian of this Corporation's records.

Section 1.4. Treasurer of the Corporation. The Treasurer shall be the principal financial officer of this Corporation and shall ensure that there is an adequate and correct accounting of the property and business transactions of this Corporation.

Section 2. Appointment. All corporate officers shall be elected annually by the Board. Upon election, each officer shall hold office until such officer's successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation or removal.

Section 3. Removal. Any officer elected by the Board may be removed at any time, for cause or without cause, by an affirmative vote of two-thirds (2/3) of all the Directors of the Board.

Section 4. Vacancy. In the event a vacancy occurs in any office, the Board shall elect, at a regular meeting or a special meeting of the Board, a person to succeed to such office.

ARTICLE V
COMMITTEES OF THE BOARD

Section 1. General. The Board may establish such standing and special committees as it determines from time to time. Each committee shall have and may exercise authority of the Board or take other actions to the extent permitted by law and expressly specified by policy established from time to time by the Board or as set forth in these Bylaws. Members of the committees shall be selected by and shall serve at the pleasure of the Board. The executive committee and the nominating committee (if any) shall each consist solely of Directors of the Board. Other committees may include individuals other than Directors of the Board, each of whom shall serve on such committee with vote, except that such committee may not exercise any power or authority reserved to the Board by the laws of the State of Connecticut, the Certificate of Incorporation, or these Bylaws. Unless otherwise determined by resolution of the Board, no committee of the Corporation shall have any authority to incur any corporate expense, make any representation or commitment on behalf of the Corporation, or take any other action on behalf of the Corporation without the express approval of the Board. The delegation of authority to any committee shall not operate to relieve the Board or any Director of the Board from any responsibility or standard of conduct imposed by law or these Bylaws. Rules governing procedures for meetings of any committee shall be the same as those set forth in these Bylaws or the Connecticut General Statutes unless the Board determines otherwise.

Section 2. Special Committees. A Special Committee of the Board of Directors shall limit its activities to the accomplishment of the tasks for which it is appointed, shall present a written report of its activities to the Board of Directors, and shall have no power to act except as is specifically conferred on such committee by the Board of Directors. Upon completion of the task for which it is appointed, a special committee of the Board of Directors shall stand discharged.

Section 3. Nominating Committee. The Nominating Committee shall be appointed by the Board every year sufficiently in advance of the annual meeting to propose a slate of candidates prior to the meeting. The Nominating Committee shall consist of the Chair and two members appointed by the Board. The purpose of the Nominating Committee is to establish a slate of candidates for the Board for the coming year. The Nominating Committee shall notify the Board of the proposed slate for the coming year prior to the annual meeting.

ARTICLE VI

CONTRACTS, AGREEMENTS, LEGAL INSTRUMENTS, CHECKS, DEPOSITS AND GIFTS

Section 1. Contracts, Agreements and Legal Instruments. Subject to any limitation contained in the Certificate of Incorporation or in the Bylaws, any officer of the Corporation may, in the name and on behalf of the Corporation, execute and deliver any contract or other instrument authorized in writing by the Board.

Section 2. Loans. No loan or advance shall be contracted by or on behalf of the Corporation, no negotiable paper or other evidence of its obligation under any loan or advance shall be issued in its name and no property of the Corporation shall be mortgaged, pledged, hypothecated, transferred or conveyed as security for the payment of any loan, advance, indebtedness or liability of the Corporation, unless and except as authorized by the Board. Any such authorization may be general or confined to specific instances but shall be in compliance with these Bylaws.

Section 3. Deposits. All funds and other valuable assets of the Corporation not otherwise employed shall be deposited from time to time to its credit in such banks or trust companies or other depositories as the Board may select or as from time to time may be selected by any officer or agent authorized to do so by the Board.

Section 4. Checks, Drafts, Etc. All notes, drafts, acceptances, checks, endorsements, and, subject to the provisions of these Bylaws, evidence of indebtedness of the Corporation shall be signed by such officer or officers or such agent or agents of the Corporation and in such manner as the Board from time to time may determine.

Section 5. Gifts. The Board may accept on behalf of the Corporation any gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VII
INDEMNIFICATION

Section 1. Liability of Directors. The personal liability of a Director to the Corporation for monetary damages for breach of duty as a Director is hereby limited, pursuant to Section 33-1026b of the Connecticut General Statutes, to the amount of the compensation received by the Director for serving the Corporation during the year of the violation if such breach did not (a) involve a knowing and culpable violation of law by the Director, (b) enable the Director or an associate, as defined in Section 33-840 of the Connecticut General Statutes, to receive an improper personal economic gain, (c) show a lack of good faith and a conscious disregard for the duty of the Director to the Corporation under circumstances in which the Director was aware that his conduct or omission created an unjustifiable risk of serious injury to the Corporation, or (d) constitute a sustained and unexcused pattern of inattention that amounted to an abdication of the Director's duty to the Corporation.

ARTICLE VIII
DISSOLUTION

The Corporation may be dissolved by a two-thirds (2/3) vote of the Directors in office. In the event that this Corporation shall be dissolved or wound up at any time, then all of the properties, monies, and assets of this Corporation remaining after provision has been made for payment of its known debts and liabilities as provided by law, shall be distributed to such other entity that is an exempt organization under Section 501(c)(3) of the Internal Revenue Code to be used for similar educational purposes as the Board shall determine, or to the federal government or the state or local government, for a public purpose.

ARTICLE IX
CONFLICT OF INTEREST POLICY

All Directors, Officers, and employees who are responsible for conducting the business of the Corporation shall avoid any conflict between their respective individual interests (including the interests of such person, any member of such person's family, or any entity in which such person has any legal, equitable, or fiduciary interest or position) and the interests of the Corporation in any and all actions taken by them on behalf of the Corporation. Any individual with a possible conflict of interest shall make such potential conflict known to the Board of Directors. After disclosing the potential conflict, the individual shall not vote or use personal influence on the matter; and he or she shall not be counted in determining the quorum for the meeting of the Board at which such potential conflict is discussed. The minutes of the meeting shall reflect that a disclosure of a potential conflict was made, that, after providing the basis for the potential conflict and his or her position regarding it, the person with the potential conflict was absent during the Board's discussion of and vote on the matter, and that a quorum of the Board was present and voting without counting that person. On an annual basis, each Director, Officer, and employee shall submit to the Secretary a conflict statement disclosing potential conflicts of interest, if any, on a form provided by the Corporation.

ARTICLE X
AMENDMENT OF BYLAWS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a two-thirds (2/3) majority vote of the Board of Directors at any regular or special meeting provided that notice of the proposed revision(s) shall be given in the written notice of the meeting.

ARTICLE XI
FISCAL YEAR

The fiscal year of this Corporation shall end on June 30th of each year.
Adopted by the Incorporators on this day of , 2013.

APPENDIX M – DRAFT GOVERNING COUNCIL OFFICER JOB DESCRIPTIONS

Job Description: Chair of the Council

Member of, Elected by and Reports to: The governing council

Supports: The Executive Director

Term of Office: One year; renewable for three consecutive years with the approval of a majority vote of the council.

General Responsibilities:

The chair is the senior volunteer leader of the organization who presides at all meetings of the governing council and other meetings as required. The Chair is an ex officio member of all committees of the organization. The Council Chair oversees implementation of council and organizational policies and ensures that appropriate administrative practices are established and maintained.

Specific Responsibilities:

1. Works with the CEO, other council officers, and committee chairs to develop the agendas for governing council meetings, and presides at these meetings.

2. In consultation with other council officers, appoints volunteers to key leadership positions, including positions as chair of council committees and task forces, and cultivates leadership succession.

3. Recognizes his or her responsibility to set an example for other council members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

4. Works with the Governing council and paid and volunteer leadership, in accordance with the organization's bylaws and mission, to establish and maintain systems for:

   - Planning the organization's human and financial resources and setting priorities for future development.

   - Reviewing operational effectiveness and setting priorities for future development.

   - Ensuring the legal and ethical standard.

   - Hiring and evaluating the organization's CEO.

   - Developing and maintaining an effective council culture.

· Developing an effective pipeline of future leaders of the council.

5. Works with the CEO and other council officers to develop both immediate and long-term goals and expectations for the council that support organizational priorities and governance concerns.

6. Communicates effectively with and supports the CEO in his/her job as manager of the organization. In this capacity, focuses on ensuring that the council governs rather than manages.

7. Works with the Committee Chairs and the CEO to keep apprised of committee work and to ensure that committees have the resources needed to do their job. Also, works to ensure effective and efficient communications between the committees and the Council.

8. Creates a safe environment for decision-making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in an effort to provide shared decision-making.

9. Communicates with the Council effectively so the council information systems focus on decision-making, stimulates participation and supports an appropriate balance of responsibility between council and staff.

10. Links with major stakeholders when it is agreed that the Chair is the most appropriate person to represent the organization at a key meeting, write an editorial for a newspaper, or thank a major donor.

Qualifications:

· Commitment to and energy to support the organization and its values; an understanding of the organization's mission and goals, and the distinctions between governance and management.

· Strong leadership skills to inspire a shared vision for the organization and for the Council's work. Stimulated by a commitment to the mission, the Chair should guide the Council toward articulating and committing to a commonly held perception of the future of the organization.

· Strong network of relationships within the greater community to leverage resources for the organization.

· Strong shared vision with staff about organizational mission and goals for student achievement.

· Strong facilitation and communication skills and an understanding of

group process.

· Objectivity so that dialog is productive and contributions are encouraged from all sides of an issue.

· Decisiveness in order to tackle and resolve difficult issues and to keep the business of the Council moving.

· An ability and willingness to support, encourage and develop a strong, entrepreneurial CEO.

· Strong organizational skills.

Indicators of effectiveness:

· Meets annual goals as identified and adopted at the beginning of the leadership term, including specific goals for development.

· Is perceived by other council members as being fair, open to all points of views, decisive, and contributing to a culture that focuses on results.

· Is perceived by senior staff as supporting and adding value to their work.

· Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

Job Description: Vice Chair of the Council

Member of, Elected by and Reports to: The governing council

Supports: The Chair

Term of Office: One year; renewable for three consecutive years with the approval of a majority vote of the council.

General Responsibilities:

The Vice Chair is the secondary volunteer leader of the organization and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.

Specific Responsibilities:

1. In Chair's absence:
   - Presides at meetings of governing council
   - Serves as ex officio member of standing committees
2. Recognizes his or her responsibility to set an example for other council members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
3. Works with the Chair to assist in developing the agendas for governing council meetings.
4. Advises the Chair on appointing volunteers to key leadership positions, including positions as chair of council committees and task forces.
5. Assists the Chair by taking on responsibility as necessary for communication with Committee Chairs.
6. Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
7. Represents the council in the community, especially at events at which the chair cannot attend.
8. Other duties as delegated by the Chair.

Qualifications:

· Commitment to and energy to support the charter school and its values; an understanding of the organization's mission and goals, and the distinctions between governance and management.

· Strong leadership and collaborative skills to support the Chair and to offer alternative proposals in the interest of best serving the organization.

· Strong facilitation and communication skills and an understanding of group process.

· Objectivity so that dialog is productive and contributions are encouraged from all sides of an issue.

· Decisiveness in order to tackle and resolve difficult issues and to keep the business of the council moving.

· Strong organizational skills.

Indicators of effectiveness:

· Meets annual goals as identified and adopted by the council at the beginning of the leadership term.

· Is perceived by other council members as being fair, open to all points of views, decisive, and contributing to a culture that focuses on results and student achievement.

· Is perceived by staff as supporting and adding value to their work.

· Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

Job Description: Treasurer

Member of and Elected by: The governing council

Reports to: The Chair and the Governing council

Supports: CEO, Business Manager, accountant or bookkeeper, and auditors as necessary.

Term of Office: One year; renewable for three consecutive years.

General Responsibilities:

Provides direction for the financial management of the organization and facilitates the council in meeting its financial oversight responsibilities.

Specific Responsibilities:

1. Chair of the Finance Committee.

2. Provides direction for the oversight of the organization's record keeping and accounting policies.

3. Ensures the presentation of timely and meaningful financial reports to the council.

4. Ensures the development of an annual budget and its submission to the Council for its approval. Leads the monitoring of budget implementation.

5. Oversees development and council review of financial policies and procedures. With the Finance Committee, monitors the adherence to financial policies and procedures adopted by the Council.

6. Develops and monitors any investment policies adopted by the Council.

7. Ensures that assets are protected and invested according to council policy.

8. Leads the council in assuring compliance with federal, state and other financial reporting requirements.

9. Presents the recommendation of the auditor to the Council for their approval. With the Finance Committee reviews the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Council.

10. Recognizes his or her responsibility to set an example for other council members

by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

11. Takes responsibility for designing an annual council education program so that all council members can effectively conduct oversight of the financial health of the organization.

Qualifications:

· The treasurer must display a commitment to the organization and its principles, mission and goals, and the distinctions between governance and management.

· A strong understanding of record keeping, accounting systems, financial reports and financial policies and procedures.

· An ability to focus on both the short-term and long-term financial health of the organization.

Indicators of effectiveness:

· Meets annual goals as identified and adopted by the council at the beginning of the leadership term.

· Is perceived by other council members as being transparent and efficient in delivering financial reports and as being aggressively protective of the integrity of the organization's fiscal management.

· Is perceived by staff as supporting and adding value to their work.

· Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

Job Description: Secretary

Member of and Elected by: The governing council

Reports to: The Chair and the governing council

Supports: Member of the staff or volunteer taking minutes.

Term of Office: One year; renewable for three consecutive years.

General Responsibilities:

Provides direction for the keeping of legal documents including minutes of all meetings of the council of the organization.

Specific Responsibilities:

1. Certify and keep at the principal office of the corporation the original, or a copy of the by-laws as amended or otherwise altered to date.

2. Keep at the principal office of the corporation or at such a place as the Council may determine a book of minutes of all meetings of the Trustees and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.

3. Present for approval by the Council copies of all minutes of meetings of the council.

4. Ensure that all notices are duly given in accordance with the provisions of the by-laws or as required by law.

5. In general, serves as the protocol officer of the council, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.

6. In general, perform all duties incident to the office of the Secretary and such other duties as may be required by law, by the Articles of Incorporation or by-laws, or which may be assigned to him or her from time to time by the governing council.

7. Recognizes his or her responsibility to set an example for other council members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

Qualifications:

· A commitment to the organization and an understanding of its values, mission and goals and the distinctions between governance and management.

· An understanding of the required record keeping and the laws of the jurisdiction (city, state) in which the organization operates.

· A capacity for attention to detail.

Indicators of effectiveness:

· Meets annual goals as identified and adopted by the council at the beginning of the leadership term.

· Is perceived by other council members as being an accurate and reasonable steward of the decision-making history of the organization and as being ever mindful of the duties and requirements of public service.

· Is perceived by staff as supporting and adding value to their work.

· Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

APPENDIX N – RESUMES OF GOVERNING COUNCIL MEMBERS

10 E. Bassett Lane
Derby, CT 06418
Phone: (203) 367-4839

Carl McCluster

Education

VA Union School of Theology/Yale Divinity Richmond, VA/New Haven, CT
- *Master of Divinity Degree*

Yale School of Organization and Management, New Haven, CT
- *Master of Public & Private Management Degree Candidate, 1990*

The Colorado College, Colorado Springs, Colorado
- *BA Political Economy, 1984*

United States Air Force Academy, USAFA, Colorado Springs, Colorado
- *Cadet - 1974*

U.S. Securities & Exchange Commission
- *Series 7 & 13 Certification, 1986*

Experience

1994 – Present ***Shiloh Baptist Church, Bridgeport, Connecticut***

Senior Pastor/Teacher

- Present regular weekly sermons and other teaching, lectures & training.
- Responsible for all Christian Education training activity, including developing, selecting and oversight and/or teaching for 6 weekly Bible studies.
- Provide and/or oversee counseling for active congregation of approximately 300 members and community residents.
- Direct and/or manage staff of 6 Clergy and 14 lay workers.
- Founded Community Development Corporation with programs and activities for youth, seniors, addiction services, jobs and homeownership education program.
- Economic and Financial Empowerment Director for New England Missionary Baptist Convention
- Lecturer and Economic Director for CT State Missionary Baptist Convention.
- Economic and Housing Chair for Interdenominational Ministerial Alliance
- Increased Shiloh Baptist Church revenue 250%
- Visioned, Developed and Implemented 5 Phase Physical Development Program
- Other regular activities, duties and responsibilities of inner city Pastor

1995 - Present **F.R.E.E.D.O.M., *Inc. Bridgeport, Connecticut***

Founder & Managing Director

Senior Program Officer for National Economic Development Consulting Firm

- Facilitating and preparing national training materials and orientations for Faith and Community Based Organizations, Homebuyer Education and Credit Counseling Agency Providers, Real Estate Professionals and the general public on affordable housing programs.
- Developed and oversee management of Housing Development, Homeownership Education and Counseling, Foreclosure Intervention and Prevention and Financial Literacy Empowerment Programs in 18 Major U.S. Markets
- Provide training for homebuyer education training and counseling service provider trainers.
- Establishing programs for structuring debt management plans for system program participants
- Overseeing Management of a national access database of all program participants for tracking and reporting purposes
- Developing and Implementing Faith-Based Initiatives
- Establishing and Maintaining New Business and Corporate Relations

2002 – Present **Neighborworks – HUD Intermediary Washington, D. C.**

Trainer

- Taught "Working With Faith-Based Organizations" in numerous Community Leadership Institutes and National Training Institutes.2002-2008
- Participated in Training of Trainers in 2004
- Provide capacity building and technical assistance to Neighborhood Reinvestment Corporation intermediary Counseling and Education Agencies through local training in multiple national markets.

2002 – 2008 **Freddie Mac, McLean, Virginia**

Consultant and Trainer

- Managed Development of National Electronic Training Platform for Housing Counselor Certification and Homebuyer Education (E-Cert)
- Provide assessment and analysis of potential community-based and faith-based homeownership counseling and development agencies.
- Developed and presented Freddie Mac National Faith-Based Affordable Housing & Community Development and Empowerment Training series
- Identified and trained homeownership counseling organizations to develop affordable lending initiatives in 12 markets.
- Certified Trainer for Freddie Mac Credit Smart Financial literacy products

1989 - 2007 ***M.C. Vision Real Estate, New Haven, CT***

Founder & Managing Partner

- Initiated and facilitated workforce homeownership education and credit counseling programs for Bridgeport Machines, Inc., St Vincent's Hospital, Bridgeport Hydraulic Corporation, and other corporations and collaboratives in lower Fairfield county
- Partnered with various Connecticut banks, non-profits and faith-based organizations in sponsoring and presenting homebuyer education programs in the Bridgeport, Stamford, New Haven and Hartford Connecticut markets
- Managed and directed sales staff and marketing efforts for busy inner-city real estate sales office

1986 – 1990 **Manufacturers Hanover Investment Banking, New York**

Corporate Fixed Income Security Advisor

- Provided securities trading advice to institutional corporate clients. Executed all trades with value of $1,000,000 or more.
- Delivered training for Corporate and Institutional Investment clients to heighten understanding and functionality of fixed income investments.

1976-1980 **United States Army – 7th Inf Div Ft Ord, California**

Brigade Level Legal Clerk

- Directed 11C Mortar Platoon in various live exercises
- Prepared and served legal paperwork from minor offenses to Court Martial
- Provided legal advice to Brigade Commander
- Initiated, Developed and Coached Youth Soccer League on Base
- Awarded Meritorious Service Medal upon Honorable Discharge

Interests Travel, Investment, Theatre, International Relations, Reading

KENNETH H. MOALES, JR.
851 CENTRAL AVENUE
BRIDGEPORT, CT 06607
203-335-2166 or 203-366-5824
kmoalesjr@yahoo.com

Morehouse College
830 Westview Dr.
Atlanta, GA 30314
B.A. - Accounting/Religion '95

Yale Divinity School
409 Prospect Street
New Haven, CT
M.Div.2 Yrs. Completed

SKILLS

Pastor, Educational Consultant, National Evangelist, Conference Speaker, Pastoral Counseling, Ministry Formation Consultant, Financial Consultant, Financial Literacy Facilitator, Business Model Development, Budget Forecaster, Not-for-Profit Consultant, Municipal Strategic Planner, Internal Auditor,Tax Accounting Specialist, Forensic Account Specialist, Bookkeeping, Accounts Payable, Accounts Receivable, Develop and manage community relationships with stakeholders and municipal agencies, Grant Writer, Proposal Writer, Annual Reports, Proficient with ACS and SAP Software, Microsoft Office Software applications, Lotus, Quick Books, Quicken, and Internet.

Employment Experience

Cathedral of the Holy Spirit - Bridgeport, CT
CEO/Senior Pastor
2010 – Present

- Responsible for the overall business direction and membership development of the entire church membership of 900+ members.
- Design, review, and analyze all budgets.
- Ensure daily operations of the company and it 53 employees.
- Manage the completion of our newly constructed $12 million combined worship facility/educational school complex. (Largest Private Construction Development in the history of the East End Bridgeport Community).
- Develop membership outreach programs and community development projects.
- Oversee the direction of the three educational subsidiaries of the church. Love Christian Academy (K-8), Kingdom's Little One's (Pre-K NAEYC Accredited), & Kingdom's Little One's Readiness Daycare (Pre-K - NAEYC Accredited),
- Recruit, manage, and evaluate staff.

C.R.E.A.M. Enterprise LLC - Bridgeport, CT
CEO/Founder
2003 – Present

- Earned endorsement from Mayor, local newspaper, Democratic District Leaders and Democratic clubs in Bridgeport, CT for Board Of Education.
- Exhibited tireless energy, positive attitude and visionary leadership.

- Revamped entire department bringing in all new Commissioner. Redesigned internal procedures and controls to track contract development and vendor payments.

Established Key Performance Indicators for all operating departments. Introduced numerous managerial/operational improvements including computerized production of backlog reports, staff cross-training and resource redeployment. Conducted internal audits to identify systemic problems.

- Personally visited and evaluated majority of programs eliminating poor performers. Assigned accountability to each Deputy Commissioner/ Director for quality and to ensure adherence to new standards and policies. Setup new agency payment processing system to tighten cash management and reduced payments from 120 to 30 days allowing all agencies to continue operations without disruption.
- Significantly enhanced the RFP process raising the bar on agency standards and qualifications and developing better qualified pool of Community Based Organizations. Initiated first-ever "City Serve Awards" providing recognition and motivation to youth service participants.
- Responsible for the overall business direction and project development.
  - National Evangelist and Conference Speaker
  - Author of two books *Anointed, But Not Ready* and *I Paid my Tithes but Now What?*
  - Design, review, and analyze all budgets.
  - Ensure daily operations of the company.
  - Recruit, manage, and evaluate staff.

Pepperidge Farm, Inc. - Norwalk, CT
Senior Tax Specialist & Asset Capitalization Manager
2000-2004

- Responsible for reporting all sales and use taxes for 137 thrift store locations.
- Filled all required tax reporting documents monthly to each state, city, and county Municipal agent for all plants and thrift stores for the entire company.
- Designed all reporting infrastructures for the 10-K and 10-Q reporting forms that were prepared for Campbell Soup (parent company).
- Processed, reviewed, and completed Request for Payment documents and records for sales & use taxes payable.
- Responsible for all business and health licenses for 147 thrift stores and 212 storage depots.
- Prepared, reviewed, and processed all applications and payments for annual property tax valuations and claims.
- Created and updated asset capitalization database for eight different plants with monthly depreciation entries to mainframe asset tracking system.
- Researched all tax case law settlements for all municipalities that we operated in.
- Analyzed and defended all tax audits both state and federal for plants, thrift stores, and depots! (Won 23 judgments for company and lost two).

Mercedes Benz Credit Corporation (MBCC) - Norwalk, CT
Actuarial Accountant/Forensic Specialist
1999-2000

- Account financial analysis and loan development officer.
- Mercedes Benz/Freightliner Truck

- Flexible deposit, balloon payment, and lease agreement analysis.
- Monthly budget to actual reporting specialist.
- Account scrub and forensic account specialist.
- Internal auditor for the MBCC mortgage/car financing project for 1099 reporting.
- Senior account analysis and project monitor.

Deloitte & Touché, LLP - Stamford, CT
Junior Auditor
1998-1999

- Responsible to perform all audit test sampling for audit clients.
- Established and reported all material account review items for random test selections and some scope test expansions when necessary.
- Interviewed all levels of senior executive staff and management, whiles coordinating audit approach between audit team, management, and staff.
- Performed internal audit, recorded findings, and passed on recommendations for improvement processes and reporting abnormalities.
- Testing internal control structure, documented findings, and suggested positive industry trends and best practices with the health care/insurance market.

Fairfield University - Fairfield, CT
Adjunct Protestant Chaplain
1996-1999

- Served as first African-American Chaplain for the Jesuit Order for the Protestant students and staff.
- Held weekly services/mass and Eucharist reflection sessions for both Catholic and Protestants.
- Meet throughout the week with students, staff, and administration to develop and expand space and events for broader ecumenical worship/fellowship moments.
- Trained and traveled with missionary outreach team, of students and staff, to Haiti for our 3rd World Missions Outreach Plunge for 13 days.

New York Times/Golf Digest Magazine - Fairfield, CT
Senior Accounts Payable Clerk
1996-1997

- Organized, reviewed, and processed all payment request for vendors and contractors.
- Reported monthly payment valuation trends and budget variances for review and commented on immediate and short term effects.
- Interacted with all vendors via phone, email, or data missive to aid in vendor complaint issues.

COMMUNITY & NATIONAL AFFILIATIONS

Chairman of the Board – Bridgeport Board of Education (2012-2013)
Vice-President - Bridgeport Board of Education (2012-2013)
President of Mayor's East End Neighborhood Zone
Member of the Board of Directors and Treasure for CT Coalition for Environmental Justice
Member of Omega Psi Phi Fraternity, Inc.
Founding Member & Board of Director Member of the Love Christian Academy

Founding Member & Board of Director Member of the Kingdom's Little Ones Daycare
Member of the Board of Directors of Kingdom's Little Ones & Love Christian Academy
NAEYC Accreditation Committee – (Three Locations)
Member of the Mayor's Economic Development Selection Committee (Johnson Creek)
Treasurer, Asst. Treasurer, and Board of Director Member for CCEJ (Connecticut Coalition for Environmental Justice) (2008-Present)
Treasurer for Bridgeport's endorsed Democratic Candidate for Mayor Bill Finch
Founder/Director of Summer Camp Agape Youth Outreach
National Youth President – Thomas A. Dorsey, N.C.G.C.C.

References Available Upon Request

Rev. William D. McCullough is an influential leader who serves with excellence and integrity. Throughout his 21 years of ministry he is founder and CEO of U-Turn Ministries, FaithCARE and Safe Street Kids (SSK). He is also senior pastor of Russell Temple CME Church in Bridgeport, Connecticut which has more than 250 members and over 10 outreach ministries. He has touched lives of thousands in Pennsylvania and Connecticut, through various conferences, relief efforts, community service initiatives, and humanitarian projects. He is also the educational & scholarship chairman of the Interdenominational Ministerial Alliance (IMA) of Bridgeport & Vicinity.

Pastor McCullough accepted his calling in 1992 at Mt. Zion CME Church in Sharon Hill, Pennsylvania. He was ordained a Deacon in 1994 and An Elder in 1995. He began pastorate in 1996 at Metropolitan CME Church in Philadelphia, Pennsylvania where he served for three years. He then was assigned to the St. Mark CME Church in Philadelphia, Pennsylvania where he served for four years where he developed and grew the church membership from fifteen to eighty five and added five new ministries. Then an opportunity became available for Pastor McCullough to develop a ministry in a small suburban town outside of the city, where he pastured for eight years. That ministry developed and grew from seventy-five to over one hundred fifty members and ten ministries. It was here that he started a community development corporation U-Turn Ministry. Then after much deliberation Pastor McCullough decided to go back to the city to work with struggling low income families where poverty was evident. This is where U-Turn Ministry began to be a Blessing to a whole lot of families. We developed after school programs and tutorial programs and we began educating families about health and fitness and buying homes etc. After two years of service a promotion became available for him to move to Bridgeport, Connecticut. So after much prayer he decided to pack his bags and head north. My wife was happy because this is where we met at an annual conference in Waterbury, Connecticut. After coming here he has

been able to completely renovate two multi-family homes and a single family home which is now his resident.

Pastor McCullough is a charismatic leader, visionary, provocative thinker and entrepreneur who serve as senior pastor of Russell Temple CME Church in Bridgeport, Connecticut. Pastor McCullough extends a hand of help to the needy, heart of compassion to the hurting, and message of empowerment to the oppressed and disenfranchised.

Beyond the pulpit, Pastor McCullough is taking a stand for education in the Public School system. His FaithCARE initiative is an education non-profit dedicated to ensuing every child has the opportunity to attend an excellent public school. His mission is to provide educational enrichment programs, mentorship, and good student recognition. His vision is to proactively bridge the gap between churches and schools, creating a safe community environment that promises, promotes and provides educational enhancement for our children.

Pastor McCullough is father of six with wife Geraldine; Latrese McCullough credits her parents as the source of her perseverance and sense of self-reliance. After twenty one years in Pastorate Ministry William D. McCullough continues to be a voice of innovation, inspiration and influence in Christendom today.

He is in his fourth year as Pastor and we have over ten ministries from Children and Youth to Health and Fitness. Russell Temple was established in 1928 and will be celebrating eighty five years service in 2013. We service over fifty families and have a very strong and vital membership of which many are principals, school teachers, engineers, nurses, and retirees. Russell Temple has been a leading church in this city for many years and will continue to be as we reach for higher heights and deeper depths with their visionary leader Pastor, William D. McCullough.

30 Folino Drive
Bridgeport, CT 06606

Phone 203.395.6442
E-mail:
vipcollegeprep.inc@gmail.com

Teresa M. Wilson

Work Experience

2000 to Present V.I.P. College Preparatory Program, Inc. Bridgeport, CT
Executive Director

- Coordinate college tours for area high school students. Including travel arrangements via bus and air. Make hotel accommodations, schedule college visits and presentations.
- Collaborate with various school districts and school administration in selection of students to attend tours.
- Preparation of yearly curriculum for weekly life skills development meetings with students and staff. Assisting students with SAT Prep, college selection, major selection, career choice, counseling, mentoring.
- Grant writing and budget preparation. Administrative and clerical duties.

1997-2001 Smart Start College Prep Program
Director Hall Neighborhood House, Bridgeport, CT

- Duties: Same as above

1989-2000 City of Bridgeport Board of Education
Assistant to the Superintendent of Schools

- All clerical and administrative duties including, but not limited to dictation, transcription, computer (Word, Excel), taking minutes at Board and community meetings. Parent, student inquiries.

1985-1989 Office of the Mayor, City of Bridgeport, CT
Secretary to the Mayor

- Administrative duties. Same as above.

Education

Hampton University, Hampton, Virginia

Gwendolyn Brantley
51 Yale Street, Bridgeport, CT 06605
(203) 526-8086
gwenbrantley@optonline.net

Professional Summary

Human Resources professional with special expertise in performing technical and administrative tasks that require a professional who can effectively prioritize and multi-task, posses strong customer service skills and is detailed-oriented with the ability to interface with internal and external clients.

Education

University of Bridgeport, Bridgeport, CT
M.S in Counseling with Human Resources Development Concentration, 2013
Fairfield University School of Continuing Education, Fairfield, CT
Certificate in Human Resources Management, 2002
Southern Connecticut State University, New Haven, CT
B.S in Corporate Communication, 1998

Computer Skills: MS Outlook, Word, Excel and PowerPoint, ADP PCPW and Pay Expert, CompuPay, QuickBooks, Peachtree, and Social Media

Professional Experience

KJB Associates, Hamden, CT **1/2014-Present**
Benefits Specialist & Human Resources Business Partner

- Responsible for administering, developing, and managing benefits programs and health insurance for small to mid-size organizations and individuals.

ACCESS Educational Services, Bridgeport, CT **3/2005-Present**
Volunteer Program Manager

- Administer and manage an academic enrichment program for middle and high school students.
- Prepare proposals and budgets, identify and write grants, and recruit volunteers.
- Create and develop program curriculum, facilitate and deliver youth development workshops.
- Plan and oversee fundraising, special events, and educational field trips.

Consumers Petroleum, Trumbull, CT **12/2012-3/2013**
Human Resources Administrator-Temporary Position

- Performed heavy recruiting for retail sites including management, customer service, and cashiers.
- Sourced and phone screened applicants, interviewed candidates, made hiring recommendations and job offers, and conducted reference and background checks for all positions.
- Created new hire packages and gave new hire orientations.
- Processed employee disciplines and resolved customer incidents.

KNB Communications, Stamford, CT **2/2012-12/2012**
Human Resources Administrator-Temporary Position

- Responsible for evaluating, creating, and updating all human resources policies and procedures including employee manual, recruitment process and retention goals, employee performance evaluation process, employee benefits, and updating job descriptions.
- Recruited college interns from local universities and oversaw the internship program.
- Provided guidance and counsel to employees to help resolve any work related issues.

Gwendolyn Brantley

Orthopaedic & Neurosurgery Specialists, Greenwich, CT **6/2010-4/2011**
Human Resources Administrator

- Processed bi-weekly payroll for all salaried, hourly, and per diem staff and resolved any payroll issues for up to 115 employees.
- Updated ADP's PCPW system for all new hires, made all employee changes, and maintained employee paper files.
- Provided administrative support to the human resources director including assisting with all employee benefits inquires and with updating, reviewing, and renewing vendor contracts.
- Processed 50-100 account payable transactions on a weekly basis utilizing QuickBooks and handled supply purchasing for all departments.

ADP, Milford, CT **7/2007-6/2010**
Client Support Specialist

- Responded to 75 to100 client calls on a daily basis solving client's issues ranging from small to simple to large and difficult relating to employee master file information, company level set-ups, and various ADP payroll and human resources products and services.
- Provided information regarding legislative changes in taxes and compensation laws.
- Provided technical instruction to educate clients how to utilize ADP payroll software products.
- Investigated, researched, analyzed, and resolved problems to ensure customer satisfaction, and retention.
- Explained year end functions and procedures to ensure clients received satisfactory year end process.
- Maintained appropriate records on all client calls and made system changes, modifications, and payroll function set-ups to meet client's needs.

Royal Bank of Scotland, Bridgeport, CT **2/2006-6/2006**
HR Recruiting Assistant-Temporary Position

- Sourced candidates, screened resumes, and phone screened large volume of candidates for entry-level positions.
- Prepared materials for new employees files – offer letters, and I9's, State and Federal, direct deposit, security forms and ensured that new hire paperwork was completed in timely fashion.
- Scheduled candidates to sign offer letters and explained contents of new hire packets.
- Assisted with job fairs, new hire orientation and prepared job requisitions, employee files and processed background checks.

Gartner Group, Stamford, CT **2/2006-6/2006**
Human Resources Administrator-Temporary Position

- Provided administrative support to the human resources manager and business partner.
- Managed and processed HR paperwork including new hires, terminations, transfers, and job title changes.
- Maintained employment files and records per company policy and legal regulations.

The Princeton Review, Westport, CT **3/2004-3/2005**
Assistant Director of Business Development

- Successfully marketed and sold PSAT and SAT school-based programs to urban school districts throughout Connecticut and Westchester Counties.
- Created and maintained partnerships with public and private high schools, universities, industry/trade associations and non-profit organizations.
- Increased enrollment in school partnerships and institutional courses through wide variety of marketing initiatives.

Connecticut Department of Higher Education, Bridgeport, CT **6/2002- 3/2004**
Program Coordinator

- Assisted with the implementation and delivery of federal funded early college awareness program for middle and high school students in the Bridgeport Public School System.
- Prepared and oversaw federal reporting and budgets for all educational programs.
- Collaborated with community agencies, hospitals, medical associations, area colleges and universities and businesses on events and programs.

APPENDIX O – DRAFT MEMORANDUM OF UNDERSTANDING WITH CHARTER MANAGEMENT ORGANIZATION

PROPOSED

MEMORANDUM OF UNDERSTANDING FOR ACADEMIC AND BUSINESS SERVICES

By and Between

Capital Preparatory Schools, Inc. and [BRIDGEPORT CHARTER SCHOOL]

This Memorandum of Understanding for Academic and Business Services (the "Agreement") is made and entered into by and between Capital Preparatory Schools, Inc., a Connecticut not for profit corporation ("CPS®"), and [BRIDGEPORT CHARTER SCHOOL] ("School"), a Connecticut not for profit corporation.

WHEREAS, the founders of CPS have expertise and experience in designing and operating schools that serve historically disadvantaged populations;

WHEREAS, CPS has filed an application on behalf of the School, pursuant to Conn. Gen. Stat. 10-66bb, with the State Board of Education for a state charter school that is specifically designed to serve historically disadvantaged students from underserved communities;

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

WHEREAS, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement should a charter be granted;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"Agreement" has the meaning set forth in the recitals.

"Ancillary Services" has the meaning set forth in Section 5

"Arbitration Rules" has the meaning set forth in Section 12.2(b).

"Authorizer" means the Connecticut State Board of Education.

"Capital Prep School Model" means the School model based on the CPS curriculum,described in the Charter Contract.

"Charter Contract" means the School's contract with the Authorizer, which authorizes the School and CPS to organize and operate the School, and which includes the final charter application.

"Claims" has the meaning set forth in Section 10.2.

"Confidential Information" has the meaning set forth in Section 9.1.

"CPS" means Capital Preparatory Schools, Inc.

"Cure Period" has the meaning set forth in Section 11.2(b).

"Derivatives" has the meaning set forth in Section 9.2.

"Dispute" has the meaning set forth in Section 12.2(a).

"Effective Date" has the meaning set forth in the recitals.

"Facility" means a building or other structure, of sufficient size suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a School.

"FERPA" has the meaning set forth in Section 7.6.

"Indemnified Claims" has the meaning set forth in Section 10.2.

"IT" has the meaning set forth in Section 5.7.

"Initial Term" has the meaning set forth in Section 11.1.

"Management Services" has the meaning set forth in Section 5

"Marks" has the meaning set forth in Section 9.3.

"Party" and "Parties" has the meaning set forth in the recitals.

"Principal" means the person in charge of the day-to-day operation of the School.

"Public Funding" means public revenue available from any source including, but not limited to, State per pupil payments, Title 1 funding, Title 2 funding, E-RATE funding, and any similar program.

"Regulatory Authority" means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

"Renewal Term" has the meaning set forth in Section 11.1.

"School" means [BRIDGEPORT CHARTER SCHOOL]

"School Indemnified Persons" has the meaning set forth in Section 10.2.

"Service Fees" has the meaning set forth in Section 8.4 and includes both the Management Services Fee and the Ancillary Services Fee.

"State" means State of Connecticut.

"Student Confidential Information" means all personal and academic information and records pertaining to the students of the School.

"Term" has the meaning set forth in Section 11.1.

"Termination Assistance Period" has the meaning set forth in Section 11.7.

"Termination Notice" has the meaning set forth in Section 11.2(b).

"Threshold Amount" has the meaning set forth in Section 10.4.

"Use" means the right to load, execute, store, transmit, display, copy, disseminate, reproduce, maintain, modify, enhance, create derivative works, make and cause to be made.

2. SCOPE OF PROJECT AND SERVICES

It is the desire of the parties to this agreement to establish a state charter school in the Bridgeport area to serve students from historically disadvantaged populations as well as students from the surrounding suburbs. The parties will work together to develop a charter school for historically disadvantaged students, starting with grades 6-12 in year 1 and expanding to the primary grades in year 2 and beyond. It is anticipated that if the State grants the School a charter that the School will open for the 2014-2015 school year.

The School hereby hires CPS to serve as a "charter management organization" to provide "whole school management services" as those terms are defined in Conn. Gen. Stat. Sec. 10-66aa, and as are more fully set forth herein. CPS shall design the program including curriculum and services utilizing its "Capital Prep" model.

3. REPRESENTATIONS AND WARRANTIES

3.1 Representations and Warranties of CPS.

CPS represents and warrants as follows:

(a) Organization and Tax Exempt Status.

CPS is a non-stock, not for profit tax-exempt corporation duly organized under the laws of the state of Connecticut, with the purpose and legal ability to contract to provide whole school management services. CPS shall notify the School in writing of any change in its corporate status, or if it enters into a receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors. CPS shall not change its corporate status such that this Agreement is materially affected.

(b) Authority.

CPS is authorized to do business in the State. CPS has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of CPS, enforceable against CPS in accordance with its terms.

(c) Full Disclosure.

No representation or warranty of CPS herein and no statement, information or certificate furnished or to be furnished by CPS pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(d) Litigation.

There is no suit, claim, action or proceeding now pending or, to the knowledge of CPS, threatened before any Regulatory Authority, to which CPS is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an

adverse effect upon CPS. No such judgment, order, decree or award has been entered against CPS which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of CPS, threatened before any Regulatory Authority involving CPS which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

(e) Conduct of CPS.

CPS has complied, and at all times during the Term will comply, with all local, state and federal laws and regulations that are applicable to CPS. CPS has maintained and will maintain adequate records of the activities and decisions of CPS to ensure and document compliance with all such laws and regulations.

3.2 Representations and Warranties of the School.

The School represents and warrants as follows:

(a) Organization and Tax Exempt Status.

School is, and at all times during the Term will be, a non-stock corporation duly organized under the laws of Connecticut, with the purpose and legal ability to contract to operate a charter school and to

contract for whole school management services. The School shall apply for federal tax-exempt status as soon as practical no later than one year following the execution of the Charter Contract. Should the Internal Revenue Service require changes to this Agreement in conjunction with the School's application for or continuation of tax exempt status, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

(b) Authority.

The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.

(c) Litigation.

There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority, to which the School is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

(d) Full Disclosure.

No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement

contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(e) Conduct of the School and the Board of Directors.

The School has complied, and at all times during the Term will comply, with all local, State and federal laws and regulations that are applicable to the School. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide CPS with copies of all such records and to allow CPS to, at CPS' discretion, assist with the preparation and retention of such records.

(f) Due Authorization.

The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Regardless of the delegation of any duties to CPS, the School shall at all times retain all rights and responsibilities under the Charter Contract.

4. AUTHORITY

4.1 Delegation of Authority to CPS

The School hereby authorizes CPS to undertake the functions specified in this Agreement in regard to business and academic services of the School on behalf of the School, it being understood that, at all times, CPS remains accountable and subject to the oversight of the School and State authorities, as provided for in this Agreement and by law. The School also authorizes CPS to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in CPS' good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Board of Directors.

4.2 CPS Authority to Subcontract.

Except to the extent prohibited by law or this Agreement, CPS may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge CPS from any obligation or liability under this Agreement.

4.3 Conflict with Charter.

To the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

5. DUTIES AND OBLIGATIONS OF CPS

In exchange for the fees described in Section 8, and paid by the School to CPS, CPS shall perform Management Services and Ancillary Services as follows (some of which are further described in this Section 5):

Management Services:

- Facility – find adequate facility; coordinate major repairs/renovations

- Finance – budget preparation, cooperation with audit
- Fundraising, Marketing, and Advocacy
- Human Resources – recruit principal, teachers, and all other School Employees
- Operations – develop and support curriculum, implement and train on equipment
- Startup – manage startup process
- Talent Development – provide initial training and ongoing professional development for personnel
- Oversight – supervise and manage performance of principal
- Procurement –insurance, employee benefits, IT equipment, miscellaneous services (banking, IT support, etc.)
- Board Relations – provide Board management services including organizing and noticing meetings of the Board of Directors of the School and recruiting and proposing to the nominating committee candidates for the Board for appointment by the Board pursuant to the School Bylaws

Ancillary Services:

- Accounting Services – provide transactional bookkeeping services (accounts payable, accounts receivable, general ledger), in accordance with Charter School Fiscal Policies and the Table of Authorities. Monthly close, including bank reconciliations, monthly financial statements, variance reporting, and board reports. Provide reports specific to grants where required. Detailed activities are described in section 5.10.
- Performance Management and Evaluation Services – implementation, maintenance and enhancements of various data management systems to produce performance metrics and other reports as needed. Services will also include monitoring and data integrity, staff training on the use of various data management systems, including understanding how to utilize reports to improve program implementation. Evaluative and research services, such as analysis and reporting of program effectiveness and conducting quantitative and qualitative research studies. Periodic environmental scans to ensure best practices are being implemented in the performance management, evaluation and research areas CPS may, but is not obligated to, provide additional services for additional compensation. CPS may perform functions off-site, except as prohibited by State law. CPSmay utilize web-based systems to provide support and counsel to the School.

5.1 Curriculum.

CPS shall furnish the School curriculum, which curriculum shall remain the property of CPS. CPS shall support the school in implementing the curriculum in a manner that is consistent with all applicable laws, including requirements regarding content and subjects of instruction, unless such requirement has been waived by the relevant authorities. CPS will provide the School with information and systems for implementing the curriculum and initial staff training. The curriculum will include scope and sequence, an assessment system, a daily schedule and a variety of curriculum materials and related documents.

5.2 Student Evaluation.

CPS shall implement qualitative and quantitative student performance evaluation systems as appropriate from time to time assess the educational progress of each student at the School in

accordance with the goals set forth in the Charter Contract and any additional guidelines set forth by the Authorizer. Any such evaluation systems shall remain the property of CPS. The School shall, with CPS' assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The School, with CPS' assistance, shall maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. CPS and the School shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parent, teacher, and student satisfaction.

5.3 Finance.

Each February, CPS will initiate the annual budgeting process for the School beginning with an analysis of the School's financial reports to date and an evaluation of the accuracy of the critical cost assumptions and drivers. Between February and April, draft budget materials, including current fiscal year performance and proposed staffing models will be circulated. By April 15, CPS will present a draft budget to the Finance Committee of the School's Board of Directors. CPS will work with the Finance Committee to finalize a budget for presentation at the May Board of Directors' meeting and approval by June 15. CPS shall cooperate and provide all reasonably requested information, to the extent such information is in possession or under the control of CPS, needed to complete an annual audit of the School by a firm engaged by the School.

5.4 Principal.

The accountability of CPS to the School is an essential foundation of the Parties' relationship, and the performance of the Principal is critical to the School's success. Therefore, CPS shall have the authority and responsibility, to the maximum extent consistent with State law, to recruit and supervise the Principal and to hold him or her accountable for the success of the School. CPS shall nominate a candidate to become the Principal. The Board of Directors shall vote on whether to accept the candidate nominated by CPS. If the Board of Directors votes not to accept the candidate, CPS shall nominate additional candidates until the Board of Directors and CPS agree that a candidate so nominated meets their shared standards of excellence. CPS shall present the proposed terms of the Principal's employment to the Board of Directors, including therein the duties and compensation of the Principal. The Board of Directors shall then vote on the approval of the terms of the Principal's employment. Consistent with the provisions of the Connecticut Teacher Tenure Law, Conn. Gen. Stat. §10-151, the Principal shall serve pursuant to a year-to-year contract, which contract may be renewed by the Board of Directors, subject to approval by CPS. If either the Board of Directors or CPS wishes not to renew the Principal's contract, it shall not be renewed. In that event, CPS shall nominate a new candidate to become the Principal (and present proposed terms of that Principal's employment), as provided above, until the Board of Directors and CPS agree that a candidate so nominated meets their shared standards of excellence. The Principal shall coordinate the management of the School with, and report on a day to day basis to a designee specified by CPS. Notwithstanding the foregoing, the Principal shall be an employee of the School. CPS shall provide to the Board of Directors an annual report regarding the Principal's performance. CPS will (a) provide an intensive leadership training program for the Principal, (b) collaborate with the Board of Directors of the School to conduct a Principal evaluation once per year, using a comprehensive performance assessment model and (c) provide ongoing coaching and training for the Principal.

5.5 Teachers and Other School Personnel.

CPS shall support the School in the recruitment of teachers, administrators, and other personnel for the School. Specifically, CPS will work to build a pool of qualified applicants through advertising, networking and other methods. CPS will conduct preliminary screens of candidates and will forward resumes of promising candidates to the Principal. The Principal shall have the final authority to hire such teachers, administrators, and other personnel. CPS may recommend termination of a School employee. The School shall have the authority to determine the compensation of all School employees.

CPS, in conjunction with the Principal, shall perform the following personnel functions:

(a) determining staffing levels;

(b) determining staff responsibilities;

(c) providing counsel as to evaluation and discipline of personnel;

(d) initial training in CPS' methods, curriculum, program, and technology to all teaching personnel, including professional development;

(e) training for all non-teaching personnel as CPS, in consultation with the Principal, determines is necessary. In determining a budget for all personnel related expenses, over time, CPS will assist the School (specifically the Principal and other to-be-determined administrators) to develop the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the Capital Prep Model methodology. CPS will continue to work closely with the Principal to jointly plan and deliver ongoing teacher training. Should there be a change in Principal at the School, CPS will again become involved more directly in initial teacher training until the new Principal is able to run this training independently.

5.6 Equipment and Information Technology.

CPS will manage the School's start-up process. It will facilitate the School's purchase, at the School's expense, of desks and other furniture, equipment, media materials, and other similar materials and furnishings integral to the operation of a school. In addition, CPS will provide the following computer and IT support to the School:

(a) maintaining and providing training in the use of a central file server containing electronic curricular and school administration resources;

(b) providing training in the use of a student information system specifically designed to support the CPS program;

(c) recommending and ensuring the effective implementation of a data back-up protocol;

(d) providing a phone system and voicemail support; and

All vendor products and services will be paid for by the School, unless otherwise specified by CPS.

5.7 School Evaluation.

CPS will conduct a thorough school evaluation within three years of the Effective Date. The evaluation will be designed as a comprehensive school inspection by a team of both CPS and outside evaluators. The team will engage in some or all of the following activities in connection with the evaluation: observe

classes and other school operations, analyze a wide variety of data, review student work samples, meet with parents, students, and teachers, and engage in other activities designed to obtain a detailed picture of school and student success in preparation for charter renewal.

5.8 Fundraising.

CPS will conduct fundraising activities on behalf of the School and other charter schools which CPS may manage or proposes to manage. Monies raised from CPS fundraising activities specifically for the School shall be given to or used for the benefit of the School. Other monies derived from general CPS fundraising activities shall be used or distributed as CPS deems appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the charter schools that CPS may manage or proposes to manage.

5.9 Marketing; Advocacy.

CPS will market and advocate for the School.

5.10 Bookkeeping and Financial Reporting.

As part of Ancillary Services, CPS will provide transactional financial services as well as financial reporting. CPS will review and verify the School's bank deposits, enter receipts in the accounting system, and reconcile the cash received log monthly, reporting any discrepancies to the Principal. Any School funds received at CPS will be deposited in the School bank account with notification to the School Principal. CPS will perform a monthly reconciliation of the School's bank accounts and provide copies of the bank reconciliations to the School Principal each month.

CPS will monitor the School's cash flow needs. CPS and the School Principal (or designee) will address difficult cash flow issues with vendors and funders and recommend a Line of Credit to the School's Board of Directors if and when appropriate. CPS will process invoices for payment and print checks to be returned to the School for signature (in accordance with the Table of Authorities adopted by the Board of Directors of the School) and mailing to the vendors. One copy of the check register will be maintained at CPS and one copy will be sent to the School. CPS will download monthly credit card statements from the bank website, export the charges to a spreadsheet, and process them for payment in the same manner as invoices. CPS will process expense reports and reimbursements and will write checks when necessary (for Signature at the School pursuant to the Table of Authorities) to replenish petty cash.

CPS will upload employee payroll information as necessary to the payroll vendor and, after review and approval by the School, submit payroll for processing. CPS may purchase items and/or services on behalf of the School subject to authorization as required by the Board. CPS will bill the School for such items and services. CPS will assist the School in maintaining a current inventory of fixed assets. CPS will determine the method of depreciation to be used for each category of financial assets. The School will consult with CPS when the disposal of a fixed asset is being contemplated.

CPS will provide monthly financial reports to the School Principal and the Board including bank reconciliations, Statement of Financial Position (Balance Sheet), Statement of Activities (Profit and Loss Statement) including budgeted and actual revenue and expense, and a Cash Flow Report.

6. DUTIES AND OBLIGATIONS OF THE SCHOOL

In addition to any duties and obligations expressly attributed to the School as set forth in Article 5, the School (and CPS) shall have the following duties and obligations:

6.1 Provision of Suitable School Facilities.

(a) The School is responsible for purchasing or leasing adequate facilities. CPS will find an adequate facility and coordinate major repairs and renovations.

(b) The School shall procure and maintain insurance, or otherwise hold CPS harmless, for damage or loss to the property. CPS shall not be liable under any lease or other document pertaining to a facility unless it specifically, and in writing, agrees to be.

6.2 Annual Audit.

The School shall arrange and pay for an annual audit of the School to be conducted in compliance with State law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Board of Directors of the School, who shall consult with CPS prior to selecting the certified public accountant.

6.3 Payroll, Employee Salaries and Benefits.

The School shall be responsible and accountable for the funding and payment of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed by the School. All such payments shall be made on a timely basis, in accordance with all State and federal laws and regulations, including all tax requirements.

6.4 Power and Authority.

The School shall ensure that CPS has all power and authority necessary to carry out the duties of CPS under this Agreement. This shall include ensuring that no other entity or any individual, including any officer, agent or director of the School, has or exercises any authority which might interfere with the duties of CPS.

6.5 State and Federal Waivers.

The School shall, with CPS' assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the Capital Prep Model.

7. OPERATION OF THE SCHOOL

7.1 Students with Special Needs.

The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. As required by law, the School shall be open to individuals with handicapping conditions and other special needs. CPS may, on behalf of the School, subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which shall not be unreasonably withheld. Any cost, fee or expense associated with such subcontract will be paid by the School. The School will be reimbursed by students' home districts for special education services. The home district may choose from one of three options:

- Reimburse by flat fee;
- Reimburse by fee schedule;
- Provide the actual service or service provider.

7.2 Recruitment and Admission.

CPS and the School shall be jointly responsible for the recruitment of students that meet the target population, as set forth in the Charter Contract and the administration of the lottery. The School and CPS shall encourage applications that will result in a student body reflecting the racial, ethnic, academic, and economic diversity of the community which the School most directly serves as well as students not from historically disadvantaged communities in order to reduce racial, ethnic and/or economic isolation. Application by or for students shall be voluntary and shall be in writing. Admission shall be open to all individuals who reside within the area to be served, on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. If there are more applications for enrollment for any grade in the School than there are spaces available for such grade, students shall be selected using a random selection process, provided however, to the extent permitted by law, preference for enrollment will be given first to students who were enrolled in the School in the previous year, then to students residing in the school district in which the School is located, and then to students from the surrounding communities who are not from historically disadvantaged populations to the extent necessary to reduce racial, ethnic and/or economic isolation.

7.3 School Day and Year for Students.

The normal school day shall be approximately 7 hours. [BRIDGEPORT CHARTER SCHOOL] will be a year-round school. The traditional 180-day calendar will be amended to include a six-week, 30 days, summer academy, for a total of 210 school days. There will be five (5) quints, or marking periods, that end in May.

7.4 School Policies.

The School and CPS are committed to the success of the educational program set forth in the Capital Prep Model (described in Charter Application Sections I - IV) and related documents, which are part of the Charter Contract, and which are incorporated by reference herein. Consequently, CPS shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the School to implement the Capital Prep Model; and the School shall exercise good faith in considering and adopting CPS' recommendations, so that CPS' School Model may be properly implemented.

7.5 Due Process.

The School shall provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records. The Principal shall have the authority to suspend a student as provided for in the Charter Contract or in subsequent policies adopted by the Board of Directors. Only the Board of Directors or designated hearing officer(s) may expel a student, based on a recommendation by the Principal.

7.6 Family Educational Rights and Privacy Act.

The School hereby designates employees of CPS as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). CPS, its officers and employees shall comply with FERPA at all times.

8. FINANCIAL ARRANGEMENTS

8.1 Funding Eligibility.

The Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive all applicable funds to which the School is entitled. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. CPS shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The School shall permit CPS to review any such applications and reports prior to their submission, and CPS shall have the right to assume control of the application and report process if and to the extent it deems it appropriate to do so.

8.2 Donations and Grants.

Both the School and CPS may solicit and receive grants and donations consistent with the mission of the School.

8.3 Extracurricular Fees.

Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

8.4 Service Fees Payable to CPS .

(a) For each school year covered by this Agreement (those school years being five successive 12-month periods, each beginning on July 1, and the first beginning on July 1, 2014), the School shall pay CPS a fee for Management Services equal to ten percent (10%) of Public Funding (the "Management Services Fee").

(b) The fee for Ancillary Services shall be a monthly fee negotiated annually between the parties during the budget process.

(c) The Service Fees shall be due and payable in four equal installments on the fifteenth day of October, January, April and July.

(d) In addition to the foregoing, CPS shall be entitled to fees for services provided prior to July 1, 2014 as agreed upon between CPS and the School.

8.5 CPS Not Required to Make Loans or Advances.

CPS may but is not required to advance or loan any funds to the School.

9. PROPRIETARY AND CONFIDENTIAL INFORMATION

9.1 Confidential Information.

"Confidential Information" means:

(a) any and all technical and non-technical information, whether communicated orally or in writing, including, without limitation, patent, copyright, trade secret and proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, formulae, apparatus and equipment related to the current, future and proposed products, services, or projects of CPS, and includes, without limitation, information concerning research, experimental work, development, design details and specifications, engineering, financial information, procurement requirements, purchasing, manufacturing, customer lists, business forecasts and sales and marketing plans, and any Derivatives of the foregoing whether created by CPS or the School;

(b) any instructional materials, training materials, curriculum and lesson plans, and any other materials developed by CPS, its employees, agents or subcontractors, any individual working for or supervised by CPS, or any individual employed by the School working primarily at the School;

(c) any information that CPS treats or maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally;

(d) any information disclosed by CPS to the School or known by the School as a result of the relationship created by this Agreement, which information is not generally known or publicly available and that in any way relates to CPS' products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and

(e) all information received in confidence from third parties by CPS.

"Confidential Information" shall not include Student Confidential Information.

9.2 Derivatives.

"Derivatives" means:

(a) for copyrightable or copyrighted material, any translation, abridgement, revision or other form in which an existing work may be recast, transformed or adapted;

(b) for patentable or patented material, any improvement thereon; and

(c) for material which is protected by trade secret, any new material derived from such existing trade secret material, including new material which may be protected by copyright, patent, trade secret, and/or any other recognized proprietary right.

9.3 Marks.

"Marks" means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to CPS. Such materials shall include, but are not limited to, "Capital Preparatory Schools, Inc.," "Capital Prep" and "[BRIDGEPORT CHARTER SCHOOL]".

9.4 Treatment of Marks.

(a) Ownership of Marks. All Marks, whether created by CPS or the School, remain the property of CPS, and no license or other right to use, modify and/or sell the Marks is granted or implied hereby, except as set forth in Section 9.4(b).

(b) License to the School. CPS hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to Use the Marks during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to Use the Marks, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants comply with the terms of this Article 9.

(c) Cease of Use of Marks. Upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the extent that the School's corporate name, curriculum or any other materials include any of the Marks, including but not limited to the CPS name, and unless expressly agreed to in writing by CPS, the School shall immediately upon termination or expiration of this Agreement (i) return to CPS or destroy such materials as may be returned or destroyed and (ii) change such name and/or materials so that they do not include any of the Marks, or any portion of the Marks.

(d) School agrees that the phrase "Capital Prep" or "[BRIDGEPORT CHARTER SCHOOL]" refers to the unique methods developed by CPS for students from historically disadvantaged populations. Should the School and CPS contract terminate, the School agrees that it must rename itself and cannot use any version of the above phrases or CPS or Capital Preparatory Schools, Inc. or [BRIDGEPORT CHARTER SCHOOL].

9.5 Treatment of Confidential Information.

(a) Ownership of Confidential Information. All Confidential Information and any Derivatives thereof, whether created by CPS or the School, remain the property of CPS, and no license or other right to use, modify and/or sell the Confidential Information and any Derivatives thereof is granted or implied hereby, except as set forth in Section 9.5(b).

(b) License to the School. CPS hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to have access to and Use the Confidential Information during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to have access to and Use the Confidential Information, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants agree in writing to comply with the terms of this Article 9.

(c) Use of Third Party Proprietary Information. The School will not knowingly infringe upon, or permit any of its employees or agents to knowingly infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement, and if the School becomes aware of any such infringement or alleged instance of infringement, the School agrees to notify CPS promptly in writing.

(d) Disclosure of Confidential Information. The School acknowledges that prior to the Term, CPS may have disclosed, and during the Term CPS may disclose, Confidential Information to the School, including that information which is currently in existence as well as that which may be created in the future.

(i) The School agrees that it will not at any time or in any manner, directly or indirectly, disclose any Confidential Information to any third party without the prior written consent of CPS. CPS agrees that it shall not unreasonably withhold such written authorization.

(ii) The School shall treat all Confidential Information with the same degree of care as a reasonable and prudent person would accord his or her own confidential information, and shall use its best efforts to assure that it, its employees and its agents do not disclose or Use such Confidential Information, other than as may be reasonably necessary in connection with the performance of this Agreement.

(iii) To the extent a final order from a Regulatory Authority requires the School to disclose any Confidential Information, the School shall not be considered in breach of this Section 9.5(d); provided that the School provides prior notice to CPS, if permitted by the Regulatory Authority.

(e) Return of Confidential Information. Any and all Confidential Information and any Derivatives thereof, including all written and electronic copies, in the School's possession or control shall be returned to CPS promptly upon termination or expiration of this Agreement or upon request by CPS. All materials furnished by CPS to the School in connection with any Confidential Information and any Derivatives thereof, including all written and electronic copies, shall be returned to CPS promptly upon termination or expiration of this Agreement or upon request by CPS. Upon such return, the School will not have any right to Use the CPS Confidential Information, nor any Derivatives thereof, nor such materials.

(f) Rights to Confidential Information. Except as required for the Parties' performance hereunder, nothing in this Agreement shall be construed to require CPS to provide, or to entitle the School to obtain, any Confidential Information or any rights therein.

9.6 Specific Performance.

In addition to all of the remedies otherwise available to CPS, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 9, CPS shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 9. All of CPS' remedies for breach of this Article 9 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that CPS' rights under this Article 9 are special and unique and that any violation of this Article 9 by the School would not be adequately compensated by money damages alone.

10. INDEMNIFICATION AND INSURANCE

10.1 Representations and Warranties.

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties.

10.2 Indemnification of the School.

CPS shall hold the School and its directors, officers, successors, assigns, employees and agents (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs, plus reasonable attorneys' fees and expenses and interest (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of CPS' gross negligence or intentional misconduct.

10.3 Indemnification of CPS .

The School shall hold CPS and its affiliates and the shareholders, directors, officers, partners, successors, assigns, employees and agents of each of them (the "CPS Indemnified Persons") harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any CPS Indemnified Person resulting from or arising out of the School's gross negligence or intentional misconduct.

10.4 Limitation on Liability of CPS .

Notwithstanding anything in this Agreement to the contrary, the liability of CPS to the School Indemnified Persons, whether based on an action or claim in contract, equity, negligence, tort or otherwise (including, for clarity, in connection with any Indemnified Claims under Section 10.2), for any and all events, acts or omissions shall not in aggregate exceed an amount equal to the amount of any insurance proceeds (if any) available under the insurance policies held by CPS for the events, acts or omissions giving rise to the liability of CPS .

10.5 Limitation on Liability of School.

Notwithstanding anything in this Agreement to the contrary, the liability of School to the CPS Indemnified Persons, whether based on an action or claim in contract, equity, negligence, tort or otherwise (including, for clarity, in connection with any Indemnified Claims under Section 10.2), for any and all events, acts or omissions shall not in aggregate exceed the amount equal to the amount of any insurance proceeds (if any) available under the insurance policies held by the School for the events, acts or omissions giving rise to the liability of the School; provided, however, that, the limitations or exculpations of liability set forth in this Section 10.5 shall not apply to (i) misuse or infringement of CPS or any third party's intellectual property or any breaches of Article 9 or (ii) the failure of the School to make any payments due to CPS under this Agreement.

10.6 Payment.

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 10. Upon judgment, determination, settlement or compromise of any Third Party Claim, the Indemnifying Party shall pay promptly any amount due under this Article 10 on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party or such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

10.7 Adjustment of Liability.

In the event an Indemnifying Party is required to make any payment under this Article 10, the payment shall be reduced by any third party payments actually received by the Indemnified Party with respect to the damages, liability, obligation, loss, claim or other amount which gave rise to the requirement to make a payment under this Article 10, after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

10.8 Insurance.

CPS and the School shall each carry, at its own expense, property, public liability, and worker's compensation insurance, with the other party designated as an additional insured (on coverage other than workers compensation), in amounts adequate to protect the interests of the other party.

10.9 Loans from CPS to the School.

Any loan or advance made by CPS to the School shall not be subject to the foregoing provisions of this Article 10, and shall instead be subject to the terms of such loan or advance.

11. DURATION AND RATIFICATION; TERMINATION

11.1 Duration and Ratification.

The term of this contract shall be from the date of its signing until June 30, 2019. This contract will be automatically renewed for an additional term of five years unless either side gives written notice of its intent not to renew at least six months in advance of its termination date.

11.2 Termination by the School.

The School may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 11.2, the term "for cause" shall mean:

(i) CPS becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;

(ii) CPS has been found by an arbitrator to have been grossly negligent in the use of funds to which the School is entitled;

(iii) a Regulatory Authority has revoked any license which may be required for CPS to carry on its business and perform its obligations and functions under this Agreement;

(iv) subject to Section 6.6, CPS violates any provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School;

(v) CPS materially breaches any of the material terms and conditions of this Agreement;

(vi) the Authorizer revokes its Charter Contract with the School;

(vii) the State revokes the Charter Contract between the Authorizer and the School pursuant to State statute; or

(viii) subject to Section 6.6, the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School's Charter Contract with the Authorizer materially violates the School's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.

(b) CPS Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 11.2(a), the School shall give CPS written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, CPS shall have until the end of the fiscal year or sixty days, whichever is longer, to remedy the breach (the "Cure Period"). If the breach is not corrected within the Cure Period, the School may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 11.2, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the Capital Prep Model, the School's termination right under Section 11.2(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 6.6. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of CPS, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of CPS and the School, the School's right to terminate, and CPS' right to cure, will be restored as set forth in Section 11.2(a) and Section 11.2(b).

11.3 Termination by CPS .

CPS may terminate this Agreement in accordance with the following provisions:

(a) Termination For Cause. Subject to the provisions of subparagraph (b) below, CPS may terminate this Agreement for cause at any time during the Term. For purposes of this Section, the term "for cause" shall mean that:

(i) the School materially breaches any of the material terms and conditions of this Agreement;

(ii) the School fails to comply with a material provision of its Bylaws;

(iii) subject to Section 6.6, the School violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to CPS or to the School;

(iv) the School takes any action which materially interferes with the ability of CPS to perform under this Agreement;

(v) the School refuses or willfully fails to follow any material direction of CPS related to implementation of the Capital Prep Model;

(vi) the Authorizer revokes its Charter Contract with the School;

(vii) the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School's Charter Contract with the Authorizer materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which CPS was a party on the Effective Date.

(b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 11.3(a), CPS shall give the School a Termination Notice specifying the Section of this Agreement upon which CPS is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, CPS may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of Section 11.3, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the Capital Prep Model, CPS' termination right under Section 11.3(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 6.6. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of CPS, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of CPS and the School, the CPS' right to terminate, and the School's right to cure, will be restored as set forth in Section 11.2(a) and Section 11.2(b).

11.4 Termination Upon Agreement of the Parties.

This Agreement may be terminated upon written agreement of the Parties.

11.5 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of Article 11, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

11.6 Payments.

Upon termination of this Agreement for any reason, the School shall pay CPS any previously unpaid portion of the Service Fees for services performed by CPS until the time of termination.

In addition to the above, it is anticipated that CPS may advance money, secure, underwrite or guaranty loans, leases or similar instruments for the benefit of the School. Upon termination of this Agreement for any reason, any such monies loaned or advanced to the School by CPS shall become immediately due

and payable to CPS unless CPS agrees in writing otherwise. CPS shall be entitled to recover its costs, including attorneys fees, incurred in enforcing this provision.

11.7 Assistance Following Termination by CPS .

In the event of termination of this Agreement by CPS, CPS shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another plan for management of the School, whether by the School itself or with another charter management organization. During the Termination Assistance Period, CPS will be entitled to receive and the School shall continue to pay CPS' Service Fees and shall reimburse CPS for all expenses incurred by CPS in providing such transition assistance.

11.8 Records upon Termination.

Upon termination or expiration of this Agreement for any reason, CPS shall give to the School all student, fiscal and other School records.

12. GOVERNING LAW, DISPUTE RESOLUTION, JURY WAIVER, AND VENUE

12.1 Governing Law.

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of Connecticut, without giving effect to the principles of conflict of laws thereof; provided, however, that the Federal Arbitration Act, to the extent applicable and inconsistent, will supersede the laws of Connecticut and shall govern.

12.2 Alternative Dispute Resolution.

(a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or Claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a "Dispute"), except for a Claim by CPS relating to its intellectual property rights (including under Article 9), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty calendar days from delivery of the notice of intent to negotiate, either Party may give written notice to the other of a demand for arbitration, whereupon the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.

(b) All claims and controversies arising out of this Agreement shall be settled and decided in binding arbitration before the American Arbitration Association ("AAA") in accordance with the Commercial Arbitration Rules of AAA except as otherwise modified as follows. In the event either party elects to arbitrate any claim or controversy hereunder, such party shall provide written notice of such election ("Notice") to the other party and the Regional Director of the AAA having jurisdiction in Hartford, Connecticut (the "Regional Director"). Within ten (10) days of such other party's receipt of such Notice, both parties shall each select one (1) individual to serve as arbitrators on the panel for the hearing, and shall notify the other party in writing of such selection. Such notice shall identify the arbitrator selected

and include a copy of his or her resume. Within twenty (20) days following the other party's receipt of the Notice, these arbitrators shall mutually agree upon and select a third and neutral arbitrator for such panel, and provide written notice of such selection to the parties and the Regional Director, which notice shall identify such arbitrator and include a copy of his or her resume. In the event that the party-selected arbitrators fail to select the third and neutral arbitrator within the above requisite time period for such selection, the AAA shall appoint such arbitrator. The neutral arbitrator shall be the chairperson of the panel. All arbitration proceedings shall be held in Hartford, Connecticut. While the arbitration panel shall select the remedy for all breaches of either party's obligations under this Agreement, such panel shall not modify the remedies specifically set forth in this Agreement. Except as set forth in Section 11.6 (payments upon termination), each party shall bear its own costs and attorneys' fees. The determination of the arbitration panel shall be final and binding upon the parties. The determination shall be in the form of a written award, with written findings of fact, and may be specifically enforced by any court of appropriate jurisdiction. All legal issues arising in connection with any such arbitration proceedings shall be governed by the laws of the State of Connecticut.

12.3 Waiver of Jury Trial.

The Parties knowingly and willingly waive the right to a jury trial with respect to any Dispute, whether or not subject to the foregoing arbitration provision, and including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason.

12.4 Venue When Judicial Resort is Authorized.

Any action to confirm or vacate an arbitral award rendered pursuant to Section 12.2 shall be brought in the courts of Connecticut located in Hartford or the courts of the United States serving Connecticut. Nothing herein shall limit the right of either Party, following the confirmation of an arbitral award, to seek to enforce such award in any appropriate state or federal court. Nothing herein shall limit the right of either Party to seek redress with respect to any Dispute not subject to the foregoing arbitration provision (including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason) in any state or federal court.

13. NOTICE

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

CPS:

Dr. Stephen Perry, Head of Schools
Capital Preparatory Schools, Inc.
1304 Main Street
Hartford, CT 06103

The School:

[ ]

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

14. INTERPRETATION AND CONSTRUCTION; AMENDMENT

14.1 Recitals and Exhibits.

The recitals and exhibits to this Agreement are hereby incorporated herein as an integral part of this Agreement. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibit, the terms and provisions of this Agreement shall control.

14.2 Defined Terms and Use of Terms.

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

14.3 Section Headings.

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

14.4 Counterparts.

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

14.5 Entiré Agreement.

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, including the Term Sheet that forms a part of the Charter Contract, are superseded by this Agreement.

14.6 Modifications and Amendments; No Parol Evidence.

This Agreement may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Board of Directors and by CPS' Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment to or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

14.7 Severability.

In case anyone or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

14.8 Negotiated Agreement.

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by both of the Parties, notwithstanding any presumptions at law to the contrary.

15. MISCELLANEOUS

15.1 Breach and Waiver.

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

15.2 No Third Party Beneficiary Rights.

With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or CPS in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

15.3 Inspection and Access to Records.

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

15.4 Assignment.

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or involuntarily without the prior written consent of the other Party; provided, however, that CPS may assign its rights and obligations under this Agreement to a State not-for-profit organization that is (1) related to CPS by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and

the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

15.5 No Partnership.

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

15.6 Further Assurances.

The Parties agree to execute and deliver, or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

16. SURVIVAL

The provisions of Articles 3, 9, 10, 12, 13, 14 and this Article and Article 16, Sections 4.3, 11.6, 11.7, 11.8, 15.1, 15.2, 15.3, 15.4, 15.5, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provision that is stated to extend for a specified period of time shall survive only for such specified period of time.

- SIGNATURES ARE ON THE FOLLOWING PAGE -

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES

CAPITAL PREPARATORY SCHOOLS, INC.

By: _____

Title: _____

Date: _____

[BRIDGEPORT CHARTER SCHOOL]

By: _____

Title: _____

Date: _____

APPENDIX P – LETTERS OF SUPPORT

State of Connecticut
HOUSE OF REPRESENTATIVES
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

REPRESENTATIVE CHARLES D. CLEMONS, JR.
MAJORITY CAUCUS CHAIR
ONE HUNDRED TWENTY FOURTH ASSEMBLY DISTRICT

LEGISLATIVE OFFICE BUILDING
ROOM 4051
HARTFORD, CT 06106-1591

CAPITOL: 860-240-8585
TOLL FREE: 800-842-1902
FAX: 860-240-0206
E-MAIL: Charles.Clemons@cga.ct.gov

MEMBER
APPROPRIATIONS COMMITTEE
JUDICIARY COMMITTEE
PUBLIC SAFETY AND SECURITY COMMITTEE

January 2014

Commissioner Stefan Pryor
Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner Pryor;

Please accept this letter of support for the establishment of The Capital Preparatory Harbor School in Bridgeport.

As a state legislator, I have become aware of the opportunity to expand The Capital Preparatory Magnet School's successful model to Bridgeport as a charter school. I believe it is important to do all we can towards the closure of Connecticut's achievement gap and give our children every chance possible to be a success.

I look forward to working with the The Capital Preparatory Harbor School were you to grant them a charter to operate a school in Bridgeport. If you should have any questions, please feel free to contact me at (203) 675-0256.

Sincerely,

Charles "Don" Clemons Jr.

Charles "Don" Clemons, Jr.
State Representative – 124th District

Village Initiative Project, Inc.
"Inspiring Young Minds for Future Success"

V.I.P. College Prep Program
1000 Lafayette Boulevard, Suite 408
Bridgeport, CT 06604

Tel: (203) 394-6688
www.thecollegevip.org
Fax: (203) 368-0708

January 22, 2014

Stefan Pryor
Commissioner
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

RE: THE CAPITAL PREPARATORY HARBOR SCHOOL - BRIDGEPORT

Dear Commissioner Prior:

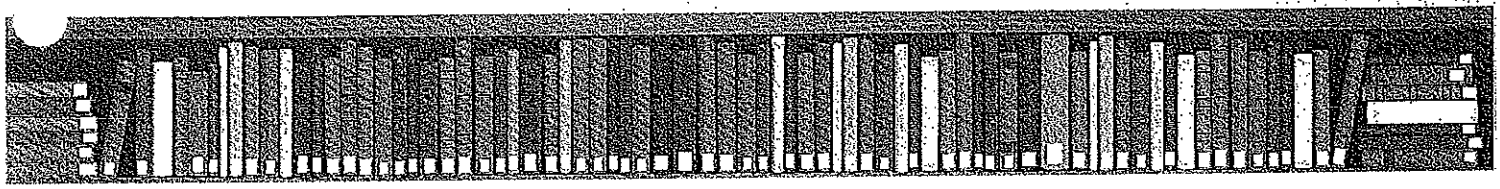
Please accept this letter as evidence of my support for the establishment of The Capital Preparatory Harbor School in Bridgeport. The Village Initiative Project, Inc.-V.I.P. College Preparatory & Life Skills Program staff have worked with youth in the City of Bridgeport for over 20 years. V.I.P. has successfully sparked an interest in hundreds of students, who otherwise would not be aware of or have the opportunity, to take advantage of higher education. The V.I.P. Program's main objective is to expose as many students as possible from the inner-cities of Connecticut to realize their potential to matriculate on the college level. Our program works directly with students in grades K-12.

Expanding The Capital Preparatory Magnet School's successful model to Bridgeport as a charter school, would have a positive impact on student education outcomes in this community. Additional resources are desperately needed in the Bridgeport school district. I wholeheartedly welcome expansion of choices for parents in regards to the education of their children.

I am excited, and look forward to working with The Capital Preparatory Harbor School were you to grant them a charter to operate a school in Bridgeport.

Sincerely,

Teresa M. Wilson
Executive Director



OFFICE OF THE MAYOR
CITY OF BRIDGEPORT, CONNECTICUT
MARGARET E. MORTON GOVERNMENT CENTER
999 BROAD STREET
BRIDGEPORT, CONNECTICUT 06604
TELEPHONE (203) 576-7201
FAX (203) 576-3913

BILL FINCH
Mayor

January 22, 2014

Stefan Pryor, Commissioner
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner Pryor:

As Mayor of Bridgeport, I am writing to express my full support of the proposal by Capital Prep Harbor School to open a state charter school in the fall of 2014 that will serve the children and families of Bridgeport. I am honored by the decision of the Capital Prep team to bring their outstanding academic model to Bridgeport within the context of a top-tier high school program. Having experienced substantial success in their Hartford-based magnet program, Capital Prep intends to prepare our students for college by laying an academic foundation that includes a rigorous curriculum and impresses intrinsic values of compassion, curiosity, global citizenship and critical problem solving.

With a penchant for providing a quality academic environment that is rooted in the community, Capital Prep has discussed plans to integrate students into college credit bearing classes in collaboration with Bridgeport's well-respected Housatonic Community College. I find Capital Prep's approach to holistically shaping young scholars into high achievers refreshing.

The Capital Prep Harbor School is integral to the City of Bridgeport's long-term vision of creating a safer, more economically viable, better-integrated community of residents across our city because of its internationally-recognized model of supporting the success of historically disadvantaged populations, as well as, its emphasis on social justice and community engagement. The proposed school will offer Bridgeport students a rigorous learning environment, infused with high expectations and mutual respect, focused on increased student achievement and community improvement.

Our students deserve the prestige and fortitude that Capital Prep's program will offer to them, as well as, their families. The Capital Prep team has worked diligently to engage with local community-based health and guidance centers, and seeks to provide expansive support services to students once they open their doors.

It is with unbridled enthusiasm that I offer this letter in support of Capital Prep Charter School to open in Bridgeport this coming fall school semester.

Sincerely,

Bill Finch
Mayor

Shiloh
BAPTIST CHURCH

January 20, 2014

Stefan Pryor, Commissioner
Connecticut State Department of Education
Hartford, CT 06106

Dear Commissioner Pryor,

Please accept this letter of support for Capital Preparatory Magnet School's Charter School application. Capital Preparatory has sustained a high level of success since its inception in 2006. The social justice theme is built on principles of applied learning, rigorous expectations, mutual accountability, and self-reflection. This prepares students for college, and supports their development into informed, global citizens and is ideal for the culturally and economically diverse student population in Bridgeport.

The Capital Preparatory model provides a tremendous education for all students, regardless of race or socioeconomic status. The Advisory model provides the culture of support engineered to give academic, social and cultural support throughout the student's time in school. It also provides a strong bridge between students, families, school and community.

Student led conferences, In House Leadership and teacher support through individualize teacher plans are all aspects of the Capital Prep culture that make it ideal for the large number of at risk students in the Bridgeport area. Please give your support to this exceptional opportunity for Bridgeport students.

In His Grace,

Carl McCluster

Reverend Carl McCluster
Senior Pastor, Shiloh Baptist Church – Bridgeport

477 Broad Street
Corner of Kenney & Broad
Bridgeport, CT 06604 - USA
(203) 549-8703 (203) 579-1504
pastormccl@gmail.com
www.faithandresults.com

Dear Mr. Perry,

I am writing you in support of your mission to bring Capital Prep. Harbor Charter School to Bridgeport. Bridgeport families deserve to have options to pursue an educational system that prepares their children to perform at their highest expectations academically as they prepare for college and beyond.

Sincerely,

Natasha Rivers

ACCESS
ACHIEVING COLLEGE & CAREER ENRICHMENT SKILLS FOR SUCCESS

January 24, 2014

To whom it may concern:

It is with great pleasure that I write this letter of support on behalf of ACCESS Educational Services, Inc. for The Capital Preparatory Harbor School in Bridgeport. We are especially excited about the expanded educational possibilities that this project could offer to Bridgeport students and their families.

The students that we serve are minority, some are low income, or will be a first generation college student. The activities that we offer aims to get our children interested in Science, Technology, Engineering, and Mathematics as well as Art and we provide them the support needed to gain access to opportunities available in our area and beyond related to STEM careers that will help them reach their full academic potential and professional goals. As with The Capital Preparatory model we expect all of our students to graduate from high school and attend a four year college.

Through our collaboration with the National Society of Black Engineers (NSBE) we encourage and recruit all students who reside in the Greater Bridgeport area to participate in our educational and social experiences that will help prepare them for 21st century career opportunities. Our activities are facilitated by collegiate and alumni members of the National NSBE organization as well as other professionals that we have identified to have the necessary education, knowledge and skills to execute our programs and activities.

We believe that The Capital Preparatory Harbor School could be a step in the right direction to helping to move our youth forward in Bridgeport and would be an enhancement to the wonderful opportunities that are currently already in place here. If you require any additional information please do not hesitate to contact me at 203.502.1838.

Sincerely,

Ms. Gwendolyn Brantley, MS
Founder/Executive Director
ACCESS Educational Services, Inc.

KRJMS INC.
Est. 2001

Kenneth R. Jackson's Mentoring Services, Inc.

Kenneth R. Jackson Sr., Founder

Dear Commissioner Prior
January 24, 2014
Re: The Capital Preparatory Harbor School

Please accept this letter as evidence of my support for the establishment of The Capital Preparatory Harbor School in Bridgeport. In my work in the city, I have become aware of the opportunity of expanding The Capital Preparatory Magnet School's successful model to Bridgeport as a Charter School.

I look forward to working with The Capital Preparatory Harbor School were you to grant them a charter to operate a school in Bridgeport. You see, I grew up in this city and I attended various schools in Bridgeport. Over the years the public school system has been going through a negative transition because of so many changing of the guard if you will. Meaning, Bridgeport has had too many uperintendents. With that in mind, how can a school district work if it can't even keep a steady Superintendent.

That's why the timing is just right for this type of school. We need it, we want it and the students that go there will excel in it. It has a proven track record. So I have all the confidence in the world that if given the opportunity to bring The Capital Preparatory Harbor School to Bridgeport, this city will be grateful and thankful that we now have a school that puts it students well being first.

PS: If you have any further questions, please do not hesitate to contact me at (203) 394-3798.

Regards,
Kenneth R. Jackson Sr.
Founder/CEO of Kenneth R. Jackson's
Mentoring Services Inc.

519 Connecticut Ave. Bridgeport, CT 06607 203 394-3798 <> krjmentoring@yahoo.com

APPENDIX Q – MODEL SPECIAL EDUCATION POLICIES AND PROCEDURES MANUAL

Model Special Education *Policies* and *Procedures* Manual [DRAFT]

Capital Prep Harbor School

2007

Bureau of Special Education

Division of Teaching and Learning Programs and Services

Connecticut State Department of Education

(revised and updated 2013)

Contents

Introduction

Chapter 1: Child Identification

Appendix

- District Referral Form
- District Notice of Referral to PPT Form
- Procedures for Identification of Students who are Gifted and Talented
- District Services for Students who are identified as Gifted and Talented

Chapter 2: Confidentiality

Appendix

- Family Education Rights and Privacy Act (FERPA)
- Employee Access List
- Municipal Records Retention Schedule for Educational Records
- Access Record form

Chapter 3: Prior Written Notice and Parental Consent

Appendix

- Prior Written Notice form
- Notice of Referral
- Notice of Planning and Placement Team Meeting
- Notice and Consent to Conduct an Initial Evaluation
- Consent for Special Education
- Notice and Consent to Conduct a Re-evaluation
- Procedural Safeguards
- List of Hearing Officers

Chapter 4: Evaluation

Appendix

- Multidisciplinary Evaluation Report for Learning Disabilities
- Reading Worksheet
- Math Worksheet
- Worksheet to determine eligibility for Serious Emotional Disturbance
- Summary of Performance

Chapter 5: Planning and Placement Team

Appendix

- PPT Summary form
- Documentation of Attempts to Seek Parent/Guardian Participation
- Manifestation Determination Form
- Functional Behavior Analysis Form
- Planning and Placement Team Attendance

Chapter 6: Individualized Education Programs

Appendix

- Individualized Education Program Form
- Agreement to Change an IEP Without Convening a PPT Meeting

Chapter 7: Least Restrictive Environment

Appendix

- Least Restrictive Environment Checklist

Chapter 8: Students Participating in Private/Religiously Affiliated Schools

Appendix

- Example

Chapter 9: Personnel

Appendix

-

Chapter 10: Discipline

Appendix

- Manifestation Determination Form
- Functional Behavioral Analysis Form
- Family Educational Rights and Privacy Act (FERPA)

General Appendix

[To be added by School District as Appropriate]

Copies of this manual are available at:

http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#publications

Chapter 1 — Child Identification (Child Find)

In accordance with federal regulations, the District assumes responsibility for the location, identification and evaluation of all children from birth through age 21 who require special education and related services. All children who are suspected of having a disability and who are in need of special education are part of the child find process in our District.

This includes students who are:

- advancing from grade to grade;
- enrolled by their parents in private elementary or private secondary schools, including religious schools located in our District (regardless of the severity of their disability) (See Chapter 8); and
- wards of the state and children who are highly mobile, such as migrant and homeless children.

In addition, our District identifies students (Kindergarten through Grade 12) who may be gifted or talented (see page 4).

❖ Role of the Planning and Placement Team

The Planning and Placement Teams (PPT) in each of our schools ensure that the student meets the eligibility requirements of the Individuals with Disabilities Education Act as amended in 2004 ("IDEA") and state regulations.

In all cases, the Planning and Placement Team will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, our Planning and Placement team will not identify the student as disabled if the limited English proficiency is the cause for the suspected disability.

❖ Child Identification Process

The District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability or suspected of being gifted and talented. Our Special Education Department coordinates the child identification process. The department and its staff use a variety of community resources and conduct many systematic activities in our efforts to identify children requiring special services. Our District staff members consult with appropriate representatives of private school students attending private schools located in our District such as the student's parents, teachers and administrators of those private schools located in our District in carrying out this process. The District assures that this process for students attending private or religious schools located in our District is comparable to activities undertaken for students with disabilities in our public schools.

Identification of Children Between the Ages of Birth to Age Three

The State's early intervention system, the Connecticut Birth to Three System under the IDEA, Part C, (the Individuals with Disabilities Education Act, the federal special education law) is responsible for identifying and providing services to children between the ages of birth and age three who are eligible to receive such services due to developmental delays or documented physical or mental conditions that have a high probability of resulting in developmental delay. Because of their overlapping responsibilities, the State

Department of Education and the Connecticut Birth to Three System have an interagency agreement intended to ensure that children with disabilities are provided needed services in a timely manner. The State Department of Education asks Districts to ensure that children between the ages of birth to three are referred to the Connecticut Birth to Three System for an evaluation. Therefore, when our District becomes informed of a child between the ages of birth to three who has or may have a disability, we will either (a) make a child referral directly to the Connecticut Birth to Three System via the statewide toll-free number and/or (b) provide the parent with the information so that they can make the referral themselves.

Parents may opt out of and/or opt not to be referred to the Connecticut Birth to Three System. They may request an evaluation from the District to determine if their child has a disability that may require special education. These parents are entitled to an evaluation from our District, even if the child is between the ages of birth to age 3. Our District is responsible for providing an evaluation but is not responsible for the provision of a free appropriate public education (FAPE) for eligible children until the child is age 3. In such circumstances, no child or family should be instructed to wait for an evaluation until their child turns age 3.

Transition to Special Education from the Connecticut Birth to Three System

The purpose of transition planning for children in the Connecticut Birth to Three System is to ensure that eligible children and their families experience a smooth and effective transition from the Connecticut Birth to Three System to our District.

- The District receives child specific information from the Connecticut Birth to Three System on those children who have been determined eligible and are receiving early intervention services. The District has a system of collecting and maintaining this data and other child specific information in order to track children receiving early intervention services over time to ensure that they are timely evaluated and provided a FAPE by age 3.
- The District has an assigned transition contact that is the primary person responsible for working with the Connecticut Birth to Three System and their programs on transition as well as one or more individuals who will attend all 90-day transition conferences convened by the Connecticut Birth to Three System. The District has the capacity to ensure the availability of school personnel to attend 90-day transition conferences throughout the calendar year – including during the summer months.
- The District will schedule a Planning and Placement Team (PPT) meeting to discuss the referral of a child to the District. The District will schedule the PPT meeting sufficiently early (preferably soon after the 90-day transition conference) to ensure that an eligible child will receive a FAPE no later than their third birthday. Identification of PPT meeting dates can be a part of the discussion at the 90-day transition planning conference and a component of the child's written transition plan developed at the transition planning conference with the birth to three program, the family and the District.
- The District ensures that the child's birth to three providers are part of the PPT decision-making process and that the child's birth to three information, including the child's Individualized Family Service Plan ("IFSP") is used in the decision-making process.
- If the child is scheduled to transition from the Birth to Three program to the District, and that child turns three years of age during the summer months, the District will determine if the child is eligible for a FAPE and whether the child requires extended school year services (ESY). If the child is eligible for the provision of FAPE and requires ESY services, the District will ensure the implementation of the IEP no later than the child's third birthday, regardless of the fact that this occurs during the summer months. If it is determined that the child is eligible for FAPE and does not require ESY services, then the IEP will be implemented on the first day of school.
- The Department of Education and the Connecticut Birth to Three System agree that late referrals to the Birth to Three System (33 months and older) should be made simultaneously to

our District and the Connecticut Birth to Three System with the ultimate goal of ensuring that these children, if eligible, are provided with FAPE by their third birthday.

- In cases of children who are referred to the District at 34 or 35 months of age, the ultimate goal is to ensure that all eligible children are provided with a FAPE no later than their third birthday. In situations where that may not be possible, a "reasonable standard" would be the 45 school day rule – so that no more than 45 school days should pass from the date of referral to the implementation of the child's IEP, if that child is eligible for FAPE. Thus, a referral for a child who is close to age three may result in IEP services initiated after the child's third birthday.

Identification of Children Below School-Age

For children who are not involved in the Connecticut Birth to Three System even under the age of 3, our District conducts on-going child find activities which include community screenings as well as individual child specific screenings to determine if a child requires further evaluation (and, to determine the eligibility of children age 3 and above for special education and related services.)

Through this process, children who may require special education services are referred to the Planning and Placement Team for consideration for further evaluation. Parents and other referring parties may also contact the special education department to refer a child to a PPT.

Identification of School Age Students (5-21 Years of Age)

- **Transfer Students**
  The principal or designee in each of our schools reviews the records of any new student transferring from another school system whether transferring from a District within Connecticut or from out of state. If the records indicate that the student has been identified as a student with disabilities and that the student requires special education and related services, the student is immediately enrolled in school and, in consultation with parents, given an appropriate program including services comparable to those described on the student's IEP. If the Individualized Education Program from the sending school requires revision, a Planning and Placement Team meeting is held at the earliest possible opportunity to develop, adopt and implement a new IEP. For students transferring from another state, our District may also conduct an evaluation if determined to be necessary and develop a new IEP, if appropriate.

- **Currently Enrolled Students**
  Students attending our District schools receive the ongoing attention of professional personnel to help support their successful learning. Students whose behavior, attendance, or progress in school is considered unsatisfactory, at a marginal level of acceptance (i.e., potential drop-outs), or are suspended repeatedly, are promptly referred to a PPT by completing the District's standard referral form *(See Chapter 1 Appendix)* and notifying the parents within 5 school days of the referral by completing the Notice of Referral to PPT *(See Chapter 1 Appendix)*. A PPT is scheduled to discuss the referral concerns and to decide how the PPT will proceed *(See Chapter 4 Evaluation)*. Such students are identified through anecdotal records, conversations with parents, individual performance records and standardized test results (including, but not limited to, the Connecticut Mastery Tests or Connecticut Academic Performance Tests).

❖ Alternative Procedures and Programs Prior to PPT Referral

Before our District personnel refer a student to a Planning and Placement Team, alternative procedures and programs in regular education are explored and implemented where appropriate. Each school in our District has a team that provides a variety of alternative strategies to the teacher. This team is called the Student Assistant Team. Parents are encouraged to collaborate with the teacher and other involved staff during this time.

Parents or school personnel may request assistance from the school's Student Assistant Team. The team works collaboratively with the classroom teacher and parents to develop and document strategies to assist the student within the regular education program. If the student's problems or difficulties persist, a prompt referral to a PPT is made.

❖ Referral Form

A standard referral form is used to document all referrals to the Planning and Placement Team. This form is available at the Special Education Department or in each of our District's schools. Concerned parents and/or staff may complete the form. Once the form is completed, it is given to the school administrator or his/her designee. The completion of this referral form initiates the Planning and Placement Team process *(See Chapter 1 Appendix)*.

❖ Gifted and Talented Students

Students in our District in grades Kindergarten-12 who may be gifted and talented are identified, referred and evaluated using a process described in the Chapter 1 Appendix. While identification is mandated under state law, programming is permissive. Our District provides services, as described in this appendix, to those students identified as gifted and talented.

The definition of students requiring special education includes students identified as gifted and talented. In our District this includes any exceptional child who has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond those ordinarily provided in the regular school programs but which may be provided through special education as part of the public school program.

"Gifted and talented" means a child identified by the planning and placement team as (1) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (2) needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential. The term includes children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by these regulations.

"Extraordinary learning ability" means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity or both. The term refers to the top five per cent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the District.)

"Outstanding talent in the creative arts" means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the

visual arts or the performing arts. The term refers to the top five per cent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the District.)

Procedures for Identification

The parents must be notified in writing that a referral to the Planning and Placement Team (PPT) has been made to determine a child's identification as either gifted or talented. A PPT is a group of certified and/or licensed professionals, who represent each of the teaching, administrative and pupil personnel staffs and who participate equally in the decision making process; the PPT includes the parents. These shall be persons knowledgeable in the areas necessary.

The PPT must process the referral for an evaluation. The PPT must review existing data to determine if the child may be eligible as gifted and talented. If the PPT determines that sufficient information exists to determine eligibility, further evaluation is not necessary. The parents may challenge the refusal of the PPT to find a child gifted and talented by requesting due process, discussed further below.

Steps in the Process of the Identification of Gifted and Talented Students

1. Parents must be notified in writing when the student is referred to the PPT for a consideration of identification of gifted and talented and, after the PPT has reviewed the assessment information, notified in writing if the student has met the criteria for eligibility as gifted or talented.
2. If the District recommends further evaluations and use an individual assessment procedure (e.g., an individual intelligence test), certain procedural safeguards must be followed. Individual assessment requires proper notice and informed consent. Parents are notified that their child has been referred for evaluation and written consent for the evaluation must be obtained. Parents are informed of the results of the evaluation and informed whether or not the child has been identified as gifted and talented.
3. If group assessment procedures are used to identify gifted and talented students, consent to perform such assessments may not be required. Group assessments (e.g. achievement tests) given to all students within a District are nonspecific and, therefore consent is not required. If a group of students are to be evaluated specifically to determine identification as gifted and talented, notice and consent are required.
4. If a school district uses individualized assessment procedures, an individual PPT may be held with the parents to discuss eligibility. However, districts are not required to hold individual PPTs with parents, since an IEP will not be developed. For purposes of determining eligibility where either individual and/or group assessments are used, it is acceptable for the PPT to review student assessment data and to identify a group of gifted and talented students during a single meeting.
5. Parents have the right to review and inspect any educational records related to their child. This includes records related to the determination of a child's identification as gifted and talented.
6. If at any time in the evaluation process the parents disagree with the decisions of the PPT, the parents have the right to challenge those decisions. For example, if the parents disagree with the District's refusal to evaluate the child, the parents may request either a mediation or due process hearing to challenge this refusal. If the PPT determines that the child is neither gifted nor talented, the parents may challenge this determination by requesting either mediation or a hearing. Parents may request an independent educational evaluation to challenge the evaluations conducted by the District.
7. Parents have the right to obtain an independent evaluation of their child, conducted by a certified person not employed by the District.
8. Parents have the right to an independent evaluation at public expense if they disagree with an evaluation obtained by the District. "Public expense" means at no cost to parents. However, the District may initiate a due process hearing to show that the evaluation is appropriate.

9. The District is not required to provide programming for children identified as gifted and talented. Instead, programming is permissive. Parents, then, can ask for educational services that accommodate the educational needs of their children, but the District is not required to provide such special education services.

Child Identification Appendix

- District Referral Form
- District Notice of Referral PPT Form
- District Procedures for Identification of Gifted and Talented Students
- District Services for Students who are identified as Gifted and Talented (if provided)

Chapter 2 — Confidentiality

The District maintains records of students requiring special education and related services. The District maintains strict confidentiality of these student records and other personally identifiable information at collection, storage, disclosure, and destruction stages of handling. Parents and other appropriate persons are given proper and needed access to records. Our District establishes and implements policy and procedures which ensure that records are classified, filed, protected, kept confidential, reviewed, and when appropriate, destroyed according to the Individuals with Disabilities Education Act (IDEA), and the Family Educational Rights and Privacy Act (FERPA) and the state's Records Retention Schedule *(See Chapter 2 Appendix)*. Parents of students receiving special education and related services are notified annually of the availability of these policies and procedures. The written policies and procedures concerning education records are available to the public in the Superintendent's office.

❖ Generation and Maintenance of Records

Student records are defined as any records, files, documents, and other materials which are maintained in writing, found in computer memory banks, video, or audio tape, film, microfilm, and microfiche by the school system or persons acting for the school system. These records are collected, maintained, or used by the District in order to meet the requirements of IDEA. This includes records that are used for identification, evaluation and educational placement of a student for the provision of free appropriate public education.

Custodian of Records

The District has designated one official, Director of Special Education and Pupil Personnel Services, who is responsible for ensuring the confidentiality of any personally identifiable information. This person is considered the custodian of records. The custodian of records ensures that all individuals who collect or use personally identifiable information receive training regarding the policies and procedures outlined in IDEA and the Family Educational Rights and Privacy Act, as well as in the District procedures.

Access to Confidential Student Information

Access to student records is only given to parents, a representative of the parents and parties who have been determined by our District to have a legitimate educational need. The District maintains, for public inspection at the Superintendent's office, a current list of the names and positions of those employees within the District who may have access to personally identifiable information *(See Chapter 2 Appendix)*.

Record of Access

Our District maintains a record of the parties that have accessed a student's education record. With the exception of parents and authorized employees of our District, everyone who reviews a student's educational record is documented in the record of access. The record of access includes the name of the party having access, the date access was given, and the purpose for which the party was authorized to use the records *(See Chapter 2 Appendix)*.

Disciplinary Information

The District includes in the records of a student with a disability a statement of any current or previous disciplinary action that was taken against the student. Our District includes this statement to the same extent that this information is included in nondisabled student's records. The statement may include a description of the disciplinary action taken and any other information that is relevant to the safety of the student and other individuals involved with the student. If the student transfers from one school to another, the transmission of any of the student's records must include the student's current and previous disciplinary action that has been taken against the student.

When the District initiates disciplinary procedures applicable to all students, the District ensures that the special education and disciplinary records of the student with a disability are transmitted for consideration to the person or persons making the final determination regarding the disciplinary action.

Referral to and Action by Law Enforcement and Judicial Authorities

The District reports criminal acts committed by a student with a disability as the District does crimes committed by students without disabilities. The District ensures that when the District reports a crime committed by a student with a disability that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to which the District reports the crimes. The District transmits copies of the student's special education records only to the extent that the Family Educational Rights and Privacy Act permit the transmission.

❖ Parental Rights

Parental Inspection and Review of Educational Records

When reference is made to parent, this also includes eligible students and surrogate parents. Parents have the right to inspect and review all education records pertaining to their child that are collected, maintained or used by the District to meet the requirements of special education law. Our District presumes that the parent has the authority to inspect and review records relating to their child unless the District has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

A request to review and inspect records must be in writing. The District makes records available to parents within ten school days of the request. Records are made available within three school days of the request if information is needed to plan for any due process proceeding or a PPT meeting. A representative of the parent may inspect and review the records.

Our District will provide to parents an explanation and an interpretation of their child's records upon parental request. The District provides to parents, upon request, a list of the types and locations of education records collected, maintained or used by our District.

Cost for Records or Search and Retrieval

In Connecticut, the right to review and inspect the records includes the right to one free copy of the records. Parents are required to submit a written request for the records; the District must comply within five school days of the request. Our District may charge for additional copies if the fee does not effectively prevent parents from exercising their right to inspect and review the records. Our District does not charge parents a fee to *search for* or to *retrieve* the educational records of a special education student.

NOTE: While test instruments are considered education records, any test instrument or portion of a test instrument for which the test manufacturer asserts an ownership or copyright interest may not be copied although they may be reviewed and inspected by parents. Our district retains test protocols for *until the day after the PPT* and notifies parents before they are destroyed.

Limitations of Parents' Rights of Inspection and Review

Review and inspection of student records is restricted to information concerning the parent's own child. If our District maintains education records that include the names of more than one student, the parents of that student have the right to view information pertinent only to their child, or to be informed of that specific information.

❖ Rights of Eligible Students

A student who has attained 18 years of age, an emancipated minor, or a student who is attending a post-secondary education institution has the right of access to his/her educational records and is afforded the right to privacy.

The rights of parents regarding educational records under the Family Educational Rights and Privacy Act of 2003 are transferred to the student at age 18 or when she or he is attending postsecondary education. Because the rights given to parents under IDEA Part B are transferred to a student who reaches age 18, the rights regarding educational records are also transferred to the student.

When a student with a disability reaches age 18 (this includes those students incarcerated in an adult or juvenile, state or local correctional institution, but excludes those who have been determined to be incompetent under State law) our District does the following:

- Provides all required notices to both the student and the parents;
- Transfers to the student all other rights accorded to the parents under IDEA (as revised in 2004) Part B;
- Notifies the student and the parents of the transfer of rights; and
- Transfers the rights regarding education records to the student.

❖ Surrogate Parent

The rights of a student are protected by the appointment of a surrogate parent in the following circumstances:

- When the student requires or may require special education **and**
- When the parent cannot be identified after our District has made reasonable efforts to discover their whereabouts **or**
- When the student is under the guardianship of the Commissioner of the Department of Children and Families **or**
- When the Commissioner of the Department of Children and Families is the student's statutory parent, **or**
- When the student is an unaccompanied homeless youth as defined by the McKinney Vento Homeless Assistance Act.

The surrogate parent has legal rights afforded to parents or guardians with respect to special education and related services. The surrogate parent represents the student in all matters relating to the identification, evaluation, and educational placement and the provision of a free appropriate public education to the student. In the above instances, notice to our District is issued from the Department of Children and Families if they have been involved in the student's placement. The District will request from the State Department of Education the assignment of a surrogate parent.

❖ Amendment of Student Records

Request for Amendment

Parents or eligible students may request that the custodian of records amend their child's or their own confidential record (if the student is over 18 years of age) if they believe that information in the education record is inaccurate, misleading, or violates the privacy rights of the student. Within a reasonable period of time, the custodian of records will decide whether to amend the information in accordance with the parent's request.

Hearing to Amend Student Records

If the custodian of records refuses to amend the records, parents are informed of the refusal. They are advised of their right to a hearing with the District to challenge the information in the record on the grounds that it is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student. Hearings as a result of a parent request for amendment of a student's special education record are conducted in accordance with the procedures of the Family Educational Rights and Privacy Act.

These procedures are as follows:

- The hearing is held within a reasonable time after the District has received the request for a hearing from the parent or eligible student.
- The District provides the parent or eligible student notice of the date, time and place of the hearing reasonably in advance of the hearing.
- An individual (including an official of the District), who does not have a direct interest in the outcome of the hearing, conducts the hearing.
- The District provides the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised.
- The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- The District provides to the parents within a reasonable period of time after the hearing a written decision of the hearing.
- The hearing decision will be based solely on the evidence presented at the hearing and will include a summary of the evidence and the reasons for the decisions.

Hearing Decision to Amend the Records

If the decision of the hearing is that the data are inaccurate, misleading or otherwise in violation of the privacy rights of the student, our District will inform the parent or eligible student of this in writing. The record will be revised accordingly.

Hearing Decision to Not Amend the Records

If the hearing finds that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, our District informs the parent or eligible student of the decision. The District also notifies them of their right to place, in the District-maintained student's record, a statement commenting on the contested information or setting forth any reason for disagreeing with the District's decision or both. Any explanation placed in the record of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system. If the District discloses education records to any party, any explanation having been placed in the record will also be disclosed.

❖ Release of Confidential Information

Parent Consent and Record Protection

Our District protects the confidentiality of personally identifiable information at all stages of handling; this includes collection, storage, disclosure and destruction of information. In all cases except where consent is not required under the Family Education Rights and Privacy Act (FERPA), the District obtains parental consent before personally identifiable information is disclosed to anyone other than officials of the District (who our District has determined to have a legitimate educational interest). This is also true when it is used for any purpose other than meeting a requirement of the IDEA. The District does not release information from education records to other providers of special education and related services (IDEA) without parental consent unless authorized to do so under FERPA and Connecticut State Statute.

Conditions when Prior Consent is not required to Disclose Information

In accordance with the Family Educational Rights and Privacy Act and Section 10-220h of Connecticut Education Law, the District may disclose personally identifiable information from a student's education record without parent/student consent if the disclosure is:

1. To other school officials, including teachers within the educational agency and consultants with whom the District contracts who have been determined by such agency/institution to have legitimate educational interests;
2. To officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student's parents be notified of the transfer at the same time that the District transfers the records, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. When the new school district informs us in writing that the student is enrolled, the District will transfer the record no later than ten days after receipt of the written notification;
3. To authorized representatives of the Comptroller General of the United States; the Secretary of Education; the U.S. Commissioner of Education; the Director of the National Institute of Education, or the Assistant Secretary of Education; or State Educational Authorities, under certain conditions as described below. The District will provide such authorized representatives access to student or other records, which may be necessary in connection with the audit, evaluation or enforcement of state and federally supported education programs. The District will not permit such representatives to collect personally identifiable data unless specifically authorized to do so by state and federal law;
4. In connection with a student's application for, or receipt of, financial aid;
5. To state and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974;

6. To accrediting organizations in order to carry out accrediting functions;
7. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986;
8. In connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. Factors to be taken into account in determining whether personally identifiable information from the education records of a student may be disclosed include:
    - The seriousness of the threat to the health or safety of the student or other individuals;
    - The need for the information to meet the emergency;
    - Whether the parties to whom the information is disclosed are in a position to deal with the emergency; and
    - The extent to which time is of the essence in dealing with the emergency;
9. To comply with a judicial order or lawfully issued subpoena provided that the educational agency makes a reasonable effort to notify the parent or the eligible student in advance of compliance;
10. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administering predictive tests or student aid programs, and improving instruction; and
11. Between two or more schools in which the student is enrolled or receiving services.

When the District reports the commission of a crime committed by a student with a disability to the appropriate authorities, the District sends copies of the special education and disciplinary records of the student to the appropriate authorities to which the District reports the crime. The District also sends copies of the student's special education and disciplinary records to the extent permitted by the Family Educational Rights and Privacy Act *(See Chapter 2 Appendix)*.

❖ Duration and Destruction of Records

Our District's special education department informs parents when personally identifiable information, which was collected, maintained or used under IDEA is no longer relevant to the provision of educational services to a student and the District plans to destroy the information. (Also see note on page 3 of this chapter.) The District reminds parents that they or their child may need the information for Social Security benefits or other purposes in the future. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Parents may also request that the records be destroyed and if the District is no longer using it to provide education services to the student, the District destroys it. If there is an outstanding request to inspect the records, they will not be destroyed until that request is satisfied. Records of students placed by our District in regional education service centers and approved private special education programs are education records, therefore retention and destruction of this information is our obligation. The District notifies parents/guardians of the location of records that are maintained by these agencies and parents has access to the copy. The District considers records to be no longer needed to provide educational services to a student when the minimum retention period as recommended by the State of Connecticut is achieved *(See Chapter 2 Appendix)*.

Confidentiality Appendix

- Family Education Rights and Privacy Act (FERPA)-located at http://www.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf in the Family Policy Compliance Office of this website

- Current list of names and positions of those employees who may have access to personally identifiable information

- Municipal Records Retention Schedule for Educational Records (Schedule M8)-located at http://www.cslib.org/retschedules.htm

- Access Record form

Chapter 3 — Prior Written Notice and Consent

❖ Written Notice

Parents and eligible students are provided written notices at specific points throughout the special education process. These situations are identified in IDEA and Connecticut regulations. The State Department of Education's procedural safeguards document is provided to parents and eligible students at many of these times as well *(See Chapter 3 Appendix)*.

Age of Majority

The District sends all required notices to both the student and the parent when a student reaches age eighteen. The only exception to this is for a student who has been determined to be incompetent under state law. Throughout this section, students age eighteen or older who have not been determined to be incompetent under state law are referred to as (an) "eligible student(s)".

Description of Prior Written Notice

Prior written notice is a document that our District provides to parents and eligible students. This document serves to notify parents and eligible students, in writing, five school days before the District proposes to or refuses to initiate or change the student's identification, evaluation or educational placement or the provision of a free appropriate public education ("FAPE") to the student. This includes graduation from high school with a regular diploma or whenever a decision will effect the provision of a free appropriate public education. The term "regular high school diploma" does not include alternative degrees such as certificates of attendance or completion of a general educational development credential ("GED").

The written prior notice will have the following information: [Page 3 of ED 620]

- Description of the action proposed or refused by the PPT;
- Explanation of why the PPT proposes or refuses to take the action;
- Description of any options the PPT considered and the reasons why those options were rejected;
- Description of each evaluation procedure, test, record, or report the District used as a basis for the proposal or refusal;
- Description of any other factors that are relevant to the PPT's proposal or refusal; and
- Statement that a parent or eligible student has the right to protection under procedural safeguards. If this notice is not an initial referral, prior written notice will include a description of how the procedural safeguards can be obtained. Prior written notice will include sources to contact to obtain assistance in understanding the provisions of IDEA.

Additional Situations Requiring Notice

In addition to the above information, IDEA requires notice to be given to the parents and eligible students for a disciplinary situation that results in placement in an interim alternative educational setting. The Connecticut regulations also require that notice be given to parents and eligible students in other situations in the special education process as described below. These are not prior written notice as described above, but each has its own set of required components.

Referral [ED 622]

Our District notifies parents and eligible students in writing within five school days after the date of a referral to special education *(See Chapter 3 Appendix)*. The notice contains the following elements:

- Reason for notice;
- Source of the referral;
- Date of the referral; and
- Statement of parental rights or eligible student's rights to review and obtain copies of all records used as a basis for referral.

A full explanation of all procedural safeguards available to the parent or eligible student is sent with the referral notice.

Indication of the Convening of a Planning and Placement Team Meeting [ED 623]

At least five school days prior to a meeting to develop, review or revise a student's Individualized Education Program (IEP), the parent or eligible student is advised in writing, in her or his native language, of the right to participate as a member of the Planning and Placement Team.

The elements of the notice include:

- The purpose for the PPT meeting;
- A time and location of the meeting with a statement that the meeting can be rescheduled at a mutually agreed upon time and place;
- Who will be in attendance and who will be invited to the meeting; and
- An indication that parents or eligible students can bring anyone of their choosing to the meeting.

If the PPT's purpose is to develop transition goals and objectives as part of the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the PPT team, the notice of the PPT indicates:

- This purpose of the meeting;
- That the student is invited;
- Identification of any other agency that will be invited to send a representative with the written consent of the parent (also see chapter 5, page 2); and
- All other PPT meeting notice elements listed above.

Initial Evaluation [ED 625]

The notice to secure original consent for an initial evaluation includes the elements of prior written notice and the following elements:

- The reason for notice;
- A description of each evaluation procedure, test, record or report to be given or created;
- A statement that parents or eligible students have the right to obtain an independent evaluation as part of the evaluation process;
- A statement that parents or eligible students have the right to refuse consent and that, if given, it may be revoked at any time;

- A statement that if parents or eligible students contest the evaluation through due process procedures, the student's current educational placement will not change until due process procedures have been completed;
- A statement that failure to respond within ten school days from the date of the notice, shall be construed as refusal of consent;
- An indication that a copy of the procedural safeguards document is included with the notice; and
- An indication that parents or eligible students will receive a copy of the evaluation report and documentation of determination of eligibility.

Reevaluation [ED 627]

In addition to the elements of prior written notice, the reevaluation notice must include:

- The reason for notice;
- A description of each evaluation procedure, test, record or report to be given or created;
- A statement that parents or eligible students have the right to obtain an independent evaluation as part of the evaluation process;
- A statement that parents or eligible students have the right to refuse consent and that, if given, it may be revoked at any time;
- A statement that if parents or eligible students contest the reevaluation through due process procedures, the student's current educational placement will not change until due process procedures have been completed;
- An indication that parents or eligible students will receive a copy of the evaluation report and documentation of determination of eligibility.

Parents and eligible students are notified when no additional data is needed for reevaluation and they are informed of that decision, the reasons for it, and their rights to request an assessment to determine whether the student continues to be a student eligible for special education.

Disciplinary Situations That Result in Interim Alternative Educational Settings

In disciplinary situations, parents and eligible students are notified no later than the date on which a decision is made to take an action that may or will result in one or more of the following:

- The student will be placed in an appropriate interim alternative educational setting for reasons of weapons, drugs, or serious bodily injury (see chapter 10).
- A hearing officer will order a change in the placement of a student to an appropriate interim alternative setting.
- The student will be removed from school for a period of time that would be considered a change in placement.

Parents or eligible students are provided a copy of procedural safeguards.

Communication of Written Notice

The District communicates prior written notice in a language understandable to the general public. It is in the native language of the parent and eligible students or other mode of communication used by the parent and eligible students unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the District will take steps to ensure that there is written evidence that the notice is translated orally or by other means to the parent and eligible student and that the parent and eligible student understands the content of the notice.

Timelines for Prior Written Notice

The District provides parents and eligible students with written notice five school days before the Planning and Placement Team proposes to, or refuses to, initiate or change the identification, evaluation or educational placement of the student. This includes graduation from high school with a regular diploma or issues regarding the provision of a free appropriate education to the student.

❖ Parental Consent

In accordance with Federal regulations, the District requires informed parental (or eligible student) consent prior to an initial evaluation, reevaluation, and an initial provision of special education services and release of confidential educational records under specific conditions (see chapter 2). Also in accordance with Connecticut regulations, our District requires consent prior to a private placement.

Consent means that the parent (or eligible student):

- has been fully informed of all information relevant to the activity for which consent is sought. This information is given to the parent or eligible student in his or her native language, or other mode of communication unless it is clearly not feasible to do so;
- understands and agrees in writing to the carrying out of the activity for which her or his consent is sought. The consent describes that activity and lists the records (if any) that will be released and to whom they will be released; and
- understands that the granting of consent is voluntary and may be revoked at any time.

Obtaining Parental Consent

In our District, parental (or eligible student) consent is obtained prior to an initial evaluation and reevaluation (with the exception noted below), an initial provision of special education services, and a private placement. Consent for initial evaluation is not construed as consent for initial provision of special education services.

Parents (or eligible students) may not object to the inclusion in an initial evaluation or reevaluation of the following:

- review of existing data, or
- testing or other evaluation that is administered to all students, unless, before administering that test or evaluation, consent is required of parents of all students.

Parental (or eligible student) consent for reevaluation need not be obtained if the District can document that the District has taken reasonable measures to obtain the consent and the parent (or eligible student) has failed to respond. In these situations the District would have some documentation indicating the following activities:

- detailed records of telephone calls made or attempted and the results of these calls;
- copies of correspondence sent to the parents (or eligible student) and any responses received; and
- detailed records of visits made to the parent's (or eligible student's) home or place of employment and the results of those visits.

Parental Refusal for Consent or Withdrawal of Consent

If a parent (or eligible student) revokes consent, that revocation is not retroactive. Therefore, it does not negate an action that has occurred after consent was given and before consent was revoked.

Our District does not use a parent's (or eligible student's) refusal to consent to one service or activity to deny the parent or student any other service, benefit or activity in our District.

If a parent (or eligible student) refuses or withdraws consent in the case of an initial evaluation or reevaluation, our District may continue to pursue these PPT decisions by using due process, including mediation. If a hearing officer upholds our District decisions, the District may evaluate or reevaluate.

If a parent (or eligible student) refuses consent or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the District will not pursue the provision of special education and related services by using due process, including mediation.

If parental (or eligible student) consent is not given or is revoked for private placement, the District will request a hearing provided the private placement is not the initial placement for the child.

Consent Forms

All consent forms in our District include:

- A statement of parents' (or eligible student's) right to refuse consent and that, if given, it may be revoked at any time;
- A statement that parental (or eligible student's) failure to respond within ten school days from the date of the notice shall be construed as refusal of consent (not applicable to reevaluation); and
- A statement that, if contested, a student's current educational placement will not change until due process procedures have been completed.

❖ Procedural Safeguards

Our District considers provision of procedural safeguards an essential part of prior written notice. Procedural safeguards are given to parents (or eligible students) as part of the prior written notice *(See Chapter 3 Appendix).* A copy of the procedural safeguards are given to the parents (or eligible students), at least one time a year and upon the following occurrences:

- initial referral or parent request for evaluation;
- upon receipt of the first complaint made under the State's Complaint Resolution Process or the first due process complaint filed in a school year;
- on the date on which the decision is made to remove a child from his or her educational placement because he or she has violated a code of student conduct and the removal constitutes a change in placement [see Chapter 10, Discipline]; or
- upon request by a parent.

The State Department of Education's procedural safeguard document provided to parents (or eligible students) includes the following:

- Evaluation of a child by a person who does not work for the school district. This is called an independent educational evaluation;
- Giving the parent a copy in writing of what the school is proposing or refusing to do about a child's program (prior written notice);
- Getting parent permission before the school administers evaluations or provides special education services to a child;
- Inspecting, reviewing and obtaining a copy of a child's educational record;
- Due process hearings;
- Advisory opinions;
- A child's program during the pendency of a due process hearing;
- Procedures when disciplining a child with a disability;
- Steps a parent must follow if a parent places a child in a private school and expects the school to pay;
- Mediations;
- Expedited due process hearings;
- Bringing a case to court;
- Attorneys' fees;
- State complaints;
- The difference between due process hearings and state complaints; and
- Electronic Mail.

Communication of Procedural Safeguards

The description of the procedural safeguards available to parents (or eligible students) is provided in the native language of the parent (or eligible student) or other mode of communication used by the parent (or eligible student) unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent (or eligible student) is not a written language, the District takes steps to ensure that the procedural safeguards is translated orally or by other means to the parent (or eligible student) in his or her native language or other mode of communication that the parent (or eligible student) understands. The District ensures that the parent (or eligible student) understands the content of the procedural safeguards and that there is written evidence that these requirements have been met.

Hearing Officers

The District maintains a list of the persons who serve as hearing officers. This list, provided to us by the State Department of Education, includes a statement of the qualifications of each person on the list *(See Chapter 3 Appendix)*

Prior Written Notice and Consent Appendix

- Prior Written Notice form
- Notice of Referral
- Notice of Planning and Placement Team Meeting
- Notice and Consent for an Initial Evaluation
- Consent for Special Education Placement
- Notice and Consent for a Reevaluation
- Procedural Safeguards
- List of Hearing Officers

Chapter 4 — Evaluation

The District uses procedures to ensure that proper identification of students with disabilities occurs through the implementation of sound evaluative practices. Evaluation in this context means the procedures that the District uses to determine whether a student has a disability and the nature and extent of the special education services that the student needs. A full and individual initial evaluation is conducted to determine if the student is a student with a disability and to determine the student's educational needs before any action is taken with respect to the initial placement of a student with disabilities in a special education program. A reevaluation is conducted if conditions warrant it, or if a student's parent or teacher requests a reevaluation, but at least once every 3 years unless the parent and our District agree that it is unnecessary. In addition, a reevaluation will not be conducted more frequently than once a year unless the parent and our District agree otherwise.

❖ Process

1. Early Intervention Strategies

Before school personnel refer a student to a Planning and Placement Team, alternative strategies and programs in regular education are explored and, where appropriate, implemented. See Chapter 1, Student Identification, for more detailed information on locating students who may have a disability and need special education.

2. Referral to Determine Eligibility for Special Education and Related Services [ED 621]

If these strategies are not successful or if the parents make a written request for an evaluation, a student is referred to determine eligibility for special education and related services. A District standard referral form [ED 621] *(see Chapter 1 Appendix)* is used to document the referral. This form is available to parents and school personnel in each of the schools and at the Special Education Department Office. Parents receive notice of the referral within five school days of the date of the referral, regardless of who makes the referral.

3. Initial Evaluation

A Planning and Placement Team meeting is scheduled to discuss the referral. Parents receive written notification of the PPT five school days prior to the meeting. The PPT may decide an evaluation is not needed and the regular education program and services are appropriate. If the PPT decides to conduct an evaluation, the PPT, which includes the parent, designs the evaluation (*See Evaluation Study for Determination of Eligibility and Placement).* Before our District provides initial special education and related services, a full and individual initial evaluation is conducted to determine if the student is a student with a disability and to determine the education needs of the student. Parents must sign a written consent for the evaluation. See Chapter 3 for evaluation notice and consent requirements.

After the evaluation is completed, the Planning and Placement Team of qualified professionals and the parent of the student make the determination of whether the student is a student with a disability. See Chapter 1 for further details of student identification. A copy of the evaluation report and documentation of eligibility is given to the parent. Development of the IEP for a student is based upon

the diagnostic findings of the evaluation study. Implementation of an IEP based upon an initial referral is not to exceed 45 school days from the date of referral or 60 school days for students placed in a private school, exclusive of the time necessary to get parent consent. *(See Chapter 6 for further details regarding Individualized Education Programs.)*

4. Interpretation of Evaluative Data in Making Educational Decisions

In interpreting evaluation data for the purpose of determining if a student has a disability and what the educational needs of the student are, the District uses information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The District ensures that information obtained from all of these sources is documented and carefully considered. An IEP is developed if a determination is made after reviewing the information that a student has a disability and he/she requires special education and related services. A student is not determined to be a student with a disability if the determining factor for such decision is limited English proficiency or lack of instruction in reading or math.

5. Reevaluation

The IEP of each student with a disability is reviewed in our District periodically, but at least annually. A reevaluation of each student with a disability is conducted at least once every three years (unless the parent and our District agree that it is unnecessary), or if a student's parent or teacher requests a reevaluation (although a reevaluation will not be conducted more frequently than once a year unless the parent and our District agree otherwise). Parents must sign consent for reevaluation unless our District can document that we have taken reasonable measures to obtain parental consent and the parent (or eligible student) has failed to respond (see Chapter 3, page 4). See Chapter 3 for reevaluation notice requirements and the appendix for the consent form.

6. Evaluation Prior to Termination of Special Education Eligibility

The District evaluates a student with a disability before determining that the student is no longer a student with a disability. An evaluation before the termination of a student's eligibility for special education and related services is not required if the student graduates with a regular high school diploma or exceeds the age of eligibility for FAPE under state law.

❖ Summary of Performance

For a student whose eligibility for special education and related services terminates due to graduation with a regular diploma or due to exceeding the age eligibility for FAPE under state law, our District will provide the student with a summary of the student's academic achievement and functional performance [ED 635], which shall include recommendations on how to assist the student in meeting his or her postsecondary goals.

❖ Evaluation Study for Determination of Eligibility and Placement

An evaluation study on a student in our District includes reports concerning educational progress, structured observation, and such psychological, medical, developmental and social evaluations as may be appropriate to determine the nature and scope of the student's exceptionality.

The evaluation study may include information concerning the student's physical condition, socio-cultural background and adaptive behavior in home and school. The evaluation report documents the sources of all information. If an assessment is not conducted under standard conditions, a description of the extent to which it varies from standard conditions is included in the evaluation report.

In evaluating each student with a disability, our District's evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not commonly linked to the student's disability category. A student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

No single procedure is used as the sole criterion to determine whether a student has a disability and to design an appropriate educational program for the student. Results of standardized or local tests of ability, aptitude, affect, achievement and aspiration are not exclusively used as the basis for determining whether a student is a student with a disability within our District. An evaluation study shall document and carefully consider the sources of all information.

Evaluative Data for Initial Evaluation or Reevaluation

As part of an initial evaluation and as part of any reevaluation, the PPT (which develops, reviews or revises the student's IEP) and other qualified professionals, as appropriate, review existing evaluation data, including:

- Information, and evaluations conducted by the district and/or provided by the parents of the student;
- current classroom-based, local, or State assessments, and classroom-based observations; and
- observations by teacher and related services providers.

If the team is unable to make a determination using existing information, the team may identify any additional data that maybe needed including tests and other evaluation materials to determine the following:

- Whether the student has a particular category of disability and the educational needs of the child;
- In the case of reevaluation, whether the student continues to have such a disability and such educational needs;
- The present levels of academic achievement and related developmental needs of the student;
- Whether the student needs special education and related services;
- In the case of a reevaluation of a student, whether the student continues to need special education and related services; and
- Whether any additions or modifications to the special education and related services are needed to enable the student to:
  Meet the measurable annual goals set out in the IEP; and
  Participate, as appropriate, in the general education curriculum.

Notice and consent for initial evaluation and reevaluation will be completed.

When conducting a reevaluation, if no additional data is needed to determine whether the student continues to be a student with a disability, the District notifies the student's parents of this determination and the reasons for it. The District also notifies the parents of their right to request an assessment to determine whether the student continues to be a student with a disability and to determine the child's educational needs. The District is not required to conduct an assessment unless requested by the student's parents.

Evaluations of students with disabilities who transfer from one school district to another school district in the same academic year are coordinated with such student's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

❖ Evaluation Tools and Measurements

Tests, evaluation materials, procedures and techniques used for the purpose of evaluation are chosen carefully to ensure accurate results. They are selected and administered so as not to discriminate on a racial or cultural basis. They are used to gather relevant functional, developmental and academic information including: information provided by the parent, and information related to enabling the student to be involved in and progress in the general curriculum. For a preschool student, the District looks at information that will enable the student to participate in appropriate activities. This information will help the PPT determine whether a student has a disability as well as the content of the student's IEP.

The evaluation tools the District uses are administered according to instructions provided by the producers/publishers and have been validated for the specific purpose for which they are used. They are administered by trained and knowledgeable personnel who are appropriately certified and or licensed. The District ensures that they are technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

The evaluation tools and measurements that the District uses include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. These assessment measures provide relevant information that directly assists persons in determining the educational needs of the student. Tests and measurements that the District uses are selected and administered to ensure that the test results accurately reflect the student's aptitude or achievement level or whatever factors the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

Language Issues In Evaluation

Assessments, evaluation material, procedures and techniques used for evaluation are selected and administered so as not to be discriminatory on a racial or cultural basis. They are provided and administered in the student's native language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to do so. If a student is dominant in a language other than English, the evaluation study also includes systematic teacher observation of the specific areas of concern. Detailed information about the student's performance at home and in the community and any prescriptive or diagnostic teaching that have taken place is included.

The District uses a language dominance proficiency assessment prior to an evaluation when appropriate. Materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education rather than measuring the student's English language skills.

Evaluation for Learning Disabilities

The determination of whether a student suspected of having a specific learning disability is a student with a disability must be made by a PPT which includes the student's parents and qualified professionals including, but not limited to:

- the student's regular teacher [or if the student does not have a regular teacher, a regular classroom teacher, a regular classroom teacher qualified to teach a student of her or his age, or for a student of younger than school age, an individual qualified by the state educational agency to teach a student of her or his age]; and
- at least one person qualified to conduct an individual diagnostic examination such as a school psychologist, speech-language pathologist or remedial reading teacher.

Determination of a Learning Disability

Specific Learning Disability ("SLD") means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written.

A PPT may determine that a student has a specific learning disability *if*:

1. The student does not achieve adequately for his or her age, or to meet grade level standards in one or more of the following areas (when provided with learning experiences and instruction appropriate for the child's age or grade level standards):

   - oral expression
   - listening comprehension
   - written expression
   - basic reading skills
   - reading fluency skills
   - reading comprehension
   - mathematics calculation
   - mathematics problem solving

   and,

2. The student does not make sufficient progress to meet age or grade level standards in one or more of the areas identified in number 1, above, when using a process based on the child's response to scientific, research-based intervention; or
3. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, grade level standards, or intellectual development, that is determined by the team to be relevant to the identification of a specific learning disability, using appropriate assessments.

In addition, the PPT may not identify a student as having a specific learning disability if the suspected disability is primarily the result of:

- a visual, hearing or motor disability;
- intellectual disability;
- emotional disturbance;
- environmental, cultural or economic disadvantage;
- limited English proficiency; and
- lack of appropriate instruction in reading or math.

To ensure that underachievement in a child suspected of having a SLD is not due to a lack of appropriate instruction in reading or math, the team must also consider, as part of the evaluation:

- Data that demonstrates that prior to, or as a part of the referral process, the student was provided appropriate, research-based instruction in regular education settings, including that the instruction was delivered by qualified personnel; and
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

In determining whether a child has an SLD, our district may use a discrepancy model (i.e., discrepancy between intellectual ability and achievement) or a Response to Intervention model which determines the existence of a learning disability based upon the progress a student makes over an appropriate period of time when provided with high-quality instruction/intervention and frequent monitoring of progress. Either model is permissible.

No matter which method our district uses to identify a child with SLD (response to scientific, research based instruction, or discrepancy model of patterns of strengths and weaknesses) we will conduct a comprehensive evaluation of the student that will also include an observation of the student's academic performance in the regular classroom setting by at least one team member other than the student's regular education teacher. In the case of a student of less than school age or out of school, a team member will observe the student in an environment appropriate for a student of that age. The Harbor School will also utilize the SRBI process/data to assist in identification of SLD students.

Multidisciplinary Evaluation Report [ED 629]

For a student suspected of having a specific learning disability, the documentation of the PPT's determination of eligibility *(See Chapter 4 Appendix)* must include a statement of:

- whether the student has a specific learning disability;
- the basis for making the determination;
- the relevant behavior noted during the observation of the student;
- the relationship of that behavior to the student's academic functioning;
- whether the student does not achieve adequately or make sufficient progress to meet age or grade level standards;
- whether there are patterns of strengths and weaknesses in performance, achievement or both, relative to age, grade-level standards, or intellectual development in one or more of the areas listed under *"Determination of a Learning Disability)*;
- the instructional strategies used and the student-centered data collected if a response to scientific, research-based intervention process was implemented;
- the determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- educationally relevant medical findings, if any;
- If the child has participated in a process that assesses the child's response to scientific, research-based intervention:
  - The instructional strategies used and the student-centered data collected; and
  - The documentation that the child's parents were notified about: (1) the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; (2) strategies for increasing the child's rate of learning; and (3) the parents' right to request an evaluation.

Each team member participating in the determination of eligibility of a student suspected of having a learning disability certifies in writing whether the report reflects her or his conclusion. If it does not, the team member will submit a separate statement presenting his or her conclusions.

❖ Independent Educational Evaluation

The District provides to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained and our District's criteria applicable for independent educational evaluations.

Parents may request an independent educational evaluation at district expense if the parent disagrees with an evaluation that was completed or obtained by our District. The parent is entitled to request only one IEE at district expense each time the District conducts an evaluation with which the parent disagrees.

If a parent requests an independent educational evaluation at District expense, our District will, without unnecessary delay, either --

- File a due process complaint to request a hearing to show that the District's evaluation is appropriate; or
- Ensure that an independent educational evaluation is provided at District expense, unless the agency demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria.

When an independent education evaluation is at District expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner must be the same as the criteria that our District uses when the District initiates an evaluation. This is done to the extent that the criteria is consistent with the parent's right to an independent educational evaluation and that the District may not impose additional conditions or timelines to those that the District uses.

If the parent obtains an independent educational evaluation at private expense, our District in any decision made with respect to the provision of FAPE to the student will consider the results of the evaluation. The results of an independent educational evaluation obtained by the parent at private expense may be presented as evidence at a hearing under the provisions of IDEA.

Trial Placement for Diagnostic Purposes

The purpose of such placements is to assess the needs of a student for whom special education and related services may be necessary, but for whom the evaluation study is either inconclusive or the data insufficient to determine the student's IEP. A diagnostic placement is a structured program of not more than eight weeks duration.

The following steps are implemented in our District when the District has a student in a diagnostic placement:

1. The PPT specifies, in writing, the diagnostic goals and objectives, as well as the types and amounts of services needed to conduct the program to determine more conclusively the student's needs.

2. The PPT meets at least once every two weeks with personnel working with the student to discuss the student's progress and to revise, where necessary, the services being provided.

3. The PPT decides whether the student's time is divided between the diagnostic program and another program, or the student may be placed in the diagnostic program full time.

4. A diagnostic program shall be terminated as soon as the student's needs have been determined, but in any event within eight weeks.

5. Five school days before the end of the diagnostic program, the PPT will re-convene and, if required, write the student's IEP based on the findings made during the diagnostic placement as well as other evaluative information regarding the student.

Evaluation Appendix

- Multidisciplinary Evaluation Report for Learning Disabilities
- Reading Worksheet
- Math Worksheet
- Worksheet to determine eligibility for Serious Emotional Disturbance
- Summary of Performance (ED 635)
- [Other worksheets used by the District (If District inserts other documents, the Table of Contents should be appropriately amended)]

Chapter 5 — Planning and Placement Team (PPT)

The Planning and Placement Team (PPT) is the decision-making body central to the process of ensuring that the student meets the eligibility requirements of the IDEA. It is through this process that the District ensures that students with disabilities receive a free and appropriate public education.

❖ Purpose of the PPT

The PPT meeting is initiated and conducted for the purpose of determining eligibility, developing, reviewing and revising the IEP, and designing and reviewing evaluations and reevaluations. The purpose of the PPT meeting includes, where appropriate, developing and reviewing functional behavior assessments, developing, reviewing and/or modifying behavioral intervention plans, conducting manifestation determinations, and making interim alternative educational placement decisions. Additionally, the PPT meets to consider transition service needs and/or transition services that might be necessary.

❖ Prior to a PPT

Prior to a PPT our District personnel may engage in informal or unscheduled conversations on issues such as teaching methodology, lesson plans, or coordination of services if those issues are not addressed in the student's IEP. They may engage in activities to prepare for the PPT such as developing a proposal or response to a parent proposal.

❖ PPT Timelines

The Planning and Placement Team reviews the student's IEP periodically, at least annually, to determine whether the goals for the student are being achieved. The PPT revises the IEP, as appropriate, to address:

- any lack of progress toward the annual goals and in the general curriculum;
- the results of any reevaluation;
- information about the student provided to, or by, the parents;
- the student's anticipated needs; and
- other matters.

Parents must receive notice of PPT meetings at least five school days prior to the meeting.

❖ PPT Membership

The Planning and Placement Team in our District is composed of a group of certified and/or licensed professionals from teaching, administrative and pupil personnel staffs, the parent(s) of the student, the student when appropriate, and other individuals having knowledge or special expertise regarding the student. Administration is represented by someone qualified to provide or supervise the provision of special education. This person need not be the principal, but is not the student's teacher. In our District, school personnel that are knowledgeable in the areas necessary to determine an appropriate educational program for a student with a disability attend PPTs.

Each PPT that (1) develops, reviews and revises an IEP; (2) designs and conducts an initial evaluation or reevaluation; (3) determines eligibility; (4) conducts a manifestation determination; (5) develops a functional behavioral assessment; or (6) develops, reviews or modifies a behavioral intervention plan, includes:

- The parents of the student with a disability;
- At least one regular education teacher of the student (if the student is, or may be participating in the regular education environment);
- At least one special education teacher of the student, or if appropriate, at least one special education provider of the student;
- A representative of the District who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum and about the availability of resources within the District;
- A representative of the pupil personnel staff;
- An individual who can interpret the instructional implications of evaluation results (who may be one of the previously listed team members other than the parent);
- If appropriate, the student; and
- At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the student, including related services personnel.

PPT Membership for Out-of-District Placements

PPT meetings, conducted to review or revise the program for a student in an out-of-district placement, include a representative from that facility (in addition to the membership identified above) who contributes to the development of short-term instructional objectives.

PPT Memberships for Secondary Transition Considerations

If the purpose of the meeting is consideration of secondary transition services, the student (regardless of age) and a representative of any agency that is likely to be responsible for providing or paying for transition services are also invited. Representatives of outside agencies may only be invited with the consent of the parent or eligible student.

If the student does not attend the PPT, the District takes steps to ensure that the student's preferences and interests are considered.

PPT Attendance [ED 633]

In some instances, a PPT member may be excused from attending a PPT meeting or, their attendance may not be necessary.

- A member of the PPT shall not be required to attend a PPT meeting, in whole or in part, at which a student's IEP is to be developed, reviewed, or revised, if the student's parent and our District agree

that the member's attendance is not necessary because that member's area of the curriculum or related services is not being modified or discussed in the meeting.

- A team member's attendance at a PPT meeting, in whole or in part, at which a student's IEP is to be developed, reviewed, or revised, may be excused from attending the meeting even though it involves a modification to or discussion of that team member's area of the curriculum or related services, if the parent and our District consent to the excusal and the team member submits written input to the parent and PPT prior to the meeting.
- A parent's consent to a team member's absence from a PPT meeting, whether because their attendance is not necessary or they have been excused and have submitted written input to the parent and PPT, must be given in writing and on a form our District provides [ED 633].

Role of the Regular Education Teacher in the PPT

The regular education teacher of the student (as a member of the PPT) will, to the extent appropriate, participate in the development, review and revision of the student's IEP, including the determination of:

- appropriate positive behavioral interventions and strategies;
- supplementary aids and services, program modifications or supports for school personnel that will be provided for the student consistent with the IEP; and
- participation in the general education curriculum.

Parental Involvement in the PPT

Our District takes whatever action is necessary to ensure that parents understand the proceedings at the PPT meeting. This includes, but is not limited to, arranging for an interpreter for parents with deafness or whose native language is other than English.

Meetings are scheduled at a mutually agreed upon time and place. If neither parent can attend the PPT, the District makes reasonable efforts using other methods to ensure parent participation, including individual or conference telephone calls or home visits. If the parent(s) cannot be convinced that they should attend a meeting our District documents the attempts to arrange a mutually agreed on time and place *(see Chapter 5 Appendix)*. This documentation may include a record of phone calls made or attempted and results of those calls; copies of correspondence sent to parents and any responses received; and records of visits to parent's home or place of employment and results of those visits.

❖ PPT Responsibilities in the Development of the Individualized Education Program (IEP)

In developing, reviewing and revising a student's IEP, our District's PPTs consider the following:

- The student's strengths and the parent's concern for enhancing their student's education;
- The results of the initial evaluation and most recent evaluation, or the results of any reevaluations;
- The results of the student's performance on any general state or Districtwide assessment programs, as appropriate;
- The communication needs of the student;
- The academic, developmental and functional needs of the student;
- Positive behavioral interventions, strategies and supports to address behavior that impedes a student's learning or that of others;
- The language needs of the student, in the case of a student with limited English proficiency;

- Instruction in Braille and the use of Braille, if a student is blind or visually impaired. The use of Braille and instruction in Braille is provided *unless* the PPT determines that either or these are not appropriate. The determination not to use Braille or not to provide instruction in Braille is made only after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media has been conducted. This evaluation must also include an assessment of the student's future needs for instruction in Braille;
- The student's language and communication needs and opportunities for direct communications with peers and professional personnel, if the student is deaf or hard of hearing. In addition, the PPT will consider this student's academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
- Whether the student requires assistive technology devices and services.

If, in considering these factors, the PPT determines that a student needs a particular device or service (including an intervention, accommodation or other program modification) in order to receive FAPE, the team will include a statement to that effect in the student's IEP.

Beginning not later than the first IEP to be in effect when a student turns 16, or younger if determined appropriate by the PPT, a student's IEP must include appropriate measurable postsecondary goals based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills, and the transition services needed to assist the student in reaching those goals.

If a participating agency, other than the LEA, fails to provide the transition services described in the IEP, the District reconvenes the IEP Team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

Disciplinary Action

When a student's behavior is in violation of a code of student conduct and the District has made the decision to change the placement, the PPT is responsible for conducting a review of the relationship between the student's disability and the student's behavior to determine if the behavior is a manifestation of the student's disability or if the behavior was the direct result of the district's failure to implement the IEP. Please see chapter 10, *Discipline*, for further explanations.

Interim Alternative Educational Setting ["IAES"]

District personnel may remove a student to an interim alternative educational setting ("IAES") for not more than 45 school days if a student:

- Carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under our jurisdiction;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under our jurisdiction; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under our jurisdiction. (See chapter 10, page 3 for definition of serious bodily injury.)

In such circumstances, the PPT determines the IAES to which the student is removed. Please see Chapter 10, *Discipline*, for further explanation.

Planning and Placement Team Appendix

- Documentation of Attempts to Seek Parent/Guardian Participation
- Manifestation Determination Form (District Supplied Form)
- Functional Behavior Assessment Form (District Supplied Form)
- ED 633 Planning and Placement Team Attendance

Chapter 6 — Individualized Education Programs (IEPs)

The District develops a written plan for each student requiring special education and related services. This plan is called an Individualized Education Program (IEP). Our PPT develops, reviews, and or revises the IEP to meet the needs of each student who requires special education and related services.

❖ District Responsibilities Regarding IEPs

Our District provides a free, appropriate public education for all students with disabilities aged 3 through 21 who require special education and related services, who have not graduated with a regular high school diploma or exceeded the age of eligibility including:

- students with disabilities who have been suspended or expelled from school for more than 10 school days in a school year;
- students suspended for less than 10 school days in a school year if services are provided to students without disabilities who have been similarly removed; and
- students who are advancing from grade to grade.

The District provides educational opportunity to all students with disabilities. An IEP is developed, implemented, maintained, reviewed, revised and evaluated for all special education students served by our District. This includes students placed in or referred to a private school or facility by our District. Special education and related services are provided in accordance with the student's IEP.

3-Year-Olds from Birth To Three System

An IEP is developed and implemented by the third birthday for each student eligible for special education and related services who is transitioning from the Birth to Three System. A free appropriate public education is available to each eligible student no later than the student's third birthday and an IEP is in effect by that date. If a child is scheduled to transition from Birth to Three programs to the LEA and the child turns three years of age during the summer months, the District will determine if the child is eligible for a free appropriate public education (FAPE) and whether the child requires extended school year services (ESY) prior to the student's third birthday. If the student is eligible for FAPE and requires ESY services, the District will implement the IEP by the student's third birthday, regardless of the fact that this occurs during the summer months. If the student is eligible for FAPE and does not require ESY services, the IEP will be implemented on the first day of school.

Private School

Before our District places a student with a disability in, or refers a student to, a private school or facility the District initiates and conducts a meeting to develop an IEP for the student.

A representative of the private school or facility attends the IEP meeting. If the representative cannot attend, the District uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls. Compliance with IDEA Part-B and CGS Section 10-76 remains the responsibility of the District even in those instances where the District has a private facility implementing a student's IEP. This responsibility includes conducting PPT meetings to develop, review and revise the student's IEP and determine eligibility for special education services.

No placement is made unless it is in accordance with a student's IEP as developed by our District PPT. Placement in a private facility after a three-year period requires the annual approval of the State Department of Education, or annually, after two years if the placement is in an out of state facility.

Charter School, InterDistrict Magnet School, and Regional Vocational Agricultural Centers

Students with disabilities, who attend charter schools, interdistrict magnet schools and regional vocational agricultural centers retain all rights under IDEA. For students with disabilities who are enrolled in any of these public choice programs, the LEA of residence (our District) will convene the planning and placement team (PPT) meeting for such student and invite representatives of the choice program to attend the PPT.

The responsibility for ensuring the provision of services to students in any of these choice programs belongs to the school in which the student is enrolled. If a student is attending a charter school, the District will discuss with representatives of the charter school how the services will be provided (by charter school staff or District staff). The District will pay the charter school, on a quarterly basis, an amount equal to the difference between the reasonable costs of special education and related services and the sum of the amount received by the charter school from federal, state, local and private sources calculated on a per pupil basis.

In the case of a student attending an interdistrict magnet school, the District shall pay the interdistrict magnet school an amount equal to the difference between the reasonable cost of special education and related services and the sum of the amount received from federal, state, and local and private sources calculated on a per pupil basis.

In the case of a student attending a vocational agricultural center who resides in our District, our District is responsible for the costs of special education and related services.

Open Choice and Connecticut Technical High Schools

Students with disabilities, who attend Open Choice schools and the CT Technical High Schools, retain all rights under IDEA. Students who attend Open Choice schools and the CT Technical High Schools "belong" to the receiving District. The receiving District convenes the Planning and Placement Team (PPT) meeting and develops the IEP for the student. For students in open choice schools, the LEA of residence is invited to attend the PPT/IEP meetings. It is the responsibility of the District of residence to pay the receiving District an amount equal to the difference between special education and related service costs and the sum of the amount received by the receiving District for the state open choice program.

The CT Technical High Schools are responsible for the provision of services for students with disabilities. Pursuant to Section 10-76q(c) of the Connecticut General Statutes, if the Planning and Placement Team of one of the CT Technical High Schools determines that a student requires special education and related services which precludes such student's participation in the program offered by a technical high school, the student shall be referred to the board of education in the town in which the student resides for the development of an IEP and such board of education shall be responsible for the implementation and financing of such program.

IEP Development and Timelines

The services and placement needed by each student with a disability to receive FAPE are based on the student's unique needs and not on the student's disability.

An IEP is in effect before special education and related services are provided to an eligible student. The District implements each IEP within 45 school days of the initial referral, exclusive of time required to

obtain parental consent, for in-district placements and 60 school days, exclusive of time required to obtain parental consent, for out-of-district placements.

At the beginning of each school year, an IEP is in effect for each student with a disability and who requires special education and related services for whom the District is educationally responsible. Throughout the school year, changes to the IEP will be implemented as agreed upon following a PPT in which the IEP is reviewed or revised.

IEP Access

The student's IEP is accessible to each regular education teacher, special education teacher, related services provider and other service provider who is responsible for its implementation. Each regular education teacher, special education teacher, related services provider and other service provider is informed of her/his responsibilities related to implementing the IEP and specific accommodations, modifications and supports that must be provided in accordance with the IEP.

A full copy of the IEP is given to parents at no cost within five school days after the PPT meeting.

❖ IEP Components

Our District uses a standard IEP form. This form has numerous legally required components that help guide the team in the development, review, revision and implementation of the student's program. These various components are listed and described in this section of the procedures.

Present Levels of Academic and Functional Performance

Present Levels of Academic and Functional Performance include a description of how a student is currently performing in many important academic, behavioral, vocational and adaptive areas. In addition, Present Levels of Academic and Functional Performance include a description of strengths, concerns and needs that require specialized instruction and a description of how the student's disability impacts their involvement and progress in the general education curriculum (the same curriculum as for nondisabled children) or appropriate preschool activities. The Present Levels of Academic and Functional Performance directly ask for parent and student input and concerns as part of the planning process.

Services Provided to the Student

The IEP will include a statement of the special education and related services and supplementary aids and services based upon peer reviewed research to the extent practicable to be provided to the student or on behalf of the student and a statement of the program accommodations and modifications and supports for school personnel that will be provided so that the student will:

- advance appropriately toward attaining the annual goals;
- be involved and progress in the general curriculum;
- participate in extracurricular activities and other nonacademic activities; and
- be educated and participate with students with and without disabilities.

The IEP will specify supplementary aids and services provided to or on behalf of the student, program accommodations and modifications and supports for school personnel, as appropriate:

- The specific required accommodations and modifications including assistive technology devices and services as appropriate,
- The location and duration of the accommodations and modifications that will be included, and,

- The frequency and duration of supports for school personnel to implement the IEP.

The IEP will include a description of the extent to which the student will participate in general education. For special education and related services related to specific annual goals and objectives, the IEP will specify:

- The frequency of the service;
- The responsible staff and service implementer;
- The start and end date of the services provided;
- The location of these services; and
- If needed, a description of the instructional service delivery.

Nonacademic and Extracurricular Activities/Services

Our District takes steps to provide nonacademic and extracurricular services and activities to students with disabilities. These may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the District and assistance in making outside employment available, in such manner as is necessary to afford students with disabilities an equal opportunity for participation in those services and activities.

Justification for Removal from Regular Education

For each student who is removed from regular education for any portion of her/his school day, a justification for that removal is indicated on the IEP. Additionally, an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities, will be included in the IEP.

Length of School Day and Year

The IEP will specify the length of the school day and school year. The length of the school day and year for students requiring special education and related services is the same as for students in the regular education program, unless otherwise specified in the IEP.

Extended school year services (ESY) are available as necessary to provide a free appropriate public education. Our District provides extended school year services only if the PPT that develops the student's IEP determines, on an individual basis, that the services are necessary for the provision of FAPE. The District does not limit extended school year services to particular categories of disabilities and does not unilaterally limit the type, amount, or duration of those services.

Transportation

The District provides, as a related service, safe and appropriate transportation as needed to implement the IEP for each student requiring special education and related services. Total travel time does not exceed one hour each way to and from a special education facility and all decisions relating to travel time shall take into account the nature and severity of the student's exceptionality and the student's age. If an appropriate placement cannot be made without exceeding the one-hour travel time limit, written parental consent is obtained prior to implementing the transportation service. Transportation services are specified on the IEP.

Physical Education

The IEP will specify the physical education services for the student. Physical education services, specially designed if necessary, are made available to every student with a disability receiving a free, appropriate

public education in our District. Each student with a disability has the opportunity to participate in the regular physical education program available to nondisabled students. This is the case unless the student is enrolled in a separate facility or the student needs specially designed physical education as prescribed in the student's IEP. Students enrolled in a separate facility receive appropriate physical education services, including specially designed services, if necessary.

Assistive Technology

Assistive technology (AT) devices or services or both are made available to a student with a disability as required to assist the student to benefit from special education. In such cases, assistive technology may be a part of one or more of the following: special education, related services, and/or supplementary aids and services. The District provides the AT devices in all settings specified in the student's IEP, including school, home and community work sites.

The District makes efforts to ensure that hearing aids worn in school by students with hearing impairments, including deafness, are functioning properly. In addition, the District will ensure that the external components of surgically implanted medical devices are functioning properly.

The IDEA, adopted the National Instructional Materials Accessibility Standard (NIMAS) for the purpose of increasing the availability and timely delivery of textbooks and other core instructional materials in accessible formats to blind or other persons with print disabilities in elementary and secondary schools.

1. Our District will coordinate with the National Instructional Material Access Center (NIMAC) to assure the timely provision of instructional material for blind or other persons with print disabilities. Our District requires the publisher to submit a NIMAS file sent to the NIMAC, or we may purchase instructional materials form the publisher that are produced in, or may be rendered in specialized formats. However, our District remains responsible for ensuring that accessible specialized formats are provided to students with print disabilities in a timely manner.

Vocational Education

All students requiring special education and related services have access to all career and vocational education services available to students in general education. Vocational services are provided for each student whose IEP requires such services; and such vocational services shall contain an academic component. Vocational education services are specified in the IEP.

Secondary Transition

Beginning not later than the first IEP to be in effect when a child is 16 or younger, if deemed appropriate by the PPT, and updated annually thereafter, the IEP must include appropriate measurable postsecondary goals. These goals must be based upon age-appropriate transition assessments related to training, education, employment and where appropriate, independent living skills and the identification of the transition services (including courses of study) needed to assist the child in reaching those goals.

Transition services are a coordinated set of activities for a student with a disability that is designed to be a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:

- Postsecondary education;
- Vocational education;
- Integrated employment (including supported employment);

- Continuing and adult education;
- Adult services [e.g., Bureau of Rehabilitation Services (BRS), Department of Mental Retardation (DMR), Board of Education and Services for the Blind (BESB), Department of Mental Health and Addiction Services (DMHAS)];
- Independent living; and/or
- Community participation.

Transition services, written as goals and objectives in the IEP, are based on the individual needs of each child, taking into account the child's strengths, preferences and interests and include activities in the areas of:

- Instruction and related services;
- Community experiences;
- The development of employment and other post–school adult living objectives; and
- If appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation.

For children with disabilities, who are convicted as adults under state law and incarcerated in adult prisons, transition planning and services do not apply if their eligibility under Part B will end (due to age) before they are released from prison (based on their sentence and eligibility for early release).

When a child's eligibility for special education and related services is ending due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility the District will provide the student with a summary of his or her academic achievement and functional performance, which will include recommendations on how to assist the student in meeting their postsecondary goals. This information is included in the Summary of Performance (ED 635) and is not a formal part of the IEP but is required under IDEA.

When appropriate, and with the consent of the parent or eligible student, the District will invite to the PPT meeting a representative of any participating agency that is likely to be responsible for providing or paying for transition services. If the participating agency fails to provide the transition services described in the IEP, the District will reconvene the PPT to identify alternate strategies to meet the transition objectives in the IEP.

Measurable Annual Goals and Short-Term Objectives

Measurable annual goals and short-term objectives are in the IEP and relate to meeting:

- the needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled students) or for preschool students, as appropriate, to participate in appropriate activities; and
- the other educational needs that result from the student's disability.

In order to determine on a regular basis whether the student's short-term objectives are achieved, the District includes additional information in the IEP: performance criteria; evaluation procedures; evaluation schedule; and a statement of how the student's progress toward the annual goals will be measured.

Progress Reporting

The IEP includes information on when parents will be periodically informed of the student's progress toward meeting the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the school year.

Exit Criteria

A statement of the criteria that would be necessary to consider a student no longer eligible for special education and related services is included in the IEP.

Assessment

Students with disabilities must be included in state and district-wide assessment programs, with appropriate accommodations, where necessary. The PPT determines for each individual special education student the need for accommodations to the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). District staff and families should reference the *Assessment Guidelines* (www.csde.state.ct.us/public/cedar/assessment/agl/index.htm) to determine what accommodations are allowable and the conditions under which they may be used.

It is also the PPT's responsibility to determine if a student will be assessed with an alternate assessment. Every state must have an alternate assessment available for those students with disabilities who are unable to participate in the standard grade level assessment, even with accommodations. Only students with significant cognitive impairments may participate in an alternate assessment. In Connecticut, the alternate assessment is the CMT/CAPT Skills Checklist. There are seven Checklists, one for each grade 3-8 and 10 and students must be assessed with the Checklist that corresponds to their enrolled grade.

If the PPT determines that a student will not participate, even with accommodations, in the standard administration of a district-wide assessment of achievement, or will not participate in any part of a district-wide assessment, the IEP must include a statement explaining why that assessment is not appropriate for the student and how the student will be assessed. In this case only, the PPT will determine the procedure for the alternate assessment.

Age of Majority

Beginning at least one year before the student reaches age 18, a statement is set forth in the IEP that the student has been informed of her/his rights under IDEA Part B (i.e., those included in the procedural safeguards document) and that rights will transfer to the student upon reaching age 18.

Agreement to Change an IEP Without Convening a PPT Meeting [ED 634]

In making changes to a child's IEP after the annual PPT meeting for a school year, our District and the parent of a child with a disability may agree not to convene a PPT meeting to make those changes through the use of Form ED 634 (see appendix to this chapter). In that situation, the IEP may be amended (without redrafting the entire IEP) by attaching to Form ED 634 pages 1 and 2 of the IEP, as revised, the Prior Written Notice page and those pages of the IEP that will be different as a result of the changes made, and attaching these pages to the *front* of the original IEP. Other members of the PPT shall be informed of the changes made to the IEP. Upon request, the parent will be provided with a revised copy of the IEP with the amendments incorporated.

Individualized Education Programs Appendix

- Individualized Education Program Form (ED 620, January 2006)
- Agreement to change an IEP Without Convening a Planning and Placement Team Meeting (ED 634)

Chapter 7 — Least Restrictive Environment

The District ensures that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled. Placement of students in special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

❖ Continuum of Alternative Placements

The District provides a continuum of alternative placements to meet the needs of students with disabilities who require special education and related services. These alternative placements are available to the extent necessary in order to implement the IEP. This continuum of placements includes instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions. In addition, supplementary services (such as a resource room or itinerant instruction) are provided in conjunction with regular class placement.

Determining Placement

In determining the educational placement of a student with a disability, including a preschool student with a disability, the District ensures that the placement decision is made in conformity with the LRE provisions of IDEA. The placement decision is made by the PPT.

The placement of each student with a disability is determined, at least annually, based upon his/her IEP. Unless the IEP requires some other arrangement, students are educated in the school they would attend if they did not have a disability. Students are educated as close to their home as possible.

In selecting the least restrictive environment, consideration is given to any potential harmful effect on the student or on the quality of services the student needs. Each IEP includes an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities, and a justification for removal from regular education. A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Each student requiring special education and related services is educated in the school that he or she would attend if he or she did not require special education and related services, unless the IEP requires another placement.

Parental Involvement

The District must take steps to ensure that one or both of the parents are present at each PPT meeting or are afforded the opportunity to participate at each PPT meeting with respect to decisions related to identification, evaluation, educational placement and the provision of FAPE. If neither parent can participate in a meeting at which a decision is made related to changing the IEP of their student, the District will use other methods to ensure parent participation (including individual or conference telephone calls or video conferencing).

If the District is unable to obtain parent participation in a placement decision, the District may make a placement decision. In this situation, the District would attempt to ensure parent involvement by arranging a meeting at a mutually agreed upon time and place. Records of phone calls made, or attempted, and results of those calls, copies of correspondence sent to parents and any responses received, and documentation of visits to parents' homes or places of employment and results of those visits are examples of methods that could be used by our District staff.

The District presumes that divorced parents have equal rights under state and federal law to participate in all aspects of their child's education, unless either or both parents do not have authority under applicable state law governing matters such as guardianship, separation or divorce.

The District makes reasonable efforts to ensure that parents understand, and are able to participate in any group discussions relating to the educational placement of their student. Such efforts would include arranging for an interpreter for parents with deafness or whose native language is other than English.

Nonacademic and Extracurricular Activities

Our District ensures that in providing for nonacademic and extracurricular activities and services, each student with a disability participates with nondisabled students to the maximum extent appropriate to the needs of the student. The provision of these activities and services includes meals and recess periods. Other activities and services that are available to students with disabilities are counseling, athletics, transportation, health services, recreational activities, and special-interest groups or clubs sponsored by the District. The District also makes referrals to agencies that provide assistance to individuals with disabilities and employment of students, including employment by the District and assistance in making outside employment available.

Students with disabilities have available to them the variety of educational programs and services that are available to nondisabled students in our District. These programs and services include but are not limited to art, music, industrial arts, consumer education and vocational education.

Private Special Education Programs

A student with a disability who is placed in a private school or facility or other private special education program by our District is provided special education and related services in conformity with the student's IEP. This is done at no cost to the parents. The placement is at a school or facility that meets the standards that apply to state and local districts. Prior to the student's placement, our District convenes a PPT meeting to develop the IEP. A representative of the private program must attend the meeting or participate via telephone. The student has all of the rights of a student with disabilities who is served within our District schools. The student's IEP will be fully implemented in the private facility and, if necessary, by other providers authorized by our District. All out-of-state facilities will meet the educational standards for private special education facilities of the receiving state. If no such standards exist, the District will provide the Connecticut State Board of Education with documentation that the private placement is appropriate to the student's needs as set forth in the student's IEP.

Residential Placement

If placement in a private residential program is necessary to provide special education and related services to a student with a disability, the program (including nonmedical care, room and board) is at no cost to the parents. In the case of a student placed in a residential facility because of the need for services other than educational, the financial responsibility of our District is limited to the reasonable costs of special education instruction unless the placement is acquired in order for the student to benefit from education.

Homebound or Hospital Instruction

Placement involving homebound and hospital instruction is provided when recommended by the PPT. One or more of the following conditions must apply:

- A physician certifies in writing that the student is unable to attend school for medical reasons and states the expected date that the student will be able to return to the school program;
- The student has a handicap so severe that it prevents the student from learning in a school setting or the student's presence in school endangers the health, safety, or welfare of the student or others;
- A special education program recommendation is pending and the student was at home at the time of referral; or
- The student is pregnant, or has given birth, and a physician certifies in writing that homebound instruction is in the student's best interests and should continue for a specified period of time.

Homebound and hospital instruction is provided when a student's condition causes an absence of at least three weeks duration. The instruction (as specified in the student's IEP) is subject to the following:

- If a student was not previously receiving special education and related services the requirements of evaluation and an IEP apply if there is reason for the PPT to believe that the student will require special education and related services; and
- If a student has been receiving special education and related services the PPT modifies, if necessary, the short-term instructional objectives in the student's IEP. When recommended by a PPT, a student receives related services while instructed at home or in the hospital

The instruction begins no later than two weeks from the first day of absence, provided nothing in the student's condition precludes it. Instruction is provided for *at least* one hour per day or five hours per week for students in kindergarten through grade 6, and two hours per day or ten hours per week for students in grades 7 through 12. The PPT may, when appropriate, increase or decrease instruction time if the student's mental or physical condition warrants. Instruction is provided in the home or hospital setting to which the student is confined.

When a student is not otherwise in need of special education and related services, homebound and hospital instruction shall maintain the continuity of the student's regular program and an IEP is not required. For purely medical reasons, a PPT meeting need not be held and an IEP need not be written.

Least Restrictive Environment Appendix

- Least Restrictive Environment Checklist (ED 632)

Chapter 8 — Students Participating in Private/Religiously Affiliated Schools

Note: In this chapter, the terms "private schools," "students attending private schools," "students with disabilities in private schools" or "private school students with disabilities" refer to parentally placed private school children with disabilities who attend those private schools that are located *within* our District.

The District has procedures for identifying all students with disabilities attending private schools located in our District who were not placed or referred by public agencies (See Chapter 1). No private school child with a disability has an individual right to receive some or all of the special education and related services (FAPE) that the child would receive if enrolled in a public school.

❖ Comparability of Services

Students with disabilities in private schools may receive a different amount of services than students with disabilities in public schools. Our District determines which services will be provided to private school students with disabilities. Parents seeking FAPE for their children must contact their school district of residence. However, parental consent must be obtained before personally identifiable information is released between the school district where the private school is located and the district of residence.

For each student designated to receive services, the District initiates and conducts meetings to develop, review and revise a Services Plan consistent with the requirements for the development, review, and revision of IEPs. For students with disabilities enrolled in private schools and determined by the District to receive services, our District will:

- ensure that a representative of the religious or other private school attends meetings to develop, review and revise a services plan; and
- use other methods to ensure participation by the private school, including individual or conference telephone call, if the representative cannot attend the meeting.

The District will develop and implement a services plan for each student designated to receive services, which describes the specific special education and related services that the District will provide in light of the services that the District has determined will be available to private school children with disabilities. To the extent appropriate, the services plan will meet the requirements of an IEP with respect to the services provided. The same standards apply to personnel providing services in private schools as those providing the same services in the District except that private elementary and secondary school teachers who provide equitable services to parentally placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements.

The District may provide on-site services to private school students with disabilities, including religious schools.

❖ Consultation with Representatives of Private School Students

To ensure timely and meaningful consultation, our District will consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for these children regarding the following:

- The child find process including how parentally placed private school children suspected of having a disability can participate equitably and how parents, teachers, and private school officials will be informed of the process;
- The determination of the proportionate share of the federal funds available to serve parentally placed private school children with disabilities including the determination of how the proportionate share of those funds was calculated;
- The consultation process among our District, private school officials, and representatives of parents of parentally placed private school children with disabilities including how the process will operate through the school year to ensure that parentally placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- How, where and by whom special education and related services will be provided for parentally placed private school children with disabilities including the types of services, how special education and related services will be apportioned if funds are insufficient to serve all parentally placed private school children with disabilities and how and when those decisions will be made; and
- How, if our District disagrees with the views of the private school officials on the provision of services of the types of services, our District will provide to the private school officials a written explanation of the reasons why our District chose not to provide services directly or through a contract.

The District gives these representatives a genuine opportunity to express their views regarding the number of private school students with disabilities, the needs of these students and their location. Consultation occurs before the District decides which services will be provided to private school children with disabilities.

After consulting with appropriate representatives of eligible private school students, the District will make the final decision with respect to the services to be provided including:

- Which students will receive services;
- What services will be provided;
- How and where the services will be provided; and
- How the services provided will be evaluated.

❖ Transportation

The District provides transportation if it is necessary for the student to benefit from or participate in the services identified in the services plan. Transportation is provided:

- from the student's school or home to a site other than the private school; or

- from the service site to the private school, or to the student's home, depending on the timing of the services.

If transportation is necessary for the private school student with a disability to benefit from or participate in the services provided by our District, transportation costs may be included in calculating the amount our District must spend on providing special education and related services.

The District is not required to provide transportation from the student's home to the private school.

❖ Use of Funding

Our District spends the following to provide special education and related services to parentally placed private school children with disabilities: For children ages 3 thru 21, an amount that is the same proportion of our total subgrant under section 611 (f) of the IDEA as the number of private school children with disabilities ages 3 through 21 who are enrolled by their parents in private schools located in our District, is to the total number of children with disabilities in our jurisdiction ages 3 through 21. For children ages 3 through 5, an amount that is the same proportion of our subgrant under section 619 (g) of the IDEA as the number of parentally placed private school children with disabilities ages 3 through 5 who are enrolled by their parents in a private school located in our District, is to the total number of children with disabilities in our jurisdiction ages 3 through 5.

Our District may use funds, available under Sections 611 and 619 of IDEA to make public school personnel available in other than public facilities:

- to the extent necessary to provide services for private school students with disabilities designated to receive services; and
- if those services are not normally provided by the private school.

The District may use funds available under Sections 611 or 619 of IDEA to pay for the services of an employee of a private school to provide services if:

- the employee performs the services outside of his or her regular hours of duty; and
- the employee performs the services under public supervision and control; and
- the employee is appropriately qualified, licensed or certified.

The District will not use funds available under Sections 611 or 619 of IDEA for:

- the needs of the private school;
- the general needs of the students enrolled in the private school;
- financing the existing level of instruction in a private school;
- repairs, minor remodeling or construction of private school facilities; and
- to otherwise benefit the private school or meet the needs of a private school.

The District will not use funds available under Sections 611 or 619 of IDEA for classes that are organized separately, on the basis of school enrollment or religion, if the classes:

- are at the same site; and
- include students enrolled in public schools and students enrolled in private schools.

❖ Equipment and Supplies

The District keeps the title and exercises administrative control of all property, equipment and supplies that the District acquires with IDEA funds under Sections 611 or 619 for the benefit of private school students with disabilities.

The District may place equipment and supplies in a private school for the period of time needed for the program (provided that equipment and supplies are used only for IDEA Part B purposes). Equipment and supplies will only be provided if they can be removed from the private school without remodeling the facility. Equipment and supplies will be removed from a private school if:

- the equipment and supplies are no longer needed for IDEA Part B purposes; or
- removal is necessary to avoid unauthorized use for other than IDEA Part B purposes.

Students Participating in Private/Religiously Affiliated Schools Appendix

- Not Applicable

Chapter 9 — Personnel

The District employs the number of certified and/or licensed personnel and support personnel, consistent with the highly qualified teacher standards under the No Child Left Behind Act, necessary to implement the special education and related services required in each child's IEP. The District ensures that all personnel necessary to carry out Part B of IDEA are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

❖ Consultation Time

Time is scheduled during the school day for personnel who provide special education and related services or regular education to consult with each other, other personnel and parents.

❖ Personnel Development

The District provides a system of personnel development to meet the requirements of special education regulations, including, but not limited to, in-service training on special education and related services, to regular and special education instructional, related services and support personnel.

Training is provided, as appropriate, to regular and special education staff, related services staff and transportation operators. This training addresses issues of confidentiality; the specific needs of special education students being transported, and implementation of the least restrictive environment.

❖ Paraprofessionals/Instructional Assistants

In our District, each paraprofessional in special education is appropriately trained and a qualified person (certified and/or licensed in the area of specialization to which such paraprofessional is assigned) provides direct supervision.

Personnel Appendix

Chapter 10 — Discipline

❖ Overview

For all students requiring special education, the school's code of conduct applies. Students requiring special education may be suspended. A set of specific procedural requirements must be followed in the event a student requiring special education engages in a behavior that requires a disciplinary intervention.

If the District and parents of a child with a disability who has violated a school code of conduct are unable to agree on an appropriate placement, the limitations on the amount of time that child can be removed from his or her current placement will be determined as indicated in IDEA and state statutes (see Sections 10-233a to 10-233k, inclusive, of the Connecticut General Statutes).

"Exclusion" in state statutes is defined as any denial of public school privileges to a student for disciplinary purposes. An exclusion from school privileges, or from transportation only, for less than 10 consecutive school days, is a suspension; any exclusion from school privileges for greater than 10 consecutive school days is an expulsion. The District will notify the parents using an effective means, of any exclusion from school privileges exceeding 90 minutes; such notification will occur within 24 hours of the time the student was excluded.

At the point in time when a student will be excluded from school for more than 10 (cumulative) school days in a school year, a change in placement may occur; where the student is excluded for more than 10 consecutive school days, a change in placement does occur. If a change in placement does occur, the District engages in several activities designed to address the behavior subject to the disciplinary action, whether it be assessment activities, reviewing the IEP or determining if the misconduct is related to the child's disability. If a change in placement occurs, the child must:

1. Continue to receive educational services that enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

❖ Authority of School Personnel to Remove a Student from School

Removal by School Personnel for up to 10 School Days During a School Year

District personnel may suspend a student with a disability from school for as many as 10 school days during a school year without providing educational services. Both in-school suspension and suspension from bus transportation count toward the total 10 days of suspension.

NOTE: All students who are suspended in Connecticut shall be given an opportunity to complete any class work including, but not limited to, examinations which the student missed during the period of suspension; this includes state assessments.

However, in-school suspensions will not count toward the 10-day total if the student is afforded the opportunity to continue to progress appropriately in the general curriculum, continue to receive the services specified in his or her IEP and continue to participate with non-disabled peers to the extent they would have in their current placement.

Portions of the day in which the student is excluded may also count toward the 10-day total if the student is not afforded these same opportunities to continue to progress appropriately in the general curriculum, continue to receive the services specified in his or her IEP and continue to participate with non-disabled peers to the extent they would have in their current placement.

Bus suspensions are counted toward the 10-day total if the transportation is a part of the child's IEP. The days do not count toward the 10-day total if during this period of bus suspension the District provides transportation to the student in some other manner.

A suspension occurs if a child is sent home from school; such partial day removals count toward the 10-day total.

Our District makes a prompt referral to a PPT of all children who have been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance.

Removal by School Personnel for More Than 10 Cumulative School Days during a School Year

NOTE: In Connecticut, no student may be suspended more than 10 times or a total of 50 school days in one school year, whichever results in fewer days of exclusion.

Removal for More than 10 Cumulative School Days in a School Year that is *a Change in Placement*
If a student is to be removed from school where the removal is for more than 10 cumulative school days, school personnel must determine whether the removal is a change in placement. The criteria for a change in placement are as follows:

- Removal for more than 10 consecutive school days; **or**
- The student has been subjected to a series of removals that constitute a pattern because:
  - -The series of removals total more than 10 school days in a school year; and
  - -The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
  - -Such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

If school personnel determine that the current removal is a change in placement, then the PPT must convene to determine whether the misconduct is a manifestation of the child's disability (please see "Manifestation Determination Review").

Removal for More than 10 Cumulative School Days in a School Year that is not *a Change in Placement*
If a student is to be removed from school where such removal has been determined not to be a change in placement, then a manifestation determination is not required and the student may be disciplined in the same manner as students without disabilities. If the current removal is not more than 10 school days, school personnel, in consultation with at least one of the child's teachers, must determine the extent to which educational services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The student shall also receive, as appropriate, a Functional Behavior Assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

School District's Authority: Interim Alternative Educational Setting (IAES)

School personnel may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate alternative educational setting for not more than 10 consecutive school days to the extent that those alternatives are also applied to children without disabilities.

School personnel may remove a student to an appropriate IAES not to exceed 45 school days, without regard to whether the behavior is a manifestation of the child's disability, if the student: 1) carries or possesses a weapon at school, on school premises or at a school function, 2) knowingly possesses, uses, sells or solicits the sale of a controlled substance while at school or a school function, or 3) has inflicted serious bodily injury upon another person at school, on school premises or at a school function. Serious bodily injury is defined as an injury that results in: (1) a substantial risk of death; (2) extreme physical pain, (3) protracted and obvious disfigurement, or (4) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

School personnel cannot remove a student to an IAES for a student's behavior in the community that involves either weapons or controlled substances. However, students may be suspended or expelled for behavior occurring in the community in accordance with the provisions of the general statutes. (Refer to Sections 10-233c(a) and Section 10-233d(a)(1) of The Connecticut General Statutes)

In our District, the authority to expel a student for behavior occurring in the community rests with the Governing Council of the Harbor School.

In order to suspend or expel a student for behavior occurring in the community, the District has to show that the conduct off school grounds is violative of a publicized policy of our District and is seriously disruptive of the educational process. To find that the behavior is seriously disruptive of the educational process, the Governing Council of the Harbor School, will review factors related to the behavior, including whether:

- the behavior happened close to school;
- other students from school were involved, or whether there was any gang involvement;
- the conduct involved violence, threats of violence or the unlawful use of a weapon;
- any injuries occurred; and
- the conduct involved the use of alcohol.

❖ Authority of Hearing Officers, Judges and Courts

Hearing Officer's Authority to Order an IAES

The District may ask a special education hearing officer to order a change in placement of a student with a disability to an appropriate interim alternative educational setting (IAES) for not more than 45 school days.

The hearing officer may place a child in an interim alternative educational setting through an expedited due process hearing if the hearing officer determines that the District has demonstrated by substantial evidence that maintaining the current placement of the child is substantially likely to result in injury to the student or to others.

Judges and Courts Authority Re: Removal

A judge or the courts continue to have the authority to remove a student from educational settings and services in accordance with state and federal laws. The District may seek a temporary restraining order that orders the student to be placed in an IAES.

❖ Determination of Interim Alternative Educational Settings

The PPT selects the IAES in which a student is to be placed by the District for drugs/weapons/serious bodily injury violations, or by a hearing officer. The IAES must be selected so as to:

- Enable the student to continue to participate in the general curriculum, although in another setting;
- Allow for the continuation of those services and modifications, including those described in the student's current IEP, that will enable the student to progress towards meeting the goals in the student's IEP; and
- Include services and modifications to address the behavior that resulted in the removal to the IAES or that are designed to prevent the behavior from recurring.

These requirements also apply to students for whom there has been a change in placement that exceeds 10 consecutive school days.

❖ Manifestation Determination Review

The Process

Whenever the District is considering an action for a removal of a student to an IAES by school personnel or by a hearing officer or other removal that constitutes a change in placement, the District must notify the parents not later than the date on which the decision to remove the student to an IAES or other change of placement is made and provide the parents with a copy of the procedural safeguards notice.

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the PPT must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- if the behavior in question was caused by, or had a direct and substantial relationship to the child's disability, or;
- if the behavior in question was the direct result of the District's failure to implement the IEP.

Determination that the Behavior was a Manifestation of the Disability

If in conducting the manifestation determination, the team finds that either standard has been met, the behavior of the child **must be** considered a manifestation of the child's disability. In this case, the Team must either: 1) conduct a functional behavioral assessment unless the District conducted one before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP); or 2) if a BIP had been developed, review the plan and modify it as necessary. In this case the student may not be expelled but must be returned to the placement from which the child was removed unless the parent and our District agree to a change in placement. If in conducting the manifestation

determination, the team identifies deficiencies in the IEP or in its implementation, the team must take immediate steps to remedy those deficiencies.

However, the student may still be placed by the District in the IAES for drugs, weapons or causing serious bodily injury, or by the hearing officer, even if the parents file for due process to challenge the manifestation determination.

Determination that the Behavior was Not a Manifestation of the Disability

The team may find that the behavior **was not** a manifestation of the child's disability only if the team finds that:

- The student's conduct in question **was not caused** by, or **did not have** a direct and substantial relationship to, the child's disability; and
- The student's conduct in question **was not** the direct result of the District's failure to implement the IEP.

If the team concludes that the behavior subject to the discipline is not a manifestation of the student's disability, the student may be disciplined to the same extent that students without disabilities would be disciplined for the same behavior. However, students with disabilities must continue to receive educational services so as to enable the student to continue to participate in the general education curriculum although in another setting, and to progress towards meeting the goals set out in the student's IEP. The PPT determines the educational services to be received and the setting for those services. If disciplinary procedures are initiated, the special education and disciplinary records of the student are transmitted for consideration to the person or persons making the final determination regarding the disciplinary action.

❖ Protection for Students Not Yet Eligible for Special Education

A student who has not been determined eligible for special education and related services under the IDEA and who has engaged in behavior that violated a code of student conduct may assert any of the protections provided for in IDEA if the District had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

The District would be deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred:

- The parent of the student submitted to District supervisory or administrative personnel or a teacher of the child, a written statement of their concerns that the student is in need of special education and related services. This may be a parent referral for special education or any such written expression that the parent provides the District. This expression of concern can be provided orally if the parent does not know how to write or if they have a disability that prevents a written statement;
- The parent of the student requested an evaluation of the student to determine her/his eligibility for special education and related services under IDEA; or
- The teacher of the student, or other District personnel, expressed concern about the behavior or performance of the student to the director of special education of the District or to other supervisory personnel.

If the District does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student is subject to the same disciplinary measures as applied to students without disabilities who engage in comparable behavior.

The District will not be deemed to have knowledge that the student has a disability if the student's parents had not allowed an evaluation of the student, or has refused services under the IDEA, or the student has been evaluated and determined not to be a student with a disability under the IDEA.

If a request is made to evaluate the student to determine eligibility for services during the time period in which the student is subject to the disciplinary measures, the evaluation must be conducted in an expedited manner. Pending the results of the evaluation, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion. Due to the specific requirements of the state expulsion statutes, educational services may or may not be required during the period of expulsion. The District's code of student conduct explains in detail the provision of services during periods of expulsion.

If the student is determined to be a student with a disability and in need of special education and related services, special education and related services must be provided according to the IDEA, including the disciplinary provisions of the Act, as outlined in this chapter of the District's Special Education Policy and Procedures Manual.

❖ Expedited Due Process Hearings

An expedited due process hearing will be scheduled when a hearing is requested:

- By the District to remove the student to an IAES because the District believes that keeping the student in the current school program is substantially likely to result in injury to the child or to others;
- By the District to maintain the student in an IAES or another appropriate placement after the expiration of the IAES where the parents disagree with the proposed change and the District believes that maintaining the student in the current school program is substantially likely to result in injury to the child or to others;
- By the parent where the parent believes that a change in placement has occurred because the student has been kept out of school for more than 10 consecutive days in a row without the school following proper steps;
- By the parent where the parent believes that a change in placement has occurred because the student has been kept out of school for more than 10 days in a school year without the school following the proper steps;
- By the parent where the parent does not agree with the IAES placement; or
- By the parent where the parent does not agree that the child's behavior was not a manifestation of the child's disability.

During the expedited hearing, the child must remain in the IAES or other disciplinary setting pending the decision of the hearing officer or until the expiration of the additional suspensions, expulsion or 45 school day IAES unless the parent and the LEA otherwise agree.

An expedited hearing must meet the general hearing requirements. The state due process regulations contain procedural requirements that are specific to expedited hearings. The hearing is limited to the above issues and the hearing officer has the authority to limit the introduction of exhibits and testimony as may be necessary to rule on the issue presented. In addition, a resolution meeting must occur within 7 days of receiving notice of the due process complaint. The hearing may proceed unless the matter is resolved to the satisfaction of both parties within 15 days of receipt of the due process complaint. The hearing will be held within 20 school days of the date the hearing is requested and will result in a decision within 10 school days after the hearing.

Each party has the right to prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least two business days prior to the commencement of the expedited hearing; and, each party must disclose to the other and to the hearing officer at least two business days prior to the commencement of the expedited hearing all completed evaluations and recommendations based on the offering party's evaluation that the party intends to offer or rely on at the expedited hearing.

❖ Referral to and Action by Law Enforcement & Judicial Authorities

The District may report criminal acts committed by a student with a disability to the appropriate authorities in the same manner as crimes committed by students without disabilities are reported by the District to the proper authorities.

Discipline Appendix

- See Chapter 5 for Manifestation Determination Form
- Functional Behavior Analysis Form
- Family Educational Rights and Privacy Act (FERPA) located at http://www.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf in the Family Policy Compliance Office of this website.

General Appendix

Incident Report of Seclusion form

Incident Report of Physical Restraint form

Parental Notification of Laws Relating to the use of Restraint and Seclusion

Behavior Intervention Plan (DRAFT if applicable will use sending districts form)

Consent to Waive Five Day Notice of PPT (DRAFT if applicable will use sending districts form)

Consent to Conduct Data Collection

Student Accommodations/Modifications (DRAFT if applicable will use sending districts form)

Triennial Assessments Summary Sheet (DRAFT if applicable will use sending districts form)

Release of Records-obtain from/release to (DRAFT if applicable will use sending districts form)

Dismissal from Special Services Form (DRAFT if applicable will use sending districts form)

Request for Mediation form

Request for Impartial Special Education form

SRBI Plan

APPENDIX R – HOME LANGUAGE SURVEY AND PARENT NOTIFICATION LETTER

BRIDGEPORT PUBLIC SCHOOLS
BRIDGEPORT, CONNECTICUT

Step 1: HOME LANGUAGE SURVEY [DRAFT]

Student Name _____ **DOB** _____

Address _____ **Phone:** _____

Place of Birth/ lugar de Nacimiento _____

Name of Parents: _____ **Recorder:** _____
If different than parent

ENGLISH

Dear Parent/Guardian:

Connecticut State law requires that each student must complete a Home Language Survey. This survey will determine language dominance and assist in the academic placement of the student. Please answer the following questions:

1.What language did your child learn to speak first ? _____

2.Which is the primary language spoken by you or other person in your home? _____

3.Which is the primary language spoken by your child when he/she is home? _____

Parent or Student Signature _____ **Date** _____

ESPAÑOL

Estimados Padres:

La ley del estado de Connecticut require que cada estudiante debe llenar una encuesta de lenguaje. Esta encuesta nos ayudará a determiner el idioma dominante para así poder establecer una instrucción apropiada del estudiante. Por favor conteste las siguientes preguntas:

1.¿En qué idioma comenzó hablar su hijo / a? _____

2.¿Cuál es el idioma principal que hablan Uds. U otras personas en su hogar? _____

3.¿Cuál es el idioma principal que habla su hijo / a en el hogar? _____

Firma de los padres o estudiante _____ **Fecha** _____

Original: Student file
Copy to: ESOL Supervisor

PARENT NOTIFICATION LETTER [DRAFT]
Capital Prep Harbor School, 480 Barnum Avenue, Bridgeport, CT 06608

Date

To the parents of _____ Capital Prep Harbor School, Grade ____:

Connecticut and federal statutes governing the education of English Language Learners (ELLs) require the assessment and identification of all students who enter the Bridgeport Public Schools. The Language Assessment System (LAS Links), Formal Observation, and the English Language Interview are used by Bridgeport Public Schools to identify such students as English Language Learners.

The Bridgeport Public Schools offer basic programs to students who qualify as English Language Learners. The first two programs assist students acquiring English language:

(1) Bilingual Education (for Spanish Dominant students);
(2) English for Speakers of Other Languages (ESOL); or
(3) Regular education class without ESOL support.

Your child has been identified as an English Language Learner and will receive or continue to receive services either through the:
☐ Bilingual Education Program or ☐ English for Speakers of Other Languages (ESOL) Program.

Your child's assessment:

The last linguistic assessment of your child is level _____ as measured by the LAS Links.
Grade-Level Developmental Reading Assessment (DRA 2 Grades K-3). DRA _____.
In the CMT or CAPT, your child ___ has met the standard ___ has not met the standard.

In order for your child to exit either the Bilingual Education and/or ESOL Program and no longer receive English language acquisition support, your child must reach two standards:

Linguistic Standard:	LAS Links – Level 4 or 5, and
Academic Standard:	Grade level on the DRA 2, Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT)

While the rate of English language development varies widely from student to student, many students exit the Bilingual Education and/or ESOL program in 3-7 years. All ELLs must have access to content academic instruction with modification and supports as necessary to ensure that the students will be successful academically and be prepared for grade promotion and graduation. This district's goal is for 100% of all English language learners to become fully proficient in English to graduate from high school with a range of academic and professional options.

Any English language learner who is eligible for an Individualized Education Program (IEP) for a child with a disability has the right to receive a free, appropriate public education as outlined in the (IEP) which is designed to meet the child's unique learning and language needs.

As a parent, you have the right to refuse or remove your child from placement in either the Bilingual Education or ESOL Program. If you have any questions about the placement of your child for this school year, please contact _____, [title], at _____.

Sincerely,

Name, Title

APPENDIX S – SAFE SCHOOL CLIMATE PLAN AND CORE ADDENDUM

BRIDGEPORT PUBLIC SCHOOLS
SAFE SCHOOL CLIMATE PLAN
[DRAFT]

The Bridgeport Public Schools is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Bridgeport Public Schools has developed the following Safe School Climate Plan, consistent with state law and Bridgeport Public Schools policy. This Plan represents a comprehensive approach to addressing bullying and cyber-bullying and sets forth the Bridgeport Public School's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited as stated in the Code of Conduct, and students who engage in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

A. The Bridgeport Public Schools expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the Bridgeport Public Schools; or through the use of an electronic device or an electronic mobile device owned, leased or used by Bridgeport Public Schools of Education.

B. The Bridgeport Public Schools also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of the Bridgeport Public Schools;

C. In addition to prohibiting student acts which constitute bullying, the Bridgeport Public Schools also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

D. Students who engage in bullying behavior in violation of Bridgeport Public Schools' Bullying Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Bridgeport Public Schools' policies on student discipline, suspension and expulsion as stated in the Bridgeport Public Schools' Code of Conduct and consistent with state and federal law.

II. Definition of Bullying

A. "Bullying" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:

1. causes physical or emotional harm to such student or damage to such student's property;

2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3. creates a hostile environment at school for such student;

4. infringes on the rights of such student at school; or

5. substantially disrupts the education process or the orderly operation of a □school.

B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and 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.

III. Other Definitions

A. "**Cyber-bullying**" means 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.

B. "**Electronic communication**" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.

C. "**Hostile environment**" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

D. "**Mobile electronic device**" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

E. "**Outside of the school setting**" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Bridgeport Public Schools.

F. "**Prevention and intervention strategy**" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts as stated in the Bridgeport Public Schools' Code of Conduct, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

G. "**School climate**" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

H. "**School employee**" means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Bridgeport Public Schools working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Bridgeport Public Schools.

I. "**School-Sponsored Activity**" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Bridgeport Public Schools.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");

2. collaborate with building level Safe School Climate Specialists, administrators, and the Superintendent to prevent, identify and respond to bullying in district schools;

3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;

4. meet with building level Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the Bridgeport Public Schools and to make recommendations concerning amendments to the Safe School Climate Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. School-Based Safe School Climate Plan

A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. It is strongly recommended that schools utilize the PBIS team for this purpose. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) utilize data from PowerSchool to identify and address patterns of bullying among students in the school; 3) review data from PowerSchool and amend school policies relating to bullying; 4) review data from PowerSchool and make recommendations to the Specialist/Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Specialist/Coordinator in the collection of data from PowerSchool regarding bullying; and 7) perform any other duties as determined by the principal that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. Following the State of Connecticut, Department of Education's approval of the Bridgeport Public Schools' Safe School Climate Plan, the plan will be posted on the Bridgeport Public Schools' website (www.bridgeportedu.com).

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents/guardians may file written reports of bullying. Written reports of

bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist. All reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

C. All school employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's

response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement □If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Bridgeport Public Schools' obligations under state and federal law and Bridgeport Public Schools' policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity), the Safe School Climate Specialist or designee shall also coordinate any investigation with other personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent

with the Bridgeport Public Schools' obligations under State and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Bridgeport Public Schools' policy and State and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with Bridgeport Public Schools' obligations under State and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Bridgeport Public Schools' prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions □

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action. □

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Bridgeport Public Schools' Code of Conduct. □

Expulsion may be imposed in accordance with the Bridgeport Public Schools' Code of Conduct. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for Students Who Are Bullied □

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

a. Counseling;

b. Increased supervision and monitoring of student to observe and intervene in bullying situations;

c. Encouragement of student to seek help when victimized or witnessing victimization;

d. Peer mediation or other forms of mediation, when appropriate;

e. Student Safety Support plan; and

f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

a. School rules prohibiting bullying, harassment and intimidation in all settings and establishing appropriate consequences for those who engage in such acts;

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

f. Student peer training, education and support; and

g. Promotion of parent involvement in bullying prevention through

individual or team participation in meetings, trainings and individual interventions; Parent trainings should be in parents' home language whenever possible;

h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;

j. Respectful responses to bullying concerns raised by students, parents or staff;

k. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;

l. Use of peers to help ameliorate the plight of victims and include them in group activities;

m. Avoidance of sex-role stereotyping;

n. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

o. Modeling by teachers of positive, respectful, and supportive behavior toward students;

p. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

q. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Improving School Climate □

Each school will develop an individual Safe School Climate Plan to address improving school climate within their school in accordance with State guidelines.

XI. Annual Notice and Training

A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. The Bridgeport Public Schools shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Bridgeport Public Schools shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Bridgeport Public Schools shall collect the school climate assessments for each school in the district and submit such assessments to the Department of Education.

Legal References:

Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws
Conn. Gen. Stat. § 10-222d□
Conn. Gen. Stat. §§ 10-233a through 10-233f
Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

ALL PARENT AND STUDENT REPORTING FORMS FOR BULLYING CAN BE FOUND ON SCHOOL WEBSITE (www._____.org), DISTRICT WEBSITE (www.bridgeportedu.com) AS WELL AS IN MAIN OFFICE, SHEFF CENTER, AND STUDENT CENTER ( ).

CAPITAL PREP HARBOR SCHOOL'S IMPLEMENTATION OF DISTRICT SAFE SCHOOL CLIMATE PLAN

Capital Prep Harbor School aspires to create a **C**ulture **O**f **R**espect and **E**mpathy (CORE) within all aspects of the school community. Capital Prep Harbor School staff has developed a CORE Team that includes staff members, parents, and students in the process of assessing and improving the culture and climate of our school. Capital Prep Harbor School s CORE Team strives to supplement the mission of the school by providing instruction, supports, and resources for all stakeholders on respect, empathy, and cultural proficiency.

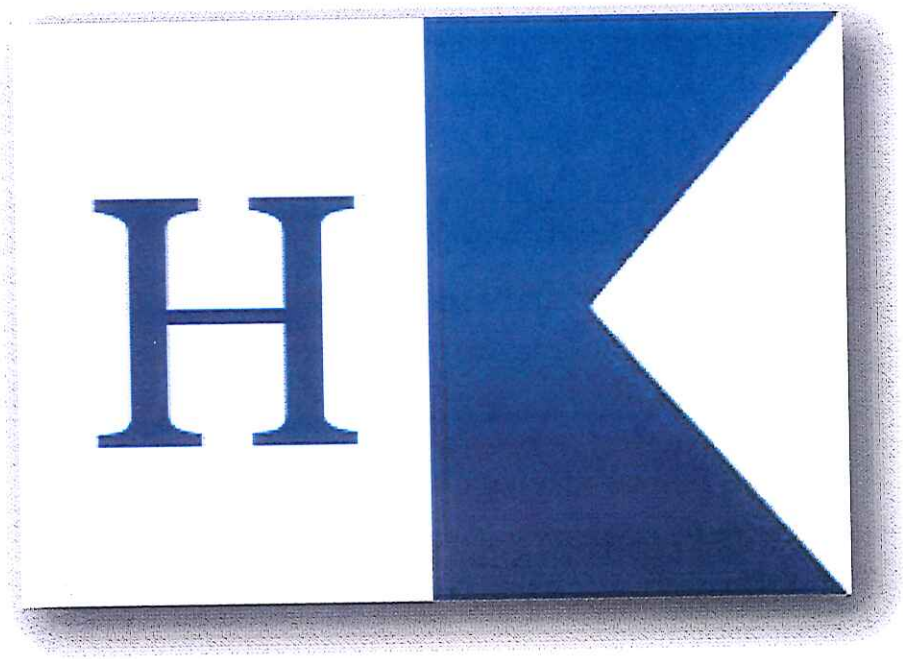
In addition to the Bridgeport Public School's district wide anti-bullying policy, **Capital Prep Harbor** School has instituted a Safe School Climate Plan. This plan includes School Wide Positive Behavior Intervention and Support (PBIS) programs that seek to address mean behavior thus reducing bullying or preventing it all together.

CORE Initiatives

- On-going staff professional developments and trainings that include: multiculturalism, culturally responsive classroom, behavioral data and discipline, teaching behavioral expectations, and bullying procedures/prevention
- Data collection and analysis to assess program's effectiveness
- Social Justice embedded curriculum
- School wide Advisory program
- On-going student lessons that include: behavior expectations, character development, and being a responsible and empathetic citizen
- Recognizing and praising exemplary behavior through a PBIS system
- Improving classroom and school-wide behavioral management using SWIS data collection system to track and analyze student discipline referrals
- Develop student leadership in improving the school climate through CORE Student Representatives who center their Social Justice Project around improving student interactions, empathy, and behavior

APPENDIX T – PARENT AND STUDENT HANDBOOK

Student Handbook 2014-2015



CAPITAL PREP HARBOR SCHOOL
480 Barnum Avenue
Bridgeport, CT 06608

PARENT AND STUDENT HANDBOOK

2014 - 2015

BRIDGEPORT PUBLIC SCHOOL DISTRICT

School

[ ], Principal

[ ], Academic Dean

PREFACE

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superceded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice.

This booklet is written for our students and their parents. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as "you" but rather as "the student," "students," or "children." Likewise, the term "the student's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the District's Student Code of Conduct which is intended to promote school safety and an atmosphere conducive for learning. The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this handbook will be made available to students and parents through newsletters, web pages, and other communications.

MISSION STATEMENT

Capital Prep Harbor School aspires to create a community of life long learners that will provide society with citizens who work toward social justice in a college preparatory environment. Capital Prep Harbor School staff will provide an educational environment that creates opportunities for all students to realize and fulfill their social, academic, and civic responsibilities. Capital Prep Harbor School will develop skills necessary for students to become agents of social change.

Capital Prep Harbor School instructors will assess student progress towards ing the mission statement through academic and behaviors of learning rubrics. Habits of learning and learning expectations at Capital Prep Harbor School are:

- Students as knowledgeable people
- Students as problem solvers
- Students as responsible and empathetic citizens
- Students as skilled information processors
- Students as collaborators

PHILOSOPHY AND GOALS

The Capital Prep Harbor School will encourage its students to learn to their fullest potential in order to obtain entrance to college. In order to work toward achieving this aim, the faculty, programs, and facility of our school are dedicated to students' maximum possible achievement in scholarship, character development, and creative expression.

GOALS FOR STUDENTS

GOAL I - All Capital Prep Harbor School Students will acquire and demonstrate core knowledge and essential skills that emphasize understanding, application and communication.

RATIONALE

All Capital Prep Harbor School students must have a core of essential knowledge and skills. The ability to comprehend and discuss topics within general realms of academia will be the purpose for studying topics covered in class. Students will work towards proficiency in all academic and at least one non-academic discipline of study and create strong, rich links with previously acquired knowledge and other learning experiences. Core knowledge is needed in subject areas to provide a foundation for lifelong learning.

GOAL II - All Capital Prep Harbor School students will demonstrate thinking, reasoning, and problem solving skills.

RATIONALE

Students will identify and determine appropriate solutions to problems that address social justice within their community. The communication of planning and process for implementation of the problems is as important as the strategies themselves. One's ability to be a responsible and productive adult depends in large part on the ability to reason and engage in creative and analytical thinking. All Capital Prep Harbor School students must demonstrate proficiency in a broad range of thinking, reasoning, and problem solving skills, both independently and cooperatively. Such skills will allow students to adapt to the challenges and opportunities of a complex and rapidly changing society.

GOAL III - All Capital Prep Harbor School Students will strive to become responsible and empathetic citizens of their community.

RATIONALE

In order to be responsible and productive adults, students must be prepared to take responsibility for their own lives, understand their obligations as community members and have appreciation of and respect for ethnic, cultural and personal differences. . Students will investigate their role as a member of their communities and recognize the characteristics that make students individuals. All Capital Prep Harbor School students will demonstrate the effort and persistence needed to be successful in school, work and life through the completion of their Senior Social Justice Project.

GOAL IV - All Capital Prep Harbor School Students will become skilled information processors.

RATIONALE

Capital Prep Harbor School Students must be able to gather data from a number of different sources and determine the credibility, relevance, and value of each in order to analyze information. The dissemination of information gathered during project in ;ation will be critical in a completing a Senior Social Justice Project.

GOAL V - All Capital Prep Harbor School Students will develop, practice, and master collaboration skills needed to be a successful leader.

RATIONALE

Capital Prep Harbor School students will develop, practice, and master collaboration skills needed to be an effective leader. The ability to communicate and implement plans of actions for cooperative projects and/or research will be a focus for instruction and assessment. The ability to identify the need for, create and implement multi-faceted plans of actions, evaluate the completion of subordinate work and evaluation of ideas will be honed while completing a senior project.

GENERAL INFORMATION

A. Child Abuse

Teachers, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers and psychologists are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives training yearly in their use.

Reporting of child abuse and neglect is a responsibility that is taken seriously. If there is any doubt about reporting suspected abuse or neglect a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries, which are not in keeping with the explanation given for their cause. Improper treatments such as malnutrition, sexual molestation, deprivations of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

B. Delays and Closing Information

When i mes necessary to delay or close school because of inclement weather, or for other emergency reasons, local radio stations and television networks will broadcast school delays and closings beginning at approximately 6:00 a.m.

In order to keep the telephone lines open for emergency calls, you are requested not to phone the Police Department, radio stations or television networks for delay or closing information.

C. Fire Drills and Emergency Preparedness

Fire drills are held at regular intervals as required by state law. When the alarm sounds (a continuous sounding of the horns, voice notification and strobe), students will leave according to directions posted in each room with the teacher as the leader of the group. The last student to leave the room should see that the door is closed. Should the fire alarm sound during the passing between classes, students are requested to leave by use of the nearest exit and report to the teacher of their last scheduled class. Students who are attending college courses during emergency procedures should remain with that class until notified otherwise.

D. Guidelines for the Selection of Learning Materials

1. General
   The Bridgeport Public School District policy on the selection of learning materials states that a student will be provided with a wide range of educational opportunities on a different levels of difficulty. The material will be selected to support, enrich and implement the educational program. To this end, these guidelines are provided.
2. Responsibility for Selection of Materials
   The responsibility for the selection of materials is delegated to the professionally qualified personnel employed by the school district. The final decision to purchase material is the responsibility of the school principal.
3. Criteria for Selection of Materials
   The material selected should be suited to the interests, needs and abilities of the students who attend the particular schools involved and not necessarily to those students who attend any other schools nor to a statistical abstraction known as the "average" child. In general, the selection standards which should be applied to materials are as follows:
   - overall purpose
   - timeliness or permanence
   - importance of the subject matter
   - quality of the writing/production
   - readability and popular appeal
   - authoritativeness
   - reputation of the publisher/producer
   - reputation and significance of the author/artist/composer/ producer etc.
   - format and price

   When available, reputable,unbiased,professionally prepared evaluation instruments will be used to aid the professional staff in the selection of materials. These instruments may include:

   a. book selection list
   b. basic general list
   c. current general list
   d. special bibliographies for reference materials
   e. bibliographies for subject fields
   f. reviewing journals

   The same criteria applied in the selection of learning materials will be used in the acceptance of gifts to the school system.

4. Guidelines on Challenged Materials
   According to the Bridgeport Public School District policy, a citizen has the right to challenge learning materials used in the public schools of Bridgeport. However, challenged materials shall remain in circulation in schools, pending a final decision.

   If a complaint is made, the following guidelines are to be taken in sequence:

   Level One - Teacher & Building Principal
   Level Two - Superintendent of Schools
   Level Three - Board of Education

E. Lost and Found

Lost and found articles may be claimed or turned in at the main office. All items not claimed after six months will be donated to charity. Lost or found money shall be reported to the Bridgeport Police Department within forty-eight (48) hours.

F. Parent Conferences

Parents are encouraged to become partners in their child's educational successes. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference. A parent or student may arrange a conference with an individual member of the school staff or a group conference with

school members. Conferences are held during school hours, but every effort will be made to accommodate parent schedules.

G. Parent Involvement/Communication
Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged.

H. School Ceremonies and Observances
The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as Memorial Day, Thanksgiving and President's Day are encouraged. Students, faculty and administration should be reminded of the variety of religious beliefs, and all are urged to be conscious of and respect the sensitivities of others.

Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs. Therefore,

1. school and class plays shall not be overly religious, and church-like scenery will be avoided;
2. religious music shall not entirely dominate the selection of music; and
3. program notes and illustrations shall not be religious or sectarian.

Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the Principal should be contacted.

An opportunity will be provided, at the beginning of each school day, for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Non-participants are expected to maintain order and decorum appropriate to the school environment.

I. Substitute Teachers
Our school is fortunate to have caring and capable teachers assist us when teachers are absent. A substitute teacher is due the same politeness, helpfulness and consideration as the regular teacher. Substitute teachers have the authority to send students to the office sciplinary action.

J. Telecommunication Devices (Cell phones ad Pagers)
Students shall not use a remotely activated paging device, cellular mobile telephone, walkman, i-pod, or any other non-educational electronic device during school hours: 8:20-3:17 Monday-Thursday or 8:20-1:00 on Friday. The principal may grant permission from written requests from parents and students for such possession if a reasonable basis exists for the possession and use of the device.

Non-educational electronic devices (i.e., headphones, CDs, MP3 players, telephones, etc.) will be seized by teachers or administrative staff, and returned to students at the end of the FOLLOWING school day. Parents may be requested to retrieve confiscated items in the event of repeated infractions.

K. Telephones
The main office phone may be used **before school or after school only.** A parent may call the school and leave a message. The student will be called to the office to receive the message, generally at the end of the class period in which the call was received. During emergencies, students will be notified immediately.

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

An expelled student may apply for early readmission to school. Such readmission is at the discretion of the Board of Education (unless the Board has delegated authority for readmission decisions to the Superintendent). The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

SCHOOL ACTIVITIES: CLUBS, ORGANIZATIONS AND ATHLETICS

Eligibility

Students who participate in co-curricular activities for which eligibility requirements have been set by sponsoring groups, such as Connecticut Interscholastic Athletic Conference

(CIAC) the Bridgeport Board of Education must honor such eligibility requirements **(see APPENDIX B ATHLETIC & EXRACURRICULAR ACTIVITY ELIGIBILITY - AR-6145.2)**

A. Dances, talent shows, and other evening activities (this does not include events sponsored by the Music Dept.)

The same rules of student conduct which apply during the school day will be in effect for dances, talent shows and other evening activities.

Guidelines for Dances

- All dance tickets will be sold on a presale basis. The price of tickets for regular school dances will be determined before tickets go on sale .A maximum of students that will be admitted to any Capital Prep Harbor School dance will be determined by the Fire Marshal.
- The tickets will be sold before school, after school and during all lunch periods.
- Tickets will only be sold to a Capital Prep Harbor School student.
- Only one ticket will be sold to each student.
- There will be no tickets sold at the door.
- Students **MUST** arrive within the first hour of the dance.
- Students may **NOT** leave the event; if they do so, they may not return.
- Students must leave promptly at the conclusion of the dance.
- Regular dances run from 7:00 PM until 10:00 PM

Student semi-formal and formal dances are also sponsored throughout the school year. All dances, whether held on or off campus, are subject to Capital Prep Harbor School rules and regulations.

B. Newspaper The school newspaper circulates news of student activities, announces coming events, spotlights outstanding personalities, and communicates student opinion. All students are encouraged to join *The Trailblazer* staff and/or submit copy for publication. Page design, editing, copy preparation and photography are performed exclusively by student staff.

C. Parent Advisory

The mission of the Parent Advisory Board is:

- To enhance student progress by supporting the Director and other ConnCAP staff by strengthening and/or increasing a parent's knowledge about a student's road to success
- To build positive relationships between parents, students, schools and community
- To encourage public involvement in the educational process by all parties involved with children

The mission of the Parent Advisory Board is to empower and motivate parents to become more involved in their children's education; to teach parents how to work with schools and assist them in creating strategies that will allow their student's the highest level of academic achievement. Through Parent Advisory Board events, parents will strengthen their connection with one another and pool their resources to support the mission of the school.

D. Sports

The administration and Athletic Department of Capital Prep Harbor School are committed to working with student-athletes, their parents and the community in the promotion and pursuit of excellence in education, sportsmanship and citizenship through all levels of competition.

Sports are considered an integral part of the school's educational program and Capital Prep Harbor School believes it is a privilege for a student to participate in interscholastic athletics. Through athletics, students have the opportunity to learn the importance of ethical behavior, good sportsmanship positive values, fitness and the realization of self-worth. All interscholastic athletic activities are governed by local and conference guidelines, and must conform to rules established by the Connecticut Interscholastic Athletic Conference (CIAC), and the Bridgeport Board of Education. Eligibility for participation is governed by state law as well as by CIAC rules and Bridgeport Board of Education policy.

1. Athletic & Extracurricular Activity Eligibility (see Appendix B).

2. Digest of CIAC Eligibility Rules.

YOU ARE NOT ELIGIBLE IF:

a. you are not taking six (6) units of work;
b. you have not passed at least four (4) units at the end of the last marking period as of the official day grades are issued;
c. you are 19 years of age before July 1;
d. you have changed schools without a change of residence;
e. you have played the same sport for more than three (3) seasons in grades 10, 11, and 12;

u play or practice with an outside team in the same sport while a member of the school team;

g. you play under an assumed name on outside team; or
h. you receive payment for participation in any CIAC sport.

3. CCC EJECTION RULE

Any player ejected from a contest for fighting/unsportsmanlike conduct will not participate in the next contest.

4. A student must be present in school the day of a practice session, scrimmage, contest, or game in order to be eligible for participation. Any student-athlete who has not reported to school by 11:00 AM will not be permitted to practice or play that afternoon or evening. Exceptions to this rule will be considered only if the player's parent explains the unusual circumstances to the principal or designee.

5. During the coming year, Capital Prep Harbor School will field interscholastic athletic teams in the following sports

FALL	WINTER	SPRING
Field Hockey	Basketball-boys/girls	Track-boys/girls
Football	Indoor Track – Coed	
Soccer – girls	Cheerleading	Girl's Lacrosse
Crew		
Cross Country - Coed		

Students may have the opportunity to participate on varsity, junior varsity and freshman level sports teams.

6. Requirements For Participation

Prior to participation in any sport, a student must complete and return the following forms to the athletic office/coach in order to be eligible to try out, practice or participate in a sport. There will be no exceptions to this requirement.

a. Athletic permission: to be completed and signed by the student and the parent/guardian.
b. Rules and Regulations: to be completed and signed by the student and parent/guardian. This contract is in force during the entire sport season of practice or play (7 days a week, 24 hours a day).
c. Athletic Sport Physical Examination: any student intending to participate in an interscholastic sport must submit to the Athletic Office a completed Sport Physical Form signed by a physician prior to any participation, including try outs. Physical examinations must have been done within one year of the last day of the playing season. Clearance from a physician must be given every year in order for a student to participate.

All forms are available in the Main School Office at all times. They are also distributed to athletic candidates coaches prior to the start of a season.

7. Insurance Coverage

The Board of Education does not provide insurance to cover accidents involving students that occur at school or during the school day. This is for the purpose of making available on an annual basis student accident insurance.

All Bridgeport athletes are covered by an Expanded Sports Insurance Policy provided by the Board of Education. This means that the student-athlete would be billed and the family's personal insurance will apply first. Bills not covered are to be submitted to the school insurance company with the proper form. These insurance forms are available in the school's health office. It is the responsibility of the athlete and the athlete's family to follow up on the paper work.

8. Return of Injured Athletes

When a student is referred to a doctor for an ailment or injury, medical approval is required before that student is permitted to return to participation in interscholastic sports. Such a return will be based on the recommendation of the school athletic trainer and made by the Athletic Director. **Any student who is medically excused from physical education may not participate in any athletics for the duration of the medical excuse.**

9. Athletic Uniforms

The policy of the Bridgeport Public Schools is to provide game uniforms for its

at teams that engage in interscholastic competition. It is the student's responsibility to return all uniforms at the close of the season. On failing to do so, a debt slip will be issued, and ***MUST*** be paid prior to graduation.

The students shall provide such articles of clothing required for practice uniforms where such articles are retainable by the students as their own personal property such as socks, T-shirts, and shorts. When practice uniform requirements present special needs, and in turn where such clothing has no personal value to the athlete, the school shall provide such practice clothing (football pants/jersey, soccer goalies' pants, etc.).

Each individual student participant will provide own footwear.

SCHOOL POLICIES

A. Absences-School/Class

Regular and punctual attendance is integral to the entire process of education, which requires a regular continuity of instruction, classroom participation, learning experiences and study to reach the goal of maximum educational benefit for each student. The regular contact of students with one another in the classroom and their participation in well-planned instructional activities are vital to this purpose.

An attendance policy has been developed to encourage regular and punctual attendance by all students. In fact, attendance is held to be so important that it is, by this policy, one of the two criteria for the granting of credit for courses. The second criterion is the attainment of a passing grade.

(see APPENDIX A - Absence and Tardiness)

B. Affection

Capital Prep Harbor School is not the place for overwhelming displays of affection. Students engaging in inappropriate displays of affection will face disciplinary action from teachers and administrators.

C. Age of Majority

The age of majority in Connecticut is eighteen (18). This is when the legal system recognizes that an individual is entitled to the management of his/her own affairs with all the rights and responsibilities such management entails. Before the age of majority an individual is given protection from the acts of others as well as protection against his or her own . At eighteen (18) the state withdraws the paternalistic protection (see APPENDIX K – Majority Notice).

D. After School Conduct

Any student or group of students remaining in school after the official closing shall be subject to the same general rules of conduct as maintained during regular school hours. Students must have a purpose for remaining in the facility, and be under the supervision of a teacher. Students will not be allowed to loiter in the corridors. Violators will be subject to disciplinary action.

E. Attendance

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.

The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the school district offices.

A student must remain in school until age 18, unless he/she graduates or gets written consent from a parent/guardian on a district provided form to leave school at age 16 or 17.

1. Truancy

   A student age five to eighteen, inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered truant.

   Parents have the responsibility to assist school officials in remedying and preventing truancy. The Superintendent of Schools will file a written complaint with Superior Court Juvenile Matters if the parent fails to cooperate with the school in trying to solve the student's truancy problem.

F. Bullying

Bullying of a student by another student is prohibited. Such behavior is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school sponsored activity, which acts are repeated against the same student over time. Such behavior will result in disciplinary action. Examples of bullying include, but are not limited to:

1. Physical violence and attacks

2. V[illegible]aunts, name-calling and put-downs including ethnically-based or gender-based put-downs
3. Threats and intimidation
4. Extortion or stealing of money and/or possessions
5. Exclusion from peer groups within schools.

For a full description of activities that constitute bullying and the procedures and consequences for engaging in such activity, please see the School's Safe School Climate Plan and CORE Addendum.

G. Care And Examination of Pupil Lockers, Desks And Other Depositories

Capital Prep Harbor School students will be given locks and assigned lockers in which pupils may keep and store personal belongings and materials provided by the Board of Education. All depositories should be kept locked at all times. Students are asked in the interest of protecting themselves and their friends not to disclose their locker combinations to anyone. The school is NOT responsible for lost articles.

No pupil shall keep or store personal belongings or materials provided by the Board of Education in any depository other than one provided by the Board of Education and designated for their use by the school administration. Pupils shall be responsible for the care and maintenance of any depository assigned to them for their use in an orderly and sanitary condition. Absolutely no marking, sticking, and/or defacing will be permitted. Students are requested not to place large objects or "too many" objects in their locker. The locker door must be free to close completely and easily. OVERSTORAGE will damage the locker door and locking mechanism.

No pupils shall keep or store in a depository assigned to them for their use any item the possession of which is illegal or in violation of school regulations or which endangers the health, safety, or welfare of self or others (such as matches, chemicals, ammunition, weapons, drugs, alcoholic beverages, etc.) If a locker is out of order, the office must be notified immediately. Either the locker will be repaired immediately or another locker will be assigned. The use of personal padlocks on lockers is forbidden. Personal padlocks will be cut. LOCKERS SHOULD BE LOCKED AT ALL TIMES.

The use of school depositories by students is a privilege, and no student shall have an expectation of privacy of them. School depositories remain the sole property of the school. School officials may, upon their own initiative or in conjunction with police, search, open and inspect such depositories where there is reasonable suspicion that such depository contains contraband or other unlawful or dangerous items or materials, is not being [illegible]ntained in an orderly and a sanitary condition (such as an offensive odor), is not being used for the purpose for which it was intended, or for other unlawful or improper purposes, and for such other reasonable cause or reasonable suspicion. Such searches may be undertaken in order to discover evidence of student misconduct, or of criminal behavior, to detect an offensive odor or bomb threat, to prevent damage and disorder, and to enforce school discipline and rules. Evidence obtained may be used in school disciplinary and law enforcement proceedings.

H. Cheating

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to:

1. copying another student's work/homework;
2. working with others on projects that are meant to to done individually;
3. looking at or copying another student's test or quiz answers;
4. allowing another student to look at or copy answers from your test or quiz;
5. using any other method to get/give test or quiz answers;
6. taking a test or quiz in part or in whole to use or to give others;
7. copying information from a source without proper attribution; and
8. from other students, publications, or the Internet.

All forms of cheating and plagiarism are not acceptable. The misrepresenting by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be considered academic in nature and will be handled by the classroom teacher unless repeated incidences require disciplinary action. Violators of this policy will be disciplined on a case-by-case basis depending on the seriousness of the violation, prior violations and other factors.

I. Conduct

Students are expected to observe high standards of conduct. Inappropriate loud talk, loud laughter, or boisterous conduct in the halls, classrooms, cafeteria, or auditorium should be avoided. Students are responsible for conducting themselves in keeping with their level of maturity, acting with due regard for others. The rights and welfare of other students must be recognized and respected at all times. Students shall be considered representatives of Capital Prep Harbor School whether on or off campus before, during, and after school hours.

The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity,

regardless of time or location, and any off campus school-related misconduct, regardless of time or location.

Student responsibilities for achieving a positive learning environment in school or school related activities include:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately.
4. Showing respect toward others.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
9. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
10. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

Students at school or school-related activities are prohibited from:

1. Cheating or copying the work of another student.
2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.
9. Damaging or vandalizing property owned by the school, other students, or school employees.
10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing a vidual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a weapon or dangerous instrument.
18. Prescription drugs which are given to person other than who the drug is prescribed.
19. Smoking or using tobacco products. Smoking is not allowed at any school functions.
20. Hazing.
21. Behaving in any way that disrupts the school environment or educational process.
22. Violating the district's Internet Safety policy.

All school rules are in effect during all school activities. Failure on the part of a student to live up to these standards may result in the denial of privileges, social probation, and/or other disciplinary action.

J. Dress Code

We are honored and privileged at Capital Prep Harbor School to have uniforms. All Trailblazers are required to wear the school designated attire. Only articles of clothing that are part of the Capital uniform can be worn. The uniform ensemble must be worn from 8:25 am to 317 on Monday-Thursday and from 8:25-1:00 on Friday's.

From August [ ], 2014 until May [ ], 2015, boys will all wear pants, shirts, shoes, ties, and jackets or vests that are sold by the Capital Prep Harbor School designated company.

White shirt: buttoned from bottom to top button; tucked in neatly.
Khaki pants: worn waist high, with belt. Name-tag buckles are not allowed.
Ties: worn tight and comfortably beneath the collar.
Jackets: must be worn at all times while in the hallways and areas visible outside of the classroom environment.

From July [ ], 2015 until August [ ], 2015, boys will have the additional option of wearing a summer uniform. Boys still have the option to wear their other uniform, however are not required to wear their jacket or vest during this time period.

White : monogrammed polo shirt; tucked into shorts.
Khaki shorts: worn waist high, with belt. Name-tag buckles are not allowed.
Socks: white, no higher than mid-calf
Shoes: plain white sneakers

From August [ ], 2014 until May [ ], 2015, girls will all wear pants or skirts, shirts, shoes, ties, and jackets or sweaters that are sold by the Capital Prep Harbor School designated company.

White shirt: buttoned from bottom to top (only the button may be undone); tucked in neatly.
Khaki pants: worn waist high, with belt. Name-tag buckles are not allowed.
Skirt: must be worn with full length stockings at all times and touch the knee when standing
Jackets or sweaters: must be worn at all times while in the hallways and areas visible outside of the classroom environment.

From July [ ], 2015 until August [ ], 2015, girls will have the additional option of wearing a summer uniform. Girls still have the option to wear their other uniform, however are not required to wear their jacket or sweater during this time period.

White shirt: monogrammed polo shirt; tucked into shorts.
Khaki shorts: worn waist high, with belt. Name-tag buckles are not allowed.
Socks: white, no higher than mid-calf
Shoes: plain white sneakers

Accessories: Students may only wear knob earrings, watches on their wrists, and prescription glasses as an accessory to their uniform. Any item in violation of the dress code will be confiscated and returned to parents in person.

Backpacks and/or book bags are permitted to be carried between classes, but should not pose an obstruction to safe passage in the classroom or in the corridors.

Students wishing to wear clothing observing religious must submit a written request from their parent/guardian before September [ ], 2014

Consequences for not wearing the appropriate during m uniform will be as follows:

1st offense: Meeting with principal-verbal warning.
2nd offense: Meeting with principal and detention
3rd offense: Meeting with principal, detention, sent home for the day, meeting with parents to discuss student's return to school
Each subsequent offense will result in a two-day out of school suspension.

K. Drugs and Alcohol
Bringing controlled drugs or alcohol to school activities, into school buildings or onto school grounds is prohibited. Possession of controlled drugs or alcohol on persons, in lockers, desks, vehicles, or any place in school buildings or school grounds is prohibited. Distribution, sale, or use of drugs or alcohol at school activities, in school buildings or on school grounds is prohibited.

The following procedure shall apply for any violation of this regulation:

1. The pupil shall be suspended for a period of ten (10) school days.
2. Parents or guardians will be referred to a licensed substance abuse counselor or agency.
3. The pupil and parents or guardians will be asked to meet with the principal or his/her designee to review any assessment and/or recommendations resulting from step 2 above.
4. The principal or his/her designee shall inform the superintendent of the suspension. The superintendent will review the case and may recommend to the Board of Education the expulsion of said student (see APPENDIX L - Mandatory Expulsion).
5. The Bridgeport Police Department will be notified.

L. Early Dismissals
A student is not allowed to leave school before 3:20 unless excused by the principal, a vice-principal or the school nurse. Violation of this rule will mean making up the time missed, the same as in the case of unexcused absence from class. Dentist appointments, doctor appointments and appointments for driving tests should be made for after-school time, except in cases of emergency.

Except in special situations, students will not be excused before the close of school unless a written request is received from the parent or guardian on the school day BEFORE the early dismissal is desired. Students who receive approval to be dismissed early must sign out in the office when leaving.

If an extreme emergency arises and a student must be excused during the day without prior notification, the parent or guardian must come to the main office before the student is released from school.

M. Exclusion, Suspension, Expulsion

Definitions

1. **"Exclusion"** shall be defined as any denial of public school privileges to a pupil for disciplinary purposes.
2. **"Removal"** shall be defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond 92 minutes.
3. **"In-school suspension"** shall be defined as an exclusion from regular classroom activity for no more than five (5) 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.
4. **"Suspension"** shall be defined as an exclusion from school privileges or from transportation service only for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.
5. **"Expulsion"** shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days, and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil is assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.
6. **"Emergency"** shall be defined as a situation under which the continued presence of the pupil in the school poses such a danger to persons or property, or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of the pupil as possible.
7. **"Days"** shall mean when school is in session for pupils.

Actions Leading to Suspension or Expulsion

Pupils may be suspended or expelled for engaging in conduct on school grounds or at a school-sponsored activity that endangers persons or property or is seriously disruptive of the educational process or that violates a publicized policy of the Board. Students may be suspended or expelled for conduct off school grounds if such conduct is seriously disruptive of the educational process and a violation of a publicized policy of the Board of Education. Conduct that may lead to suspension or expulsion includes, but is not limited to the following:

1. Conduct causing a threat of danger to the physical well-being of :elf/herself or other people; or
2. Striking or physically assaulting another person where such conduct is not necessary for self-defense; or
3. Causing or attempting to cause damage to public property; or stealing or attempting to steal public property; or
4. Causing or attempting to cause damage to private property; or
5. Taking or attempting to take personal property or money from another person or from his/her presence by means of force or fear; or
6. Conduct causing a threat of danger to the physical well-being of himself/herself or other people; or
7. Striking or physically assaulting another person where such conduct is not necessary for self-defense; or
8. Causing or attempting to cause damage to public property; or stealing or attempting to steal public property; or
9. Causing or attempting to cause damage to private property; or
10. Taking or attempting to take personal property or money from another person or from his/her presence by means of force or fear; or
11. Violation of any Federal or State law which would indicate that the violator presents a danger to any person in the school community or to school property; or
12. Open defiance of the authority of any teacher or person having authority over the pupil, including verbal abuse; or
13. Repeated unauthorized absence from school in violation of the Board's truancy policy; or
14. Falsely activating fire alarm or other safety systems; or
15. Falsely reporting the presence of a bomb or other explosive device at the school; or
16. Unauthorized possession of paging devices, beepers, cellular phones or other electronic communication devices; or
17. Failure to properly identity oneself when requested to do so by a staff member; or
18. Repeated unauthorized absence from school and/or class; or
19. Repeated unauthorized tardiness to class and/or school; or
20. Failure to officially sign in at the main office when arriving to school tardy; or
21. Leaving school grounds without permission; or
22. Failure to report to assigned detention; or
23. Throwing of snow in any form or manner; or
24. Throwing of food in any form or manner; or
25. Other misconduct that is codified in Board policy or administrative regulation.

N. Field Trips

Field tr ay be scheduled for educational, cultural, or extracurricular purposes. Any student whose behavior is considered detrimental to the well-being of other students and/or themselves may be barred from participation by the principal. While on a trip, all students are considered to be "in" school. This means that conduct and dress standards will be required for the field trip activity.

O. Gambling
Possession or use of playing cards, dice, and/or any other games of chance are not permitted.

P. Guests and Visitors
Parents are welcome in the school but are requested to check in at the main office upon arrival. Parents wishing to visit a class or see a teacher are required to make arrangements in advance (1 day minimum) with either the teacher or an administrator.

Definitions:

Visitor - anyone who wishes to frequent a secondary school on school related business.
Guest - a high school student invited to attend Capital Prep Harbor School for one day.

1. VISITOR'S POLICY
   a. Upon arrival all visitors must report directly to the main office.
   b. Visitors must complete a visitor's request form at the main office.
   c. An administrator must approve the visitor's request.
   d. A visitor's badge will be issued by an administrator or designee.
   e. The visitor must comply with all school rules and regulations.
   f. Before leaving the building, the visitor must return the visitor's badge to the main office and check out of the building. The administration reserves the right to limit the number of visitors to the building.
2. GUEST POLICY
   a. Student's request to have a guest must be presented at least one full day in advance of arrival.
   b. Written permission from:
      1. sponsor's parent/guardian,
      2. guest's parent/guardian, and
      3. guest's principal (if applicable), must be received prior to approval.
   c. A guest request form must be completed and approved by an administrator.
   d. A guest pass will be issued by an administrator.
   e. A guest pass is only valid for one day.
   f. Students may not have more than one guest at a time.
   g. A guest may not be a student in the Bridgeport Public School District or a former Bridgeport High School Student.
   h. The guest must agree to comply with all the rules and regulations of the Bridgeport Board of Education.
   i. The guest pass must be returned to the main office at the end of the day.
   j. No guest passes will be issued in September and June. The administration reserves the right to limit the number of guests to the building. The administration reserves the right to restrict or deny guest privileges on any particular day of the school calender.
3. UNAUTHORIZED PERSONNEL
   Any person that is not authorized for entry by an administrator as either a visitor or guest will be in violation of SECTION 53A-1 85 (Refer to Public Act 828, Section 187) of the Connecticut Statutes, "LOITERING IN OR ABOUT SCHOOL GROUNDS". This is a Class C Misdemeanor.

Q. Harassment
Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, or any disability they may have. The District has zero tolerance for harassment of any kind. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child(ren) that if he/she is harassed or sees harassment happening to someone else that he/she should report the behavior to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

A student who believes he/she has been harassed is encouraged to report the incident to the principal, Academic Dean, or a guidance counselor. The allegations will be investigated and addressed and appropriate disciplinary action taken, where necessary.

(see APPENDIX O - Sexual Harassment)

R. Internet Guidelines
The Bridgeport Board of Education has approved guidelines for the use of the Internet. The goal is to maximize the educational value of this resource. The Internet will only be used for

specifi iculum purposes. Students must have permission from a teacher or library media specialist before using the Internet, and must use it only for approved school-related purposes. Although guidelines will significantly minimize the possibility of unacceptable transmissions, the district does provide parents with the opportunity to indicate that they do not wish their child to have Internet access. A form that exempts students from use of the Internet can be obtained by contacting Assistant Superintendent at the central office.

S. Leaving School Grounds/Release of Students From School
Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Children will be released only upon the request of the parent/guardian whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with the school. Arrangements should be made with the building administrator on the parent or guardian to pick up the student in the school office.

If someone other than a parent/guardian picks up the student, the person appearing in the school office ***MUST*** bring a note of identification from the parent or guardian.

Leaving the school grounds during the school day without administrative, parent or health office permission will result in disciplinary action for truancy from school.

T. Make-up Work
A student will be permitted to make-up tests and quizzes in any class missed because of absence. Penalties for projects not turned in on due date is up to teacher discretion.

For any class missed, students may be assigned make-up work based on the instructional objectives of the subject or course and the needs of the student. The student is responsible for obtaining and completing make-up work within the time specified by the teacher.

U. Out of School Misconduct
Students are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such conduct occurs off-school property and during non-school time.

Examples of off-school conduct that may result in such discipline include :e not limited to:

1. Sale, possession, use, or distribution of dangerous weapons, including marital arts weapons;
2. Use, possession, or distribution of illegal drugs;
3. Violent conduct;
4. Making of a bomb threat;
5. Threatening to harm or kill another student or member of the staff;

where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

V. Pets and Animals
Not allowed.

W. Posters
Signs and posters that students wish to display must be approved by the administrator responsible for student activities. Posters displayed without authorization will be removed. Any student who posts such material without authorization shall be subject to disciplinary action.

X. Senior Social Justice Project
The Senior Social Justice Project (SSJP) is a performance based task where students will demonstrate their ability to identify, research, problem solve, and organize a civil action in order to demonstrate the student's ability to confront social injustices in their community. This is a requirement for graduation from Capital Prep Harbor School. This exhibition is evidence of competence in the following Learner Expectations:

- Knowledgeable person
- Effective communicator
- Collaborative worker
- Skilled information processor
- Responsible/Empathetic citizen
- Problem solver

Y. Running
Running inside the school before, during, or after school hours is prohibited and will result in disciplinary action.

Z. S[illegible] and Seizure
(see APPENDIX N - Search & Seizure)

AA. Smoking
The Bridgeport Board of Education has approved the following policy pertaining to the "Prohibition of Tobacco Product Usage on School Grounds by Students":

1. The Bridgeport Board of Education is committed to maintaining and improving the health and well-being of students.
2. Medical research shows that smoking poses a significant risk to the health of the smoker and the non-smoker.
3. Possession, smoking or the use of tobacco products of any type by students or student visitors is not permitted:
   a. in any school building (including lunch)
   b. on school property
   c. on any school transportation vehicle.
4. The administration shall maintain a program of education emphasizing the health hazards of smoking and use of other tobacco products.
5. A smoking cessation program shall be made available to students.
6. The Superintendent of Schools shall develop appropriate administrative regulations prohibiting the possession and use of tobacco products and disciplinary procedures for those found in violation of Board policy.

Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law. All staff members in each school, under the direction of the Principal, shall be responsible for enforcing the no-smoking regulation.

BB. Social Probation
Students behavior during social events, extracurricular activities and/or other co-curricular programs shall recognize and respect the rights and welfare of themselves and others. Failure to conduct themselves at an acceptable level of maturity, or acting without due regard for others, shall result in a temporary denial of attendance to those activities.

CC. Tardiness
Tardy entry to class will be defined as arriving late without a valid pass. Arriving late to class will be defined as not having the student's full body in the classroom or other site at the tardy bell. **Three (3) tardy entries to class will count as one absence** (see APPENDIX A for the complete tardy policy).

DD. Unauthorized Areas (Out of Bounds)
Students in the parking lots, any off-campus area, or in other unauthorized areas without administrative permission during the school day are subject to disciplinary action for truancy from school or for disruption of school business.

EE. Vandalism
A student shall not intentionally cause or attempt to cause damage to public and/or private property (including writing or defacing lockers in any way) either on school grounds, during a school function, or at an event off school grounds. Intentionally causing or attempting to cause substantial damage of valuable public and/or private property or repeated damage of small value shall result in a one (1) to ten (10) day out of school suspension and will be responsible for the cost of the repair/replacement of the item(s) vandalized.

STUDENT RESPONSIBILITIES

A. Accidents (Medical)/Safety
Student safety on campus and at school related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the school's code of discipline
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of staff who are over seeing the welfare of students.

All accidents or injuries on school property should be reported to the nurse.

B. Assemblies
Special programs designed for the cultural enrichment and enjoyment of all students will be provided throughout the year. These programs are arranged to bring information and entertainment to the student community. During assemblies, students may have assigned seating areas; students must remain with their class and in the assigned area. Student's conduct in assemblies must meet the same standards as in the classroom.

C. Books (Care of)

Textbo e the property of the City of Bridgeport and it is the students' duty to take the best care possible of their books. When a book is issued to a student, the teacher records the number and condition of the book. If the book is lost, the student must pay for it, and if the book is misused by the student, the student will be assessed for the damage. Students must cover all books issued to them in accordance with Board of Education policy.

The Board of Education will impose sanctions against pupils who damage or fail to return textbooks, library materials or other educational materials, and may withhold grades, transcripts or report cards until the pupil pays for or returns the textbook, library book or other educational material.

D. Cars (Registration And Parking Of Student Automobiles)
Students who drive to school must make their own arrangements for parking. No student will be reimbursed for parking fees.

The Board of Education assumes no responsibility for damage to or theft of a vehicle, or any item stored in or on a vehicle parked on school property.

E. Detention

1. teacher - teachers may assign detentions as a corrective procedure. Students are required to provide their own transportation home after serving school detention. If teacher detentions do not serve to correct a student's behavior, the student may be referred to the office.
2. office - students are assigned to this detention by an administrator or a staff member.
   a. students shall report promptly with pen or pencil prepared to read, study, complete homework assignments or review for tests and/or quizzes. No talking, socializing or sleeping will be allowed.
   b. detention is held after school in the detention room to be determined the
   c. day prior to the serving of the detention.
   d. students are to report immediately after school and before after school activities begin.
   e. students who refuse or fail to report to office detention will be have their detention doubled.
   f. students who then refuse or fail to report to office detention will be assigned additional consequences..

F. Final Examinations
Final exams may be administered in academic courses at the end of each semester. Exams are subject to teacher discretion.

G. Homework
Students can expect to receive homework in each of their classes every day. It is not unreasonable to expect a student receive a minimum of 30 minutes of work to complete at home. The amount of homework assigned is at the discretion of the classroom teacher. Refer to the Capital Prep Harbor School ***Program of Studies*** or teacher syllabus.

H. Indebtedness
No grade reports, transcripts, certifications, graduation tickets, or other information about a student will be released if any unmet financial obligations exist, or books and other town-owned property have not been returned.

I. Office Referral.
Students sent out of a class by a teacher must report to the office, and fill out a Student Statement. Students may be returned to class once they have spoken with an administrator. It is the teacher's obligation to phone parents within 24 hours to inform them of the student removal from class.

J. Physical Education

1. Class:
All physical education classes take place out of the building when the weather permits. Students participate in activities at Bushnell Park, Riverfront Park, or other areas withn walking distance of the school.
2. Physical Education Excuse Policy:
Students may be excused from P.E. class(es) with a doctor's note. It is the students responsibility to update the P.E. instructor and the nurse on an extended medical excuse.
3. Evaluation
Student grades are formulated on a point system (0-10) for each class based on proper attire, gym procedure, attitude, and level of participation.
Students will receive a zero (0) for the class for:
   a. failure to have appropriate physical education attire;
   b. an unaccepted medical excuse; or
   c. failure to follow proper gym procedure.
4. Class Make-Up Procedure:
Students who are legitimately absent from class will have ten (10) school days from the day of return to make up the class(es) missed. Students should make arrangements for make-up with their regular physical education teacher before school begins.

K. Questionnaires, Surveys, and Other Similar Data

Col' ... Devices

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation – funded in whole or in part by the U.S. Department of Education – that concerns:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex attitudes or behaviors;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individual with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income; or
8. religious practices, affiliations, or beliefs of the student or the student's parents.

In addition, parents have the right to inspect, upon request, a survey that is to be administered by a school to a student prior to its use. Parents will be notified at least two weeks in advance of any survey that will be given to their children. Requests to collect data through any survey method must first be approved by the department supervisor, and a school administrator.

STUDENT SERVICES

A. Crisis Team

Two types of crisis teams exist to reduce the risk of physical harm, to assure effective decision making and the communication of accurate information, to provide emotional support, and to re-establish control and return the day (or time period) to as normal as possible.

When a situation involves an individual student in crises (i.e. suicide assessment), the team consists of the principal (or his/her designee) , school nurse, social worker, director of guidance, director of ConnCAP and guidance counselor.

When a crisis occurs that affects the high school community (i.e. the death of a faculty member or student, and/or any other crisis situation that could impact the school day), the team, in addition to those staff listed above, consist of other school administrators, pupil personnel and when necessary, community service providers.

B. Food Services (Cafeteria)

The Capital Prep Harbor School Food Services offers an extensive selection of menu items including breakfast for and a complete lunch (including milk) to each student. Menu items vary daily.

Bridgeport High School Food Servies uses a computerized cashering system to expedite service. All purchases are made using the Student Identification (ID) badge barcode or a four digit PIN (Personal Identification Number) which will stay with them until they leave Captial Prep Harbor School. Deposits can be made in any denomination and the student purchases their breakfast, lunch and snack selections like a debit card against their account. Account money may only be used for school cafeteria purchases. Refunds cannot be given. ***Checks should be made payable to Global Gourmet and include the student(s) name on each check.*** Payments can be brought to the café in the morning. All returned checks will incur a $25.00 service charge from Food Service in addition to any bank fees.

Applications for free and reduced meals ($.40 lunch and $.30 breakfast) are sent home at the beginning of the school year and are available year round in the school office. ***A new application mut be completed every year.*** Payment for meals charged from October 1st due to new meal forms not being completed on time are the responsibility of the parent/guardian.

All eating is to be done in the cafeteria. Food and drink is not permitted elsewhere in the building. Rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may be cause for forfeiting the right to eat in that location or such other disciplinary action deemed appropriate for the misconduct.

C. Guidance

1. General Information

a. Counselors will help students with their educational, vocational, personal and social concerns. Classroom visits are used to deliver a developmental guidance curriculum to all students.

Scheduled interviews are held with students to assist them in making decisions regarding their educational programs. This is generally done during the winter term after all students have received their curriculum booklets. Choices of subjects for the following year are made with the approval of parent and counselor. Parent conferences may be held at this time, especially if a change in program is warranted.

b. Students are encouraged to use the occupational and educational material available in the ConnCAP office. Up-to-date material on a variety of occupations is on file as well as a large number of catalogs of colleges, schools of nursing, business and technical schools. Books, videos and pamphlets may be borrowed for school or home use. Students planning to attend college and/or further career education are urged to familiarize themselves with specific information pertaining to their needs early in their high school years.

c. Various aptitude, intelligence and vocational interest inventories are available to provide students with more information about themselves. The more students understand themselves, the better able they are to determine whether their aspirations are realistic.

d. Counselors and the ConnCAP director assist in placing seniors who want to obtain permanent positions in jobs consistent with their interests, abilities and training.

e. Counselors and the ConnCAP director are interested in the students' progress, both academic and social, throughout their school years. Consequently, they may contact the home to discuss a student's adjustment to school. The guidance department also serves as a referral agency.

f. Counselors and the ConnCAP director use computerized data retrieval systems which provide students and counselors with instantaneous access to information about occupations, two and four year colleges, and financial aid.

2. Guidance Services

A. Academic and Grading Procedures

1. Auditing Courses

An "audit" is appropriate when a student is taking a course for the first time, and it is perceived that the course may be too difficult, but possibly advantageous, for the student.

a. students would be expected to participate fully in all course requirements (including regular attendance, punctuality, tests, papers, and homework).
b. course title(s) would be listed on the permanent record as audit. Credit will not be awarded.
c. permission to audit is approved by the building principal based upon input from the teacher and counselor and a written request from parent/guardian. Approval to audit will be communicated in writing to the appropriate teacher, counselor, parents, and student.
d. the decision to audit is final and irreversible.

B. Class Standing/Promotion

Students must pass 5 classes in order to be promoted to the following grade. Students who do not pass the requisite number of classes will not advance to the next grade at Capital Prep Harbor School are required to meet with the principal to discuss plans fior the following school year.

A student's classification as to grade after entering grade 9 is determined by the number of credits earned or accumulated at the end of each year. The following are the minimum credits necessary for promotion:

5 credits	from Grade 9 to 1 0
10 credits	from Grade 10 to 11
15.50 credits	from Grade 11 to 12

C. Changes in Course Selection (Add/Drop Policy)

Courses may be added on a "space available" basis before the beginning of each semester. Schedules cannot be changed to accommodate after-school work or preferred teachers.

D. Graduation

1. participation in graduation ceremonies

To be allowed to participate in the graduation ceremony or other graduation activities, students must have fulfilled all of the requirements for graduation as established by the Bridgeport Board of Education, as well as satisfy the behavioral criteria for such participation as established by the Capital Prep Harbor School community

2. requirements for graduation

Students earn credit toward graduation beginning in grade 9. Promotion and graduation are based on the successful completion of required credits and Senior Social Justice Project.

Performance Standard

Beginning with the Class of 2015, each student, in addition to meeting the requirements listed above, must also meet the district's performance standards in English and Mathematics to be eligible to receive a Capital Prep Harbor School diploma. The district's performance standard may be met by:

- Achieving a proficient score (3 or higher), on the Mathematics, and either the Reading, or Writing Across the Disciplines sections of the CAPT.
- Scoring 450 or higher on the Verbal and Math section of the Scholastic Assessment Test I (SAT I).
- Scoring 450 or higher on the appropriate SAT Achievement (SAT II) in English or Mathematics.
- Earning a score of 20 or higher on the English and Mathematics sections of the American College Test (ACT).
- Earning a score of 47 or higher on the PSAT.
- Satisfactorily completing the district's performance task in grade 12.

3. Special Recognition at Graduation

The quality point ratio of each senior student is used to determine a student's rank in class.

a. CPMS SCHOLARS
Those students who rank among the top one percent of the graduating class shall be designated as the CPMS Scholars at graduation ceremonies.

b. HIGH DISTINCTION
Those students who rank within the two percent to five percent classification of the graduating class shall be recognized as graduating with HIGH DISTINCTION.

c. DISTINCTION
Those students who rank within the six percent to fifteen percent classification of the graduating class shall be recognized as graduating with DISTINCTION.

4. Requirements for students graduating classes attending Capital Prep Harbor School in the years: 2014-2015, 2015-2016, and 2016-2017

ENGLISH (4 credits)	**Grade 12** - All students must select a minimum of two semesters of College English
SCIENCE Biology (3 credits)	(3) years in the Sciences
FINE ARTS	Six (6) semesters of Art or Music

(3 cred

MATHEMATICS (3 credits)	(3) years of Mathematics
SOCIAL STUDIES (3 credits)	Civics and American Government United States History, World History
PHYSICAL EDUCATION (2 credits)	(4) semesters of Physical Education
LANGUAGE (3 credits)	(3) years in the languages

TWENTY-ONE TOTAL CREDITS are required for graduation. Beginning with the class of 2014, students also must meet performance standards mentioned in section 2 to graduate from Capital Prep Harbor School.

Any withdrawal from a course after the first ten (10) days will result in a grade of W/F (withdraw/failure), which will be a part of a student's permanent academic record, and will appear on report cards and transcripts.

All students must be enrolled in six courses per year. Exceptions will be considered for students who are enrolled in science courses that have a lab requirement.

5. Requirements for students graduating classes attending Capital Prep Harbor School after the 2014-2015 is as follows:

ENGLISH (4 credits)	**Grade 12** - All students must select a minimum of two semesters of College English
SCIENCE Biology	(3) years in the Sciences

(3 credits)

FINE ARTS (3 credits)	Six (7) semesters of Art or Music
MATHEMATICS (3.5 credits)	(3.5) years of Mathematics
SOCIAL STUDIES (3 credits)	Civics and American Government United States History, World History
PHYSICAL EDUCATION (2 credits)	(4) semesters of Physical Education
LANGUAGE (3 credits)	(3) years in the languages

TWENTY-ONE and ONE-HALF TOTAL CREDITS are required for graduation.

Any withdrawal from a course after the first ten (10) days will result in a grade of W/F (withdraw/failure), which will be a part of a student's permanent academic record, and will appear on report cards and transcripts.

All students must be enrolled in six courses per year. Exceptions will be considered for students who are enrolled in science courses that have a lab requirement.

E. Honor Roll

1. HIGH HONORS
   A student must receive a minimum of four "A's", and no grade lower than a "B-" in the remaining subjects.
2. HONORS
   A student must receive all "B's", or a combination of "A's", "B's" and only one "C" if offset by an "A".

3. For the purpose of computing honor roll eligibility, .50 credits per course will be used as a base factor. Except for physical education courses, full credit (1.00) courses will be counted double and partial credit (.2 or .3) courses will be counted accordingly.

For physical education, a grade of "C-" or higher will not prevent a student from attaining high honors or honors if all other criteria have been achieved.

F. Marking System

For the purpose of averaging term grades, final exam marks, and final grades, the following numerical and letter grade scale is used.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	Medical=M
93-96 = A	83-86 = B	73-76 = C	63-66 = D	Pass=P
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-	Audit=Au
			0-59 = F	Withdraw/ Failure=W/F

G. Progress Reports

This report is used to communicate a student's academic status during the marking period when a teacher wishes to inform parents of outstanding achievement, dramatic improvement, or academic difficulties. This is not a report card, but simply an indication of the student's progress.

H. Quality Points - The Class Rank System

A Quality Point System or Rank System shall be used in Grades 9 through 12. The quality point system was introduced as a method of determining the student's rank within the class. Higher values are given to courses that are more demanding academically. Colleges and other institutions of higher learning request information from the school concerning an applicant's position in the class, and they use this as a factor in the admissions process. Some scholarship programs also require the school to state the rank of an applicant.

All subjects were carefully checked for course content and difficulty, and placed in one of the four levels. University of Connecticut Cooperative Programs and Seminar courses for the academically gifted student are ranked at the high honors level.

I. Repeating a Course

It is sometimes appropriate for a student to repeat a course that has been passed previously in order to improve understanding, to meet minimum requirements for passing to the next course in sequence, or to build a firmer foundation for the next course(s) in sequence.

1. Students would be expected to participate fully in all course requirements (including tests, papers, and homework).
2. Course title(s) would appear on the permanent record and be graded.
3. Courses being repeated would not be included in class rank, nor would credits be issued for the class.

J. Report Cards

Report cards are printed by computer, distributed to students and are mailed home after each of the 5 grading periods. Final report card grades will be mailed home at the end of June.

1. Community Service

Students who perform community service are encouraged to include the hours on their student activity resume during their senior year.

2. Curriculum/Credits

The Capital Prep Harbor School courses of study are designed to meet the needs, interests and capacities of the individual. Whether students are planning on furthering their education or seeking employment after graduation, they are encouraged to select courses that best suit their interests and abilities. Students planning on further education are urged to investigate the entrance requirements of the schools they are considering so they may be properly prepared to meet today's competition.

Beginning with grade 9, credits toward graduation are given for subjects successfully completed. A detailed listing of required and elective courses as well as the number of credits allotted to each subject is given in the Capital Prep Harbor School **Program of Studies** prepared for each student.

3. Homebound Instruction

Home instruction is available to students who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer as diagnosed by a physician, psychiatrist or the Planning and Placement Team (PPT). Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons.

Th udents may request to have teachers assigned to them by the Pupil Services Center so that they may keep up with their classmates. A written statement by the attending doctor must be submitted to the Pupil Services Center, and a planning and placement team meeting must be held before home bound instruction can be started. Forms are available from the Capital Prep Harbor School Guidance Department.

4. Nationwide Examinations For College Scholarships and Admissions

The most current information is summarized below concerning the four major tests used for college admissions and scholarships. There are, however, frequent changes and students should continue to check with their counselors concerning specific tests. Make it a habit to consult the guidance bulletin board.

a. The Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying is given in October. This combined test is used to familiarize the student with the college boards. It is also the basis of awarding National Merit Scholarship funds. The test is given at an area school in October.

b. College Entrance Examinations

Students planning to enter college should check the most recent catalog of the college to which they are applying for information on specific admission procedures. One of the requirements at most senior colleges, at many junior colleges, and at some hospital schools of nursing is the Scholastic Aptitude Test (SAT I). In addition to the SAT I, a number of colleges also require one or more achievement tests (SAT II) before admission.

Information, applications and bulletins regarding other admission tests are available in the Guidance Office.

5. Scholarship And Financial Aid Information

Students who intend to apply for scholarships and/or financial aid must file a Financial Aid Form (FAF and/or FAFSA) soon after January 1. Forms are available in guidance in early December. Local scholarship applications and procedures are available in guidance in the early spring. Regional and national scholarships are posted in guidance. The Career Resource Center also generates lists of scholarships matched to individual students.

6. Student Records

a. Introduction

Student records are developed and maintained by the schools in order to record and store information that will reflect the academic, physical, emotional and social development of each pupil. The basic purpose of the individual pupil record is the welfare of, assistance to, and educational progress of the student. Information may not be collected unless it is legally required, of benefit to the educational program of the student, or necessary to maintain the successful operation of the school district. Only the Superintendent or his/her designees are authorized to collect information.

b. Definition

A "student record" means anything concerning a pupil which is maintained in writing, on film, or on tape for others to see or hear. A student record is distinguishable from private notes, transcripts of interviews, working notes, and clinical diagnosis in that the latter consists of data collected for the use of the collector only. Such sharing automatically makes them subject to this policy and the administrative regulations governing student records.

c. Access

Access to student records is limited to the student who has reached the age of 18, the parent(s) having custody or the legal guardian of a minor child, and/or authorized members of the school staff who have a legitimate educational need. Administrative regulations shall determine the procedure whereby authorized persons shall view the records, including any exceptions to those listed above.

d. Custodianship

All student records shall be kept under the custodianship of the Superintendent or his/her designees, and shall be kept in such a manner as to make them secure from access or inspection by unauthorized persons.

e. Review

All student records shall be systematically and periodically reviewed by the principal or designee and materials no longer pertinent to the stated purpose for maintaining records shall be removed and destroyed.

f. Destruction of School Records

Your educational records, maintained by the school system during the period of your attendance will be eventually destroyed in keeping with a schedule mandated by State and Federal law. You have the right to examine and receive a copy (at $.50 per page) of

at ll of the information at any time prior to its destruction. The following is the schedule of destruction:

Record:	Date Destroyed
Standardized intelligence and aptitude results	1 year after graduation
Diagnostic reading test results	1 year after graduation
Discipline Records	1 year after graduation
Educational/Vocational Interest Surveys	1 year after graduation
Systemically gathered teacher or counselor ratings and observations	1 year after graduation
Family background information (registration forms)	1 year after graduation
Standardized academic achievement scores	1 year after graduation
Special education records	6 years after graduation
Psychological/Social Work/Speech records	6 years after graduation
Health file	6 years after graduation
School transcript	60 years after graduation

g. Appeal

Any parent(s) having legal custody, the legal guardian, or the student who is 18 shall have the right to challenge the presence of material in the record which they feel is false, inaccurate, or inappropriate. Should such a challenge be found valid, such materials shall be removed and destroyed. In order to process challenges, administrative procedures have been established. In accordance with the above policy, parents have the right to review their child's records upon request to the principal or coordinator of guidance and student services. Administrative regulations provide a simple process for implementing the above policy.

If you have any questions please telephone, write, or visit the school principal, or coordinator of guidance and student services.

7. Changes

Parents are requested to immediately report all changes in name, address, telephone numbers, and other identifying information to the main office.

8. Working Papers

Working papers may be obtained at the Capital Prep Harbor School guidance office. A student obtaining working papers for the first time must appear in person, and must bring the following completed forms:

a. Birth Certificate or Driver's License
b. Employment form #16 entitled "Promise of Employment for Working Papers." This form may be obtained from the guidance office, and must be completed by the prospective employer.

K. Health Services

Full-time registered nurses are on duty to care for the health needs of all students. If immediate attention is required, students may leave class with permission from the teacher. Students, however, should not leave class for non-urgent matters or chronic conditions, as this disrupts class learning and studies. These non-urgent issues can be attended to by visiting the health office prior to first period, lunch, or after school. At all other times, except for health emergencies, students **MUST** secure permission from the teacher or supervisor to whom they are assigned during any period.

The health office maintains a cumulative health file on all students, including notations of past illnesses, results of vision screenings, physical examinations, and any health information provided by the parent which the school may need. Parents are urged to inform the nurses of any health changes or problems in their child's medical history. The nurses can be reached at

1. School dismissal due to illness. A health assessment must be accomplished by the nurse prior to student dismissal from school. Parental permission must be given for all students who go home due to illness. Students are not to call parents from classes for illness and/or to go home.
2. Grade 11 physical examinations. Physical examinations are required by state law for students in grades 10 or 11 and third year students, depending on the school district. Capital Prep Harbor School requests physicals during the student's 11th grade year. Each student has a year in which to obtain this physical exam from his/her own physician/medical provider, beginning from the end of the sophomore year (10th grade) to the end of the junior year (11th grade). Those students who do not submit a physical during this time-frame (or reasonably close to this time-frame) will not be granted a senior year class schedule to attend school in September and will be sent home. Nurses work diligently with all families to ensure this requirement is met. Please schedule

your doctor's appointment early for a physical, and if you do run into any problems, please call the nurses.

3. Sports physicals. Students who participate in the school sports program are required to have a yearly sports physical prior to acceptance into the various sports programs. Free sports physicals are given by the school doctor in June for the following school year.
4. Physical Education Excuses. **Nurses do not give P.E. excuses for students.** If a student cannot participate in physical education activities for an extended period of time, a physical education excuse written by a physician/medical provider must be submitted to the nurse. Parents are urged to communicate with their child's P.E. teacher if their child will need to miss a physical education class for a single period due to illness or a special problem.
5. Medication requested to be taken in school. Parents of students who require daily or special medications in school must contact, and inform the nurse, of the nature of the medication. Special forms, available from the health office must be completed by the doctor and signed by the parent. When the appropriate forms cannot be filled out because of a sudden injury or infection, and the student is seen on an emergency basis in a walk-in clinic or the hospital emergency room, the doctor treating the student must write an order for the medication to be given during the school day if that indeed will be the requirement. This applies to antibiotics, eye drops, ointments, or other medications for infections, rashes, or sports injuries.

6. Self-administration of medication. Students are not allowed to carry bottles of medication (such as aspirin, Tylenol in school), and cannot take medications without a doctor's order and parental permission on file in the health office. In cases in which a student needs to self-administer medication occasionally for headaches, cramps, etc., a form must be completed by a physician stating the medication, strength, prescribed dosage and duration of time. Parents need to sign the form, indicating their approval/permission of the self-administration. Medication and the appropriately completed forms must be submitted to the health office, and kept in a secure place for student's use as needed. Nurses are not permitted to give out medications to students without a doctor's order, and written approval of the parent/guardian.
7. Use of canes, crutches in school. Students who must utilize canes or crutches in school must have a legitimate reason, and either doctor's order or parental request/permission to use canes or crutches in school. An elevator is available to students on a need basis.
8. Sharing of medical information by nurses with teachers/counselors. Nurses inform classroom teachers and counselors of pertinent student health information such as hearing or sight defects, diabetes, migraines, etc. If you would want health information on your child added or withheld, please notify the nurses.

Immunizations: Evidence of protection against the following diseases must be shown before a student is permitted to attend school:

a. diphtheria
b. pertussis
c. measles
d. tetanuse
e. rubella
f. mumps
g. poliomyelitis
h. hepatitis B

Medical or religious exemptions are allowed, provided the appropriate documentation is given.

L. Library

The primary mission of the library is to provide instruction and research facilities, and to help students develop personal reading habits in accordance with national, state, and local standards, and the Capital Prep Harbor School curriculum. The library has computers, Internet access, subscription databases, books, magazines, newspapers, reference materials, and other media. Professional librarians are on staff to help students learn and to plan collaboratively with classroom teachers. The library has a web page with links to many resources, and has established remote access for students and faculty to research materials. The library also sponsors reading programs and book-related events. The library is open to students (staff permitting) Monday – Thursday from 8:30-3:17

1. Access

Students may use the library through scheduled class visits. Individual visits are not permitted. Students may do other schoolwork in the library before and after school only if in the presence of Capital Prep Harbor School Staff. There may be times when the

re nents of scheduled class visits will create some limits on seating and resources (e.g., computers) for other students. However, every effort will be made to maximize access for students.

2. Atmosphere
In order to ensure an atmosphere that is conducive to research, thinking, and reading, the library requires that all students work or read independently and silently on the specific assignment. Students may be assigned seats. Students who fail to follow library or any other school rules may lose their library privileges.

3. Borrowing Materials
Circulating materials (books, periodical back issues, etc.) may be borrowed for four (4) weeks, and may be renewed if not needed by others. There is a library security system. Library materials must be signed out properly, and students must exit through the front security gate. To meet the needs of students and faculty, reference books, current issues of periodicals, and materials placed on reserve are for in-library use only. Overdue fines will be assessed on materials that are not returned on time. Students will be charged replacement costs for lost or damaged books. Failure to return overdue materials may result in temporary loss of borrowing privileges, disciplinary actions such as detention, and the withholding of report card or graduation tickets.

The district's Guidelines for Acceptable use of Computers, Networks, and the Internet (Administrative Regulation AR-6340) must be followed at all times.

BASIC PRINCIPLES
School technology will be used for only school-related purposes. All material created or accessed using school resources is considered the property of the district and can be monitored.

APPROPRIATE MATERIALS AND ACTIVITIES
Creating, communicating, using or knowingly accessing material that is obscene, threatening harassing, inflammatory or degrading is not acceptable. Students should not initiate certain activities without permission from staff for specific school purposes. These include real time conferencing (or chat), listserv subscriptions or downloading of files. If students observe any technical problems or inappropriate material while using school technology, they are asked to report this immediately to staff.

M. The Planning and Placement Team (PPT)
The local Planning and Placement Team is designed to provide a means of communication and decision-making at the school level concerning the effective use of resources within that school to help pupils with special needs. It is also responsible for follow-up and periodic review of all pupils presently in special education and special services programs. The local Planning and Placement Team also recommends pupils to the central Planning and Placement Team.

N. Student Assistance
An additional responsibility of the ConnCAP director is to help students who may be at risk. Under the guidance of the ConnCAP director, advisors work to promote an atmosphere of positive interaction that creates mutual trust, respect, and support where students are valued and adults are available to help them grow and succeed. Advisors provide prevention, intervention and aid to students through a team approach which that fosters open communication within the entire school community.

O. Social Worker
Social services in the Capital Prep Harbor School are provided by professionally qualified social workers who are members of the school staff. Responsibilities include assisting the student with emotional or social difficulties to function more successfully within the school environment through individual and/or group counseling. Referrals for more intensive counseling and/or psychiatric intervention to other social service agencies within and outside the school district are recommended as needed. Services are provided through self-referral by the student or by referral from staff, administration, or parent, or through the Planning and Placement Team (PPT) process. The school social workers may be contacted in the guidance office.

P. Transportation
1. Eligibility

Board of Education policy states that transportation shall be granted to those pupils living one and one half (1 ½) miles or more from the school by public highway.

The sole purpose of bus transportation is to bring pupils to school, and return them home if they reside an unreasonable distance from the school to which they are assigned. **ELIGIBLE PUPILS MAY ONLY RIDE THE BUS TO WHICH THEY ARE ASSIGNED, AND THEY MAY NOT LEAVE THE BUS ON THE WAY HOME FOR ANY REASON** (to go to work or to visit friends or to attend a club activity, etc.)

Violations of the above requirements will be treated as follows:

a. first offense - warning
b. additional offenses - discretion of the student's administrator

2. Regulations
   a. the driver is in charge of the bus, and the pupils being transported on it.
   b. all school rules involving student behavior apply to school buses.
   c. the driver is required to enforce all rules and regulations adopted by the school district for the conduct of pupils riding a school bus.
   d. pupils are required to:
      1. be seated while bus is in motion;
      2. refrain from unnecessary conversation with the bus driver;
      3. keep head, arms, and hands inside of the bus at all times;
      4. enter the bus in an orderly fashion;
      5. assist in keeping the bus clean;
      6. enter and leave bus only at their assigned bus stop;
      7. use only the front door of the bus except in emergency situations.
   e. when waiting for the bus, students will:
      1. be on time for the bus;
      2. stand off the traveled portion of the road or highway;
      3. cross the road using the bus stop lights to aid them;
      4. cross only in front of the bus.
   f. students are expected to cooperate with the bus driver at all times, and follow the directions of the driver in case of emergency.
   g. only students eligible to ride a bus may do so, and they may ride **ONLY** the bus to which they are assigned.

3. Poor behavior on buses will result in the driver reporting students for violations of bus rules. The consequence for violation of bus rules is similar to the consequence for the violation of school rules. In addition to the possibility of receiving a warning, detentions(s) or suspension for rules violation, the privilege of riding the bus may be suspended for students misbehaving on the school bus. Parents/guardians are responsible for student transportation to and from school if the bus riding privilege is suspended.

Application of punishment to students for bus misbehavior is at the discretion of the school administrators.

BRIDGEPORT YOUTH AND FAMILY SERVICES

24 Hour Crisis and Emergency Numbers

Police.....911

AIDS National Hotline..... .1-800-342-AIDS

Alcoholism.....1-800-821-HELP

Child & Adolescent Mobile Psychiatric.....1-888-97YOUTH
Emergency Service (CHAMPES)

Child Abuse Care Line.....1-800-842-2288

Connecticut Children's Medical Center.....545-9200
Emergency Department

Covenant House Runaway Nineline.....1-800-999-9999

Eating Disorders.....1-800-255-1818

National Clearinghouse on Alcohol.....1-800-729-6686
And Drug Information

National Institute of Mental Health Information.....1-800-64PANIC

National Runaway Switchboard..... 1-800-621-4000

Poison Control Hotline.....1-800-222-1222

Sexual Assault Crisis Services (English).....1-888-999-5545

Sexual Assault Crisis Services (Spanish).....1-888-568-8332

STD National Hotline..... 1-800-227-8922

If one of these numbers is incorrect, or you cannot find help, call **INFOLINE**, a 24-hour telephone information, referral and crisis line. It is free and confidential.

Call **INFOLINE 2 – 1 – 1**

Capital Prep Harbor School DISCIPLINE CODE 2014 - 2015

In general, Capital Prep Harbor School students are well behaved and exhibit proper school behavior. In the unfortunate case that a student chooses to misbehave, a teacher assigns a consequence and contacts the parent or guardian. In the event that the student repeats the violation, the administrator may assign a more serious consequence. In extreme cases of more serious misbehavior (fighting, theft, etc.), the student is immediately sent to the designated administrator.

Any act by a student that is disruptive to the educational environment, whether listed below or not, may result in discipline. Moreover, the particular form of discipline may vary for each student and each incident, based upon all relevant circumstances.

In addition, an administrator may assign a Saturday detention in lieu of an In-School or Out-of-School Suspension.

Police notification - action will be taken at the discretion of the police.

Note that suspected criminal activity may be referred to the police department. Such referral is separate and distinct from discipline that may be imposed in the school setting. However, for the information of students, "police referral" is listed next to those actions which may be criminal in nature and which are thus likely to result in referral to the police department.

The disciplinary actions listed above represent a hierarchy of consequences, not a required sequence.

APPENDIX A

ABSENCE AND TARDINESS

Regular and punctual attendance at school and all classes is an integral component of the student's learning process. The experiences in the classroom are vital to the student's successful learning. Therefore, regular attendance to all classes is essential to fulfill academic and attendance requirements. The following attendance procedures are set forth to implement this philosophy:

A. Policy on absence
1. the term absence is defined as not being present twenty (20) minutes or more of a scheduled class.
2. if twenty (20) classes in a year long course, (or 10 in a semester couse) credit will not be granted.
   a. for purposes of this regulation, all absences will count with the exception of:
      1. disciplinary suspensions;
      2. students offered alternative programs as recommended by the special education planning and placement team;
      3. field trips (as required by course curriculum).
3. Definition of Absence:
   a. excused absence- an absence from a regularly scheduled class for reasons of:
      1. health, including illness, incapacity or doctor's visits (the district reserves the right to require a physician's certificate or other appropriate certification for absences in excess of five consecutive days or a total of fifteen days in any school year
      2. religious holidays
      3. court appearance
      4. funeral or death in the family
      5. approved school activities including required field trips.

4. Definition of Unexcused absence and cuts
   a. unexcused absence ~
   Any absence from a regularly scheduled class that is not defined above as an excused absence. A building administrator will make the determination of whether an absence is excused or unexcused.
   b. criteria regarding tardiness
   Tardy entry to class will be defined as arriving late to class.
   Late to class will be defined as not having the student's full body in the classroom or other site at the beginning of class. **Three (3) tardy entries to class will count as one absence.**

5. Actions of Notification
   a. provisions of this regulation will be publicized annually in the student handbook.
   b. after eight absences in a year long course have occurred, the student will be informed in writing of his or her absences to date.
   c. after eight absences have occurred, the attendance clerk will send home notification to the parent or guardian.
   d. After eight absences in a semester course has occurred, a letter will be sent to parents/guardian warning of the possible loss of credit.
   e. Once a student reaches fifteen absences in a year long course a letter will be sent to the parent/guardian warning of the possible loss of credit.
   f. Once a student has twenty absences in a year long course, a first class letter will be sent by an administrator to parents/guardian, with a copy to the guidance counselor and teacher indicating loss of graduation credit for the semester in that course. At this time, the student's parents/guardian and student will be advised of the recourse available to them. Request for a review by the Appeals Committee must be made within **ten school days** of notification by the administration.
   g. Students who have lost credit must continue in class. Students who have so lost credit but who receive a passing grade will be eligible to enroll in the next course in a sequence for which the former course is a prerequisite.

B. Policy on Tardiness
   1. during first period
      a. students will report **directly** to the office to obtain an office pass - students will NOT be allowed to class without a pass from the office
      b. the *third* tardy to school will result in an office detention. Students serving detention are responsible for their own transportation home once the detention is served.The attendance clerk will send a letter home to notify the parent of the office detention as well as consequences for subsequent tardies.
      c. the *fifth* tardy to school will result in a 2 hr. after-School Detention on Friday.
      d. repetition of violation of the attendance policy will result in disciplinary action at any time.
   2. after the homeroom period
      b. students will be sent to class once they have signed in
      d. three (3) such tardies to the same class count as one (1) absence. A tardy of twenty (20) minutes or more WILL count as one full absence.
      e. the attendance clerk will send a letter home to notify the parent of the office detention as well as consequences for subsequent tardies.
      f. the *fifth* tardy to school will result in an after-School Detention on Friday. Failure to serve this consequence will result in a referral to the attendance clerk.
      g. repetition of violation of the attendance policy will result in disciplinary action at any time.
   3. to class
      a. students entering class once the teacher has closed the door will be onsidered tardy *unless* accompanied by a staff member.
      b. students will be considered tardy unless their entire body is in the classroom when the teacher begins class.
      c. classroom teachers will inform students of the procedures regarding tardy entries to class. Students will be referred to the Academic Dean if efforts by the classroom teacher (to deter tardy entries to class) are unsuccessful.

APPENDIX B

EXTRACURRRICULAR ACTIVITIES (P – 6145)

Extracurricular activities are an integral part of school life and often require as much careful planning and supervision as the academic subjects. However, care must be taken that these activities do not take precedence in importance over the subject matter areas, but remain in the position of supplementing the actual courses of study.

1. Eligibility to Represent the School
   a. all students elected to student offices, or who represent their schools in extracurricular activities, shall have and maintain good citizenship records.
   b. any student who does not maintain a good citizenship record shall not be allowed to represent fellow students nor the schools for a period of time recommended by the school's academic dean, but in no case, except when approved by the Board of education, shall the time exceed twelve (12) calendar months.

This regulation supercedes all prior regulations on eligibility, but does not prohibit the constitutions of student organizations, such as Student Council, Honor Society, etc., from including eligibility requirements fore their members in addition to those stated in this policy.

c. a student must be present in school the day of a meeting, rehearsal, contest, concert, exhibit or any other organized gathering in order to be eligible for participation.

2. Supervision
Whenever or wherever held, when conducted under the name of the school or school district or any class or organization thereof, extracurricular activities shall be under the general supervision of the school authorities.
3. Open Participation of Groups - extracurricular groups shall not be secret in nature.

ATHLETICS & EXTRACURRICULAR ACTIVITY ELIGIBILITY (AR-6145.2)

The Bridgeport Board of Education believes that student participation in intramural/interscholastic athletic programs and extra-curricular activities/organizations are important for that growth and development of well-rounded students. However, student academic performance is the Bridgeport Board of Education's highest priority and, therefore, students at Capital Prep Harbor School will be required to meet certain academic standards, as set forth below, in order to be eligible to participate in these activities.

Furthermore, the Bridgeport Board of Education is committeed to providing students with academic support to assis them in maintaining academic eligibility so that they may continue to aprticipate in these activities.

Effective Date

This policy became effective with the start of the 2014/2015 school year.

Applicability of Policy

The academic standards set forth in this policy apply to all students attending Capital Prep Harbor School who wish to participate in any intramural and/or interscholastic athletic programs, and/or in any extra-curricular activities and organi: ıs, sponsored by the Bridgeport Board of Education.

Special education students will be subject to this policy unless such students are excluded from the academic standards as determined by the Planning & Placement Team (PPT) or by a Section 504 Team Meeting.

Academic Standard for Eligibility

In order to be eligible to participate in activities covered by this policy, Capital Prep Harbor School students must carry a full course load, which is equivalent to six (6) units of study, and maintain a "C-" average calculated as a 71 or higher. In addition, students participating in interscholastic athletic programs must also meet the minimum eligibility requirements of the C.I.A.C.

Determining Eliginbility

No later than ten (10) days after the close of each marking period, eligibility under this policy will be determined. Students who do not meet the academic standard set forth by Capital Prep Harbor School but are eligible according to standards set by the CIAC will be placed on probation. Student/athletes who are on probation are allowed to participate in their sport, however, must comply with the rules of probation in order to continue participating in sports and extra curricular activities. Any student who still does not meet the "C-" rule after being on probation for one marking period will be ineligible for the next marking period and not allowed to participate in sports and activities.

Probation

Students on probation are eligible under CIAC rules but have not met the minimum grade point average of Capital Prep Harbor School. Student athletes, parents/guardians, advisors, counselors, and a represenative of the administrative team (principal, director of ConnCAP, or Dean) will meet to determine the steps necessary for a student to take in order to become academically eligible by the end of the next marking period. Student athletes on probation will be required to participate in a mandatory after- school enrichment period a set number of times as determined by the school officials, student, and parent in the probationary meeting. At the end of the marking period, students who have a "C-" average will be removed from probation and allowed to particpate without having to attend the enrichment period. Students who have not met the standard for the second grading period in a row will not be allowed to

ipate in sports or activities until they have met the standard set forth by Capital Prep Harbor School.

Standard and Calculation of Eligibility

In order to be eligible to participate in any Board of Education sponsored intramural or interscholastic sports, or any extra-curricular activities, Capital Prep Harbor School students must maintain a "C-" average calculated as 70 or better. In addition, students participating in interscholastic athletic programs must also meet the minimum eligibility requirements of the C.I.A.C. On or before the tenth (10^{th}) day following the close of each marking period, calculation of student eligibility will be completed, using the following point values:

Letter Grade	Assigned Point Value
A+	99
A	95
A-	91
B+	88
B	85
B-	81
C+	78
C	75
C-	71
D+	68
D	65
D-	61
F [*]	55

[* Incomplete grades will be treated as an F for purposes of this calculation.]

In order to determine eligibility at the beginning of each school year, the calculation will be based on the grades for the final quarter of the previous school year. The exception is incoming 9^{th} grade students; the eligibility standard for these students will be applied at the end of the first marking period. The eligibility of students transferring into Capital Prep Harbor School will be based on the student's official transcript for the last full marking period completed by the student. The transcript of the student transferring into CPMS must show that the student was carrying a full course load,

which is equivalent to 5 units of study. Averages will not be rounded and there will be no exceptions to this regulation unless expressly provided for in a PPT or Section 504 Committee. All grades earned in a summer school program will be added to the fourth quarter grades to determine the academic average for fall eligibility. Failed courses, though made up, will NOT be eliminated in this calculation.

Notification and Academic Support

In order to assist students in maintaining eligibility to participate in intramural and/or interscholastic sports, and/or extra-curricular activities, a system will be put in place to identify students who are at risk of becoming ineligible. Students identified as being in danger of becoming ineligible will be notified in writing, and written notification will also be sent to the student's parent or guardian. Academic assistance will be made available to each student identified as being at risk of becoming ineligible pursuant to this regulation.

Affect of Ineligibility

Any student who does not meet the eligibility standard after being on academic probation shall not:

1. Be permitted to participate in any way, either formally or informally, in any practice or activity covered by this policy; and

2. Be issued any uniform, equipment, or special clothing associated with the activity and, in the event such material has already been issued to the student, it shall be returned to the coach or advisor during the period of ineligibility.

This policy will be strictly enforced and there will be no exceptions to this policy unless expressly provided for in a PPT or by a 504 committee.

APPENDIX C

AFFIRMATIVE ACTION

The Br ort Public School District is an Equal Opportunity Employer.

It is the policy of the Bridgeport Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, past/present history of mental disorder, learning disability and/or physical disability.

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources.

APPENDIX D

AIDS Instruction Exemption (Notice to Parents)

Bridgeport established a core committee of teachers, administrators and parents to write a set of sequential and developmentally appropriate goals and objectives for a "Personal Development" curriculum which addresses many health-related issues: self-esteem, substance abuse, disease and other related strands of information and skills. We identified fourteen separate issues or "strands" to develop a plan of instruction from grades K-12. Objectives were developed for these strands in compliance with the many state and national statutes aimed at these areas. These include State Law 10-1 9c, 1989, which states AIDS instruction must occur in a planned systematic manner at least once in grades K-2, 3-4-5, 6-7-8, and 9-10-11-12.

Instruction in understanding and preventing the spread of Acquired Immune-deficiency Syndrome (AIDS) is incorporated into the K-12 Personal Development Program required by state statute. This course of study is required of all students each year, and taught by certified health teachers supplemented by the Developmental Guidance Program. Parents may opt to exempt their child from this portion of the Personal Development curriculum by written request to the building principal. A comparable alternative will be assigned.

APPENDIX E

COMPUTER SOFTWARE/HARDWARE PROCEDURES & REGULATIONS

Applied Education Department

The following procedures and regulations have been developed to assist students in their efforts to utilize software/hardware in the various computer applications/courses offered by the Applied Education Department. Adherence to these basic procedures and regulations will lead to more efficient use of software/ hardware, and a positive learning experience for all students.

1. Students are only to use computer equipment with teacher permission.
2. Students are to use equipment only as directed. Improper use of equipment will be considered as vandalism or destruction of public property.
3. Students are to access only the programs required for instruction or assigned projects, i.e, Cadkey 7, Word Perfect or Accounting Software.
4. Should your monitor display any screen other than the normal screen, stop ! Do not try to get back to your original screen, notify the instructor immediately.
5. Any attempt to change/modify the system, or bypass a password protected area of the computer system is forbidden.
6. Each student is responsible for the proper care and use of his/her equipment, software and desk area. Students are to report problems or damaged equipment immediately.
7. Foodstuffs are not allowed at any computer work station.
8. Each student will save his/her work on a school-provided disk, using appropriate assigned file names.
9. Assignments will not be graded unless they have been saved using teacher approved file/project labels.
10. All disks are to remain in the classroom/lab, and be placed in the appropriate disk holder or cabinet.
11. Students are not allowed to access, copy, damage, delete or remove another student's disk or files. Any violations of this regulation will be considered to be cheating or student harassment.
12. Students will be held liable for all costs incurred for intentional damage to hardware/software.

Consequences - Failure to follow these procedures/regulations will result in:

First Offense: written warning. Parent and Academic Dean notification
Second Offense: student will be removed from the class and be sent to the Academic Dean. Depending on severity of the offense the Dean will assign the appropriate disciplinary action.
Third Offense: student may be removed from the course and lose credit following school discipline procedures, including the

suspension of computer privileges..

APPENDIX F

CONFISCATION

The school staff may confiscate items inappropriate to the school environment. These include, but are not limited to inappropriate magazines, videos, water pistols, radios, tape or disc players, wallet chains, large belt buckles, laser pointers and other items that are disruptive to school and/or potentially dangerous. These items will be held and returned only to a parent/guardian in person.

The principal, because of special circumstances that justify the need for certain devices, may grant permission if the request is submitted in writing. If a student possesses such a device in school without such prior written permission, it will be confiscated by school staff, and will only be returned to a parent in person.

Mace/pepper spray - these types of products are not allowed in school. They will be confiscated turned over to the Bridgeport Police Department.

Illegal contraband will be confiscated and turned over to the Bridgeport Police Department.

APPENDIX G

CONTROVERSIAL ISSUES (AR 6144)

1. Free discussion of controversial issues is the heart of the democratic process. Freedom of speech and free access to information are among our most cherished traditions. It is the responsibility of the schools to make provisions for this study.
2. For public schools, policy on controversial issues is defined in terms of the rights of students rather than in terms of the rights of teachers. In the study of controversial issues in the public schools, the student has at least four rights to be recognized:
   a. the right to study any controversial issue which has political, economic or social significance, and concerning which the student, at his/her level should begin to have an opinion.
   b. the right to have free access to all relevant information, including the materials that circulate freely in the community.
   c. the right to study under competent instruction in an atmosphere free from bias and prejudice.
   d. the right to form and express his/her own opinions on controversi[illegible]es without thereby jeopardizing the student's relations with the teacher or the school.
3. The study of controversial issues is objective and scholarly, with a minimum emphasis on opinion. The teacher approaches controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan point of view.
4. Instructional policy on controversial issues is here stated by the Board of Education in order to protect teachers and school administrators from unwarranted attack by pressure groups, and to insure youth a well-balanced preparation for American citizenship.
5. A student may be excused from some learning activities based upon personal or religious beliefs.
6. A request for an alternate learning activity must be submitted to the principal in writing and signed by the parent. The request must state the reasons for which an alternate learning activity is being requested

APPENDIX H

DISCIPLINE PROCEDURES

It is not practical or even possible to list every student action which is prohibited in a school setting, and which may subject a student to discipline. Any act by a student that is disruptive to the educational environment, may result in discipline. Moreover, the particular form of discipline may vary for each student and each incident, based upon all relevant circumstances. Thus, the following list presents examples of prohibited behavior and guidelines for response.

Note that suspected criminal activity may be referred to the police department. Such referral is separate and distinct from discipline that may be imposed in the school setting. However, for the information of students, "police referral" is listed next to those actions which may be criminal in nature and which are thus likely to result in referral to the police department. The disciplinary actions listed below represent a hierarchy of consequences, not a required sequence.

Classroom Management Procedures:

As professionals, teachers are expected to effectively deal with discipline issues as they arise in their classroom. The key to dealing effectively with students that misbehave is regular contact with the parent or guardian.

The following interventions **should** be taken by the teacher prior to referring the student to the appropriate Academic Dean, however, extenuating circumstances may cause teachers to skip steps in order to deal with an issue more effectively :

FIRST OFFENSE	*SECOND OFFENSE*	*THIRD OFFENSE*	*FOURTH OFFENSE*	*ADDITIONAL OFFENSES*
Verbal Warning	Written Warning	Utilize a discipline strategy (see list)	Utilize a discipline strategy (see list)	Refer student to Dean with documentation of interventions.
	Notify parent of behavior(s)	Notify parent of behavior(s)	Notify parent of behavior(s)	

APPENDIX I

DRESS CODE ADMINISTRATIVE REGULATION (AR 5132)

The Capital Prep Harbor School requires students to dress according to the code. To promote a positive, safe and non-disruptive learning environment, proper attire should be worn.

Students who fail to comply with this regulation will be subject to disciplinary action. The penalties for infractions are as follows:

A. First Offense: warning and corrective measures which may include a review of these student dress requirements

B. Second Offense: after school detention. Students are required to provide their own transportation home after detention.

C. Third Offense: 2 hr. after-school detention

D. Subsequent Offenses: Administrative discretion.

APPENDIX J

PROCEDURES GOVERNING EXPULSION (AR5114)

A. Notwithstanding the foregoing, the Superintendent shall recommend expulsion when he/she reasonably believes that a student:

(1) was in possession on school grounds or at a school sponsored activity of a firearm as defined in 18 USC 921, as amended from time to time, a deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3 as amended. A "firearm" under 18 USC 921 means a "weapon" as defined in Paragraph C below. A "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 "dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted to threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" as that term is defined in Conn. Gen. Stat. § 53a-3. A "martial arts weapon" means a "nunchaku", "kama", "kasari-fundo", "octagon sai", "tonfa" or "Chinese star".

(2) was in possession off school grounds of a firearm (as defined under 18 USC 921) in violation of Conn. Gen. Stat. § 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime

(3) was in possession of a knife on school grounds or at a school-sponsored activity.

(4) was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21 a-240(9), whose manufacturing, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 2la-277 and 2la-278.

(5) Mandatory Expulsion (AR – 5114): It shall be the policy of the Board to expel a student who engages in misconduct as described in paragraphs 1, 2 or 4 above for one full calendar year. The Board may modify the period of expulsion on a case-by-case basis.

In keeping with the intent of the Federal Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for bringing a "weapon" to school. For the purposes of this paragraph, a

apon" is defined to mean (1) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, (3) a muffler or silencer, or (4) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon [other than a shotgun or shotgun shell particularly suited for sporting purposes] that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½ " in diameter). The Board may modify the period of expulsion on a case-by-case basis.

The procedures for a hearing, outlined in paragraphs E and F of AR-5114, shall be provided prior to the effectuation of any expulsion unless an emergency exists. If an emergency situation does exist, such a hearing shall be held as soon after the expulsion as possible.

APPENDIX K

MAJORITY NOTICE

Dear Parent/Guardian:

On (date), your son/daughter will attain the age of 18 years. Under the Family Education Rights and Privacy Act, 20 U.S.C. Section 1232g (also known as the "Buckley Amendment"), students eighteen years of age and older are entitled to access their school records. A parent remains entitled to such information as long as the student is still reported as a dependent by the parent on his or her federal income tax return. In accordance with this provision, the Bridgeport Public Schools will continue to provide school records to you unless you and/or (son/daughter's name) informs the district that you are not entitled to continue to receive school records. Please call me if you have any questions.

Thank you

Sincerely yours,

[ ], Principal

APPENDIX L

PEST CONTROL

In order to maintain a pest population at or below an acceptable level, the Bc f Education will use all available pest control techniques, including judicious use of pesticides when warranted. If alternative methods fail to control the pest population, pesticides may be applied. Except in emergency cases, certified technicians will perform all pesticide applications. Application of pesticides will never take place during school hours except in emergencies when there is an immediate threat to human health.

At the beginning of the school year each parent will be provided with a copy of the board's pesticide application policy, a description of any pesticide used during the previous year, a description of emergency notification procedures, and information on how to register for advance notice of pesticide application.

APPENDIX M

SEARCH AND SEIZURE

Under the Constitution, all citizens are protected from unreasonable searches and seizures. However, school officials may search you, your possessions, or your locker, if they have a reasonable belief for suspecting that search will turn up evidence of a violation of either the law or school rules. The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property.

This document serves as advance notice that school board policy allows that authorized school administrators may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains contraband material. Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

The reasonableness of the search must be related to objectives of the search and must not unduly infringe upon a student's right to personal privacy, in light of the age and sex of the student and nature of the infraction.

Student vehicles parked on school grounds may be searched if there is reasonable cause to search.

APPENDIX N

SEXUAL HARASSMENT (AR 5145.5)

Sexual harassment is forbidden by federal and state law and by the Bridgeport Board of Education, and will not be tolerated in the Bridgeport Public Schools. Employees and students are expected to adhere to a standard of conduct that is respectful and courteous to employees of the Bridgeport Public Schools, fellow students and to the public. Students have the right to be in an educational environment free of sexual harassment whether by employees of the Bridgeport Public Schools or by other students.
Should sexual harassment be alleged, Board policy dictates that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the harassment, and that the problem/concern shall be appropriately addressed.

1. Education
   Each year, students will be informed of their rights and responsibilities under this regulation. Such education will include information regarding the procedure for making a complaint, and may also include discussions, films or other activities deemed appropriate.
2. Definition
   Sexual harassment is defined as "any unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature," made by someone from or in the work or education setting.
   Sexual harassment occurs when:
   A. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's participation, education progress or opportunity.
   B. Submission to, or rejection of, the conduct by the individual is used as the basis of educational or other decisions affecting the individual.
   C. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
   D. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
3. Examples
   While an exhaustive list is not possible, the following constitute examples of specific behavior that if unwelcome and of a sexual nature, could constitute sexual harassment:

   A. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, touching, impeding or blocking movement, leering, gestures, noises, pulling at clothes, display of sexually suggestive objects, pictures :toons, assault, rape/attempted rape.
   B. Continuing to express sexual interest after learning or being informed that the interest is unwelcome.
   C. Coercive sexual behavior used to control, influence, or affect the educational environment of a student, such as threats of reprisal; implying or withholding support for an appointment, promotion, transfer, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed.
   D. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student, including promises or threats regarding grades, course admission, performance of student benefits or services (e.g. scholarships, financial aid, work study job).
   E. The deliberate or careless creation of an atmosphere of sexual harassment or intimidation, or a hostile or offensive educational environment.
   F. Inappropriate attention of a sexual nature from peer(s), i.e., student to student, employee to employee.
   G. It is understood that any sexual or romantic relationships between employees of the Board and students are highly inappropriate and unacceptable, whether or not they constitute sexual harassment as defined in this regulation.

4. Complaint Procedure
   A. If a student believes that he/she is being or has been subject to behavior that could constitute sexual harassment, that person should immediately inform a parent or guardian, teacher, or administrator. The student or adult should immediately inform the perpetrator that his/her behavior is unwelcome and unacceptable, offensive, in poor taste, unprofessional, and/or highly inappropriate and that such behavior must stop. It is recognized, however, that victims of sexual harassment are not always able to express their feelings to their harasser or to others. In all cases, the responsibility for ending the harassment rests with the harasser, not the victim.
   B. As soon as a student, or the adult in whom the student has confided, feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to the Director of Human Resources or his or her supervisor, and/or appropriate school personnel. Normally, complaints should be made within 30 days of the act of harassment. Complaint forms are available from the Director of Human Resources, guidance office, and building principal. The complaint should state the name of the complainant and the date of the complaint, the date of the alleged harassment, the name or names of the harasser or harassers, where such harassment occurred, and a statement of the circumstances constituting the alleged harassment.

C ny student who makes an oral complaint of harassment to personnel other than those listed above will be provided a copy of this regulation and a complaint form, and will be instructed to make a written complaint pursuant to the above procedure.

D. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report is required by law.

E. All complaints are to be forwarded immediately to the Director of Human Resources unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent.

F. If possible, within five working days of receipt of a written complaint, the complainant shall be supplied with a copy of this Regulation and Procedure when necessary in order that he or she will be made fully aware of this or his/her rights and the Board's procedure for handling the complaint.

G. If possible, within five working days of receipt of the complaint, the Director of Human Resources shall commence an effective, thorough, objective and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discretely, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.

H. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged harasser, and, as appropriate, to all other directly concerned.

I. If the complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Superintendent, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Superintendent may also conduct a reasonable investigation, including interviewing the complainant, in writing, as soon as possible.

J. If after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to sexual harassment may include reassignment, transfer, or disciplinary action deemed appropriate by the Board.

K. The harasser will be informed that appropriate action shall be taken if further acts of harassment or retaliation occur. If further acts of harassment or retaliation do occur, appropriate action shall be take Each year, copies of these regulations will be distributed to all elementary, middle and high school students.

APPENDIX O

TITLE IX, TITLE VI GRIEVANCE PROCEDURES, ADA AND SECTION 504 OF THE REHABILITATION ACT OF 1973

The Title IX and Title VI grievance procedures are published in all major school publications. The following outline of the grievance procedures for Title IX and Title VI:

1. An employee with a complaint relating to discrimination or sexual harassment may utilize the union grievance procedure if the matter involves a contractual issue.
2. Students or staff may process a complaint through the chain of command: Teacher, Curriculum Supervisor (if available), Academic Dean (if available), Principal, Superintendent, Board of Education. Should the complaint not be resolved prior to reaching the Superintendent's level, the Superintendent will have the equity officer or alternate conduct an investigation that will assist with the resolution of the complaint.
3. The third option, available to students or staff, is the Formal Discrimination Complaint Channel. All complaints should be addressed in writing to the designated compliance officer who will be responsible for investigating all complaints. Upon investigation, the compliance officer shall recommend to the Superintendent any changes deemed necessary to eliminate any discriminatory practices. The Superintendent shall inform the complainant in writing of his actions within ten days of the receipt of such complaint.

If the complainant is not satisfied with the action of the compliance officer, within ten days, the complainant may appeal the action of the compliance officer in writing to the Board of Education. The Board of Education shall hold a hearing within 15 days of receipt of such written request and shall decide what, if any, remedies are necessary to eliminate the practices if deemed discriminatory. The Board shall notify the complainant in writing of its decision within ten days."

APPENDIX P

BRIDGEPORT PUBLIC SCHOOLS

RE: S t Directory Information

Dear Parent or Eligible Student:

On December 28, 2001 and January 8, 2002, respectively, President Bush signed into law the "National Defense Authorization Act" officially referred to as Public Law no. 107-107, and the "No Child Left Behind Act," officially referred to as Public Law No. 107-110. The effect of provisions in both laws is to require school districts "to provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings." The law also provides, consistent with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, that parents and eligible students, eighteen (18) years of age or older, have the right to require their prior written consent before releasing student names, addresses and telephone listings to military recruiters or institutions of higher education.

Therefore the Bridgeport Public School District will release the above directory information unless you complete and sign and remove the form on the following page and submit to the administrative assistant refusing permission for release of directory information.

DENIAL OF PERMISSION
TO
RELEASE STUDENT DIRECTORY INFORMATION

_____I do not wish to have the Bridgeport School District provide military recruiters or institutions of high education access to my or my child's name, address and telephone listing.

APPENDIX U – EMPLOYEE HANDBOOK

The Capital Prep Harbor School

[DRAFT]

Collaborator • Problem Solver • Researcher & Information Processor
Empathetic Citizen • Pillars of Knowledge

2013-2014

Employee Handbook

Table of Contents

Part One: Introduction - We are The Capital Prep Harbor School..... 5

- Welcome to The Capital Prep Harbor School
- What is the goal of the Employee Handbook?
- How can I meet employee expectations?
- What can I expect from The Capital Prep Harbor School?
- Open Communication and Suggestions
- The Capital Prep Harbor School is a Professional Community
- Outside Employment
- How is The Capital Prep Harbor School Different?
- How can the Employee Handbook be a tool?

Part Two: General Employment Guidelines..... 10

- Equal Employment Opportunity
- Anti-Harassment and Anti-Discrimination Policies
- Workplace Bullying
- Standards of Conduct
- Employment Classifications
    - Exempt and Non-Exempt Employees
- Job Sharing

Part Three: Requirements for Employment..... 16

- Proof of U.S. Citizenship and/or Right to Work
- Employee Background Check
- Wellness Examination
- Mandated Reporting
- Confidentiality Agreement

Part Four: Personnel Records and Administration.....17

- Your Personal Information
- Your Medical Records File
- Open Door Policy

Part Five: Your Pay and Your Hours of Work..... 18

- Wage and Salary Policies
    - Basis for Determining Pay
    - Pay Days
    - Mandatory Deductions From Paycheck
    - Wage Garnishments
    - Direct Deposit
    - Payroll Advance
    - Error in Pay
    - Overtime Pay
- Performance and Compensation Reviews
- Promotions and Transfers
- Competency Based Growth
- Business Hours
    - Time Reporting
    - Work Schedule

- Absences or Lateness
- Breastfeeding Breaks

Part Six: Benefits *22*

- Eligibility for Benefits
- Insurance Coverage
  - Medical Benefits
  - Group Term Life and AD&D / Disability Insurance
- Government Required Coverage
  - Workers' Compensation
  - Unemployment Compensation
  - Social Security
  - Retirement
- Voluntary Savings Plan (403b)
- Employee Assistance Plan **New for 2013-2014*

Part Seven: Employee Leaves *26*

- Introductory Provisions
- Leaves of Absence
  - Sick Leave
  - Use of Sick Leave
  - Professional Development Leave
  - Uses of Professional Development Leave
  - Maternity Leave
  - Maternity/Paternity/Adoption Support
  - Bereavement Leave
  - Vacation Leave
- Personal Leaves Of Absence
  - Personal Leave
  - Unpaid Personal Leave
- Holiday Pay
- Family Medical Leave Of Absence (FMLA)
  - Employee Eligibility
  - Leave Entitlement
  - Maintenance of Benefits
  - Job Restoration
  - Employee Notice
  - Additional Information
- Military Reserves or National Guard Leave of Absence
- Jury Duty
- Work Environment
  - Work Environment Policies
  - Communications
  - Computer Software (Unauthorized Copying)
  - Computers, Electronic Mail, And Voice Mail Usage Policy
  - Dress Code and Personal Appearance
  - Drug-Free Environment Policy
  - No Solicitation / Distribution Policy
- Expense Report Policy
  - Expense Reimbursement
- Personal Use of Company Property
- Relatives

- Safety
  - General Employee Safety
  - Reporting Injuries and Safety Issues
  - Ask Questions
  - Office/Work Area Safety
- Violence In the Workplace Policy
- Separation Of Employment
  - Voluntary Termination
  - Termination of Employment, Dismissal
  - Return of Materials and Last Paycheck

Addendum 1: Acceptable Use Policy ***39***
Addendum 2: Learner Expectations Matrix
Addendum 3: Competency Based Growth Overview
Addendum 4: Competency Based Pay Rubrics
Addendum 5: Sample Job Sharing Agreement

Part One: Introduction - We Are The Capital Prep Harbor School

In this section you will explore the following:

- Welcome to the Capital Prep Harbor School!
- What is the goal of the Employee Handbook?
- How can I meet employee expectations?
- What can I expect from the Capital Prep Harbor School?
- How is the Capital Prep Harbor School different than other schools?
- How can the Employee Handbook be a useful tool for me?

Welcome to The Capital Prep Harbor School!

Welcome to the Capital Prep Harbor School. We offer this Employee Handbook to assist you in understanding our guiding principles, instructional guidance system, policies and procedures, and overall approach to the educational experience for our students.

As an employee of the Capital Prep Harbor School, the importance of your contribution cannot be overstated. Our goal is to provide the highest quality education to our students. By satisfying our students' and parents' needs, we will continue to grow to become a premier educational institution in the region.

As an integral member of a team of educators, your work directly impacts the success of our students. As a result of your work as both an educator and advisor to families, you ultimately impact the reputation of the Capital Prep Harbor School.

We believe that you have chosen an opportunity for personal growth within the innovative framework of the Capital Prep Harbor School. We look forward to celebrating your contributions to our organization and to an exceptional educational experience for students.

Welcome to our school!

Dr. Stephen D. Perry, Head of Schools

What is the goal of the Employee Handbook?
This handbook has been written as a guide for the employee/employer relationship. The handbook is not a contract of employment or a warranty of benefits. It has been prepared to inform you of the Capital Prep Harbor School's employment practices, and policies, as well as the benefits provided to you as a valued employee. It applies to all employees and all employee classifications that work during the academic year.

Your employment with the Capital Prep Harbor School is a voluntary one and is subject to termination by you or the Capital Prep Harbor School at will, with or without cause, and with or without notice, at any time. Nothing in these policies shall be interpreted to be in conflict with or to eliminate or modify in any way the employment-at-will status of the Capital Prep Harbor School.

The Capital Prep Harbor School is constantly in the process of revising and improving its policies, procedures, and benefits and may decide to change those contained in this handbook over time. When this happens, the Capital Prep Harbor School will make you aware of any changes in future editions of this handbook and/or by bulletin board postings of other communications. Only the Capital Prep Harbor School's Governing Council can add to, delete, or change any policies, procedures, or benefits contained in this handbook and they can do so at any time without prior notice.

If any provision in the Employee Handbook is found to be unenforceable and invalid, such finding does not invalidate the entire Employee Handbook, but only the particular provision. Each employee is responsible for reading, understanding, and following the guidelines and rules in the Employee Handbook.

The purpose and function of the Employee Handbook is to help inform staff of the expectations of employment, rights, and benefits as employees of the Capital Prep Harbor School. Each employee of the Capital Prep Harbor School is responsible for all the contents of this Employee Handbook and is encouraged to ask any and all questions pertaining to its contents. Comments and questions should be directed to the Principal. It is required that each employee keep a copy of the Employee Handbook as a reference throughout the year.

Please note that the contents of this handbook do not subject the Capital Prep Harbor School to any liability for any claim to comply with the rules, policies, or goals in this handbook. This handbook supersedes all prior versions of any employee handbook or manual that the Capital Prep Harbor School has issued and may eliminate or modify existing policies whether written or oral.

How can I meet employee expectations?
The Capital Prep Harbor School depends on employees to create the type of work environment that promotes student achievement and supports our guiding principles. Each individual is expected to do his or her best work every day. Additionally, everyone is required to respect and work cooperatively with his/her colleagues and the school's administrators.

As a relatively new charter school, the Capital Prep Harbor School has built a reputation based upon the people who are employed and the students we serve. All employees are expected to help build a strong, positive reputation in their work at school and attitudes outside of school. Negative comments about the school, its students, faculty, Governing Council, and community will only ruin the positive reputation we want to build. Loyalty is expected of those who, by becoming

employees, commit to the building of the school's reputation.

Innovative ideas such as Competency Based Pay, departmentalization, and looping are intended to help teachers develop professionally and contribute productively to the school's development. Use this handbook to identify ways to become a contributor to our success. Remember, you help create the pleasant and safe working environment that the Capital Prep Harbor School intends for you. The result will be better performance for the school overall and personal satisfaction for you.

What can I expect from The Capital Prep Harbor School?

The Capital Prep Harbor School believes in creating a harmonious working relationship among all employees. In pursuit of this goal, the Capital Prep Harbor School has created the following employee relations objectives:

- Provide an exciting, challenging, and rewarding work environment and experience.
- Promote an atmosphere in keeping with the Capital Prep Harbor School guiding principles, vision, mission, and goals.
- Select employees based on skill, training, ability, attitude, and character without discrimination with regard to race, color, national origin, religion, gender, marital status, sexual orientation, age, or disability that does not prohibit performance of essential job functions.
- Review wages, employee benefits, and working conditions regularly with the objective of being competitive in these areas consistent with sound business practice.
- Provide sick leave, holidays, and vacation when applicable to all eligible employees.
- Provide eligible employees with health and welfare benefits.
- Take prompt and fair action of any complaint that may arise in everyday conduct of our school, to the extent that it is practical.
- Respect individual rights and treat all employees with courtesy and consideration.
- Maintain mutual respect in our working relationship.
- Provide buildings and offices that are comfortable, orderly, and safe.
- Promote employees based on their ability and merit.

As Harbor School Employees, each of us will:

- Strive for professional excellence in the performance of our jobs.
- Understand and support the Capital Prep Harbor School's direction
- Get the job done—execute.
- Provide superior service to all our families and employees.
- Be flexible, innovative and responsive to change.
- Manage human and financial resources wisely.
- Be a team player and help others to succeed.
- Encourage open communication throughout
- Treat all individuals with dignity and respect.
- Have pride in the school and promote the school to others.

Open Communication and Suggestions

The Capital Prep Harbor School actively encourages open communication between all levels of staff. Open communication is important to the continued success of the School. The Capital Prep Harbor School strives to create a pleasant and productive work environment. You are encouraged to discuss any issue you may have with a co-worker directly. If a resolution is not reached, please arrange a meeting with your supervisor to discuss any concern, problem or issue that arises during the course of your employment. It is unacceptable to retaliate against any employee for

appropriate usage of the Open Communication channels. Please remember it is counterproductive to create or repeat rumors in a harmonious work environment. It is more constructive for an employee to consult his/her supervisor. Please also refer to the Grievance Policy and procedures on discrimination reporting.

We encourage all employees to suggest good ideas as to how the Capital Prep Harbor School can be improved and how our instruction and support to our families can be enhanced. When you see an opportunity for improvement, please talk it over with your supervisor. She/he can help bring your suggestion to the attention of those in the School who are responsible for the possible implementation of it. All suggestions are appreciated, valued, and taken into consideration.

The Capital Prep Harbor School is a Professional Community
Because we are a professional community, administration, faculty, and staff are expected to serve with integrity, courtesy, and a collaborative spirit. Adaptive discretion will be extended to all members in the conduct of their work.

Outside Employment
If your financial situation requires you to hold a second job, part-time or full-time, or if you intend to engage in a school enterprise of your own, the Capital Prep Harbor School would like to know about it. Before accepting any outside employment you are encouraged to discuss the matter with your supervisor. Employees may not take an outside job, either for pay or as a donation of her/his personal time if it compromises the employee's ability to fulfill the requirements of her/his position at the Capital Prep Harbor School.

Employees may not take an outside job from the family of any the Capital Prep Harbor School student. This includes pay for services such as tutoring or babysitting. The school office maintains a list of suggested tutoring providers that families should be directed to.

How is The Capital Prep Harbor School Different?
As the world changes and becomes increasingly more complex, global citizens will need to be equipped with skills that allow them to be flexible thinkers, creative problem solvers, and effective leaders.

The Capital Prep Harbor School's theme is social justice and we offer a program that develops students into collaborators, problem solvers, empathetic citizens as well as processors of information. We provide students the tools and educational foundation to become tomorrow's global citizen, and we strive to teach students how their choices impact the world around them. By using the social justice content as a lens for instruction, the Capital Prep Harbor School provides students a context in which to explore ideas and observations, to practice inquiry, and to actively problem solve. Throughout their academic career at the Capital Prep Harbor School, students build core skills across all disciplines, and then actively apply these skills to support the impact of learning.

To provide this program, we rely heavily on educators to delve into content and provide authentic opportunities to engage in learning. The Capital Prep Harbor School employees have a "whatever it takes attitude" toward student achievement, and align all professional behaviors to the Capital Prep Harbor School Guiding Principles. The next section of the Handbook will provide important information on our Guiding Principles.

APPENDIX U – EMPLOYEE HANDBOOK

The Capital Prep Harbor School

[DRAFT]

Collaborator • Problem Solver • Researcher & Information Processor
Empathetic Citizen • Pillars of Knowledge

2013-2014

Employee Handbook

Table of Contents

Part One: Introduction - We are The Capital Prep Harbor School 5

- Welcome to The Capital Prep Harbor School
- What is the goal of the Employee Handbook?
- How can I meet employee expectations?
- What can I expect from The Capital Prep Harbor School?
- Open Communication and Suggestions
- The Capital Prep Harbor School is a Professional Community
- Outside Employment
- How is The Capital Prep Harbor School Different?
- How can the Employee Handbook be a tool?

Part Two: General Employment Guidelines 10

- Equal Employment Opportunity
- Anti-Harassment and Anti-Discrimination Policies
- Workplace Bullying
- Standards of Conduct
- Employment Classifications
    - Exempt and Non-Exempt Employees
- Job Sharing

Part Three: Requirements for Employment 16

- Proof of U.S. Citizenship and/or Right to Work
- Employee Background Check
- Wellness Examination
- Mandated Reporting
- Confidentiality Agreement

Part Four: Personnel Records and Administration 17

- Your Personal Information
- Your Medical Records File
- Open Door Policy

Part Five: Your Pay and Your Hours of Work 18

- Wage and Salary Policies
    - Basis for Determining Pay
    - Pay Days
    - Mandatory Deductions From Paycheck
    - Wage Garnishments
    - Direct Deposit
    - Payroll Advance
    - Error in Pay
    - Overtime Pay
- Performance and Compensation Reviews
- Promotions and Transfers
- Competency Based Growth
- Business Hours
    - Time Reporting
    - Work Schedule

- Absences or Lateness
- Breastfeeding Breaks

Part Six: Benefits *22*

- Eligibility for Benefits
- Insurance Coverage
  - Medical Benefits
  - Group Term Life and AD&D / Disability Insurance
- Government Required Coverage
  - Workers' Compensation
  - Unemployment Compensation
  - Social Security
  - Retirement
- Voluntary Savings Plan (403b)
- Employee Assistance Plan **New for 2013-2014*

Part Seven: Employee Leaves *26*

- Introductory Provisions
- Leaves of Absence
  - Sick Leave
  - Use of Sick Leave
  - Professional Development Leave
  - Uses of Professional Development Leave
  - Maternity Leave
  - Maternity/Paternity/Adoption Support
  - Bereavement Leave
  - Vacation Leave
- Personal Leaves Of Absence
  - Personal Leave
  - Unpaid Personal Leave
- Holiday Pay
- Family Medical Leave Of Absence (FMLA)
  - Employee Eligibility
  - Leave Entitlement
  - Maintenance of Benefits
  - Job Restoration
  - Employee Notice
  - Additional Information
- Military Reserves or National Guard Leave of Absence
- Jury Duty
- Work Environment
  - Work Environment Policies
  - Communications
  - Computer Software (Unauthorized Copying)
  - Computers, Electronic Mail, And Voice Mail Usage Policy
  - Dress Code and Personal Appearance
  - Drug-Free Environment Policy
  - No Solicitation / Distribution Policy
- Expense Report Policy
  - Expense Reimbursement
- Personal Use of Company Property
- Relatives

- Safety
  - General Employee Safety
  - Reporting Injuries and Safety Issues
  - Ask Questions
  - Office/Work Area Safety
- Violence In the Workplace Policy
- Separation Of Employment
  - Voluntary Termination
  - Termination of Employment, Dismissal
  - Return of Materials and Last Paycheck

Addendum 1: Acceptable Use Policy ***39***

Addendum 2: Learner Expectations Matrix

Addendum 3: Competency Based Growth Overview

Addendum 4: Competency Based Pay Rubrics

Addendum 5: Sample Job Sharing Agreement

Part One: Introduction - We Are The Capital Prep Harbor School

In this section you will explore the following:

- Welcome to the Capital Prep Harbor School!
- What is the goal of the Employee Handbook?
- How can I meet employee expectations?
- What can I expect from the Capital Prep Harbor School?
- How is the Capital Prep Harbor School different than other schools?
- How can the Employee Handbook be a useful tool for me?

Welcome to The Capital Prep Harbor School!

Welcome to the Capital Prep Harbor School. We offer this Employee Handbook to assist you in understanding our guiding principles, instructional guidance system, policies and procedures, and overall approach to the educational experience for our students.

As an employee of the Capital Prep Harbor School, the importance of your contribution cannot be overstated. Our goal is to provide the highest quality education to our students. By satisfying our students' and parents' needs, we will continue to grow to become a premier educational institution in the region.

As an integral member of a team of educators, your work directly impacts the success of our students. As a result of your work as both an educator and advisor to families, you ultimately impact the reputation of the Capital Prep Harbor School.

We believe that you have chosen an opportunity for personal growth within the innovative framework of the Capital Prep Harbor School. We look forward to celebrating your contributions to our organization and to an exceptional educational experience for students.

Welcome to our school!

Dr. Stephen D. Perry, Head of Schools

What is the goal of the Employee Handbook?
This handbook has been written as a guide for the employee/employer relationship. The handbook is not a contract of employment or a warranty of benefits. It has been prepared to inform you of the Capital Prep Harbor School's employment practices, and policies, as well as the benefits provided to you as a valued employee. It applies to all employees and all employee classifications that work during the academic year.

Your employment with the Capital Prep Harbor School is a voluntary one and is subject to termination by you or the Capital Prep Harbor School at will, with or without cause, and with or without notice, at any time. Nothing in these policies shall be interpreted to be in conflict with or to eliminate or modify in any way the employment-at-will status of the Capital Prep Harbor School.

The Capital Prep Harbor School is constantly in the process of revising and improving its policies, procedures, and benefits and may decide to change those contained in this handbook over time. When this happens, the Capital Prep Harbor School will make you aware of any changes in future editions of this handbook and/or by bulletin board postings of other communications. Only the Capital Prep Harbor School's Governing Council can add to, delete, or change any policies, procedures, or benefits contained in this handbook and they can do so at any time without prior notice.

If any provision in the Employee Handbook is found to be unenforceable and invalid, such finding does not invalidate the entire Employee Handbook, but only the particular provision. Each employee is responsible for reading, understanding, and following the guidelines and rules in the Employee Handbook.

The purpose and function of the Employee Handbook is to help inform staff of the expectations of employment, rights, and benefits as employees of the Capital Prep Harbor School. Each employee of the Capital Prep Harbor School is responsible for all the contents of this Employee Handbook and is encouraged to ask any and all questions pertaining to its contents. Comments and questions should be directed to the Principal. It is required that each employee keep a copy of the Employee Handbook as a reference throughout the year.

Please note that the contents of this handbook do not subject the Capital Prep Harbor School to any liability for any claim to comply with the rules, policies, or goals in this handbook. This handbook supersedes all prior versions of any employee handbook or manual that the Capital Prep Harbor School has issued and may eliminate or modify existing policies whether written or oral.

How can I meet employee expectations?
The Capital Prep Harbor School depends on employees to create the type of work environment that promotes student achievement and supports our guiding principles. Each individual is expected to do his or her best work every day. Additionally, everyone is required to respect and work cooperatively with his/her colleagues and the school's administrators.

As a relatively new charter school, the Capital Prep Harbor School has built a reputation based upon the people who are employed and the students we serve. All employees are expected to help build a strong, positive reputation in their work at school and attitudes outside of school. Negative comments about the school, its students, faculty, Governing Council, and community will only ruin the positive reputation we want to build. Loyalty is expected of those who, by becoming

employees, commit to the building of the school's reputation.

Innovative ideas such as Competency Based Pay, departmentalization, and looping are intended to help teachers develop professionally and contribute productively to the school's development. Use this handbook to identify ways to become a contributor to our success. Remember, you help create the pleasant and safe working environment that the Capital Prep Harbor School intends for you. The result will be better performance for the school overall and personal satisfaction for you.

What can I expect from The Capital Prep Harbor School?

The Capital Prep Harbor School believes in creating a harmonious working relationship among all employees. In pursuit of this goal, the Capital Prep Harbor School has created the following employee relations objectives:

- Provide an exciting, challenging, and rewarding work environment and experience.
- Promote an atmosphere in keeping with the Capital Prep Harbor School guiding principles, vision, mission, and goals.
- Select employees based on skill, training, ability, attitude, and character without discrimination with regard to race, color, national origin, religion, gender, marital status, sexual orientation, age, or disability that does not prohibit performance of essential job functions.
- Review wages, employee benefits, and working conditions regularly with the objective of being competitive in these areas consistent with sound business practice.
- Provide sick leave, holidays, and vacation when applicable to all eligible employees.
- Provide eligible employees with health and welfare benefits.
- Take prompt and fair action of any complaint that may arise in everyday conduct of our school, to the extent that it is practical.
- Respect individual rights and treat all employees with courtesy and consideration.
- Maintain mutual respect in our working relationship.
- Provide buildings and offices that are comfortable, orderly, and safe.
- Promote employees based on their ability and merit.

As Harbor School Employees, each of us will:

- Strive for professional excellence in the performance of our jobs.
- Understand and support the Capital Prep Harbor School's direction
- Get the job done—execute.
- Provide superior service to all our families and employees.
- Be flexible, innovative and responsive to change.
- Manage human and financial resources wisely.
- Be a team player and help others to succeed.
- Encourage open communication throughout
- Treat all individuals with dignity and respect.
- Have pride in the school and promote the school to others.

Open Communication and Suggestions

The Capital Prep Harbor School actively encourages open communication between all levels of staff. Open communication is important to the continued success of the School. The Capital Prep Harbor School strives to create a pleasant and productive work environment. You are encouraged to discuss any issue you may have with a co-worker directly. If a resolution is not reached, please arrange a meeting with your supervisor to discuss any concern, problem or issue that arises during the course of your employment. It is unacceptable to retaliate against any employee for

appropriate usage of the Open Communication channels. Please remember it is counterproductive to create or repeat rumors in a harmonious work environment. It is more constructive for an employee to consult his/her supervisor. Please also refer to the Grievance Policy and procedures on discrimination reporting.

We encourage all employees to suggest good ideas as to how the Capital Prep Harbor School can be improved and how our instruction and support to our families can be enhanced. When you see an opportunity for improvement, please talk it over with your supervisor. She/he can help bring your suggestion to the attention of those in the School who are responsible for the possible implementation of it. All suggestions are appreciated, valued, and taken into consideration.

The Capital Prep Harbor School is a Professional Community
Because we are a professional community, administration, faculty, and staff are expected to serve with integrity, courtesy, and a collaborative spirit. Adaptive discretion will be extended to all members in the conduct of their work.

Outside Employment
If your financial situation requires you to hold a second job, part-time or full-time, or if you intend to engage in a school enterprise of your own, the Capital Prep Harbor School would like to know about it. Before accepting any outside employment you are encouraged to discuss the matter with your supervisor. Employees may not take an outside job, either for pay or as a donation of her/his personal time if it compromises the employee's ability to fulfill the requirements of her/his position at the Capital Prep Harbor School.

Employees may not take an outside job from the family of any the Capital Prep Harbor School student. This includes pay for services such as tutoring or babysitting. The school office maintains a list of suggested tutoring providers that families should be directed to.

How is The Capital Prep Harbor School Different?
As the world changes and becomes increasingly more complex, global citizens will need to be equipped with skills that allow them to be flexible thinkers, creative problem solvers, and effective leaders.

The Capital Prep Harbor School's theme is social justice and we offer a program that develops students into collaborators, problem solvers, empathetic citizens as well as processors of information. We provide students the tools and educational foundation to become tomorrow's global citizen, and we strive to teach students how their choices impact the world around them. By using the social justice content as a lens for instruction, the Capital Prep Harbor School provides students a context in which to explore ideas and observations, to practice inquiry, and to actively problem solve. Throughout their academic career at the Capital Prep Harbor School, students build core skills across all disciplines, and then actively apply these skills to support the impact of learning.

To provide this program, we rely heavily on educators to delve into content and provide authentic opportunities to engage in learning. The Capital Prep Harbor School employees have a "whatever it takes attitude" toward student achievement, and align all professional behaviors to the Capital Prep Harbor School Guiding Principles. The next section of the Handbook will provide important information on our Guiding Principles.

How can the Employee Handbook be a tool?

The Capital Prep Harbor School's commitment to provide the highest quality of education comes with many responsibilities to our students and the public. The Capital Prep Harbor School Employee Handbook is designed to summarize the policies and procedures the School has adopted to meet these responsibilities. All members of the Capital Prep Harbor School are expected to adhere to the policies and procedures presented.

The Capital Prep Harbor School Employee Handbook is also intended to clarify expectations for educators and other personnel working at this school. An educator at the Capital Prep Harbor School can expect to be evaluated on his/her fidelity to the Capital Prep Harbor School Instructional Guidance System; although alternative models for curricular frameworks and/or instructional practices may exist in pilot programs.

The Capital Prep Harbor School expects to continually update its policies and procedures in response to changing professional and operating requirements. The Capital Prep Harbor School also reserves the right to revoke, change, or supplement the policies in the handbook at any time without notice.

Part Two: General Employment Guidelines

Equal Employment Opportunity

The Capital Prep Harbor School is an equal opportunity employer. It is Capital Prep Harbor School's policy to provide an equal employment opportunity for all applicants and employees. The Capital Prep Harbor School is committed to treating all employees without regard to unlawful considerations of race, color, national origin, religion, gender, marital status, sexual orientation, age or disability as those terms are defined by law or any other legally protected basis in all aspects, including recruitment, hiring, training, promotion, compensation, benefits, transfer and termination. The Capital Prep Harbor School complies with the law regarding reasonable accommodations for disabled employees. Management is primarily responsible for seeing that the Capital Prep Harbor School's equal employment opportunity policies are implemented, but all members of the staff share in the responsibility for assuring that the policies are effective and apply uniformly to everyone.

Equal employment opportunity notices are posted near employee gathering places as required by law. Additionally, they are posted on lunchroom bulletin boards. These notices summarize the rights of employees to equal opportunity in employment and list the names and addresses of the various government agencies that may be contacted in the event that any person believes he or she has been discriminated against.

Employees who have complaints or concerns about any type of discrimination against themselves or others are required to immediately report it in writing to the Principal. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. The Capital Prep Harbor School will neither permit any retaliatory conduct against an employee who comes forward with a genuine complaint or concern about discrimination or who assists in the investigation process, nor will any such employee be discharged, disciplined or in any way adversely affected in his/her terms or conditions of employment. However, any false claims of harassment or discrimination will call for disciplinary action. Any employee involved in discriminatory practices will be subject to disciplinary action up to and including termination.

Anti-Harassment and Anti-Discrimination Policies

The Capital Prep Harbor School is committed to maintaining a workplace that is free from unlawful discrimination. In keeping with this commitment, the Capital Prep Harbor School strictly prohibits all unlawful harassment, including harassment based on race, color, national origin, religion, gender, marital status, sexual orientation, age or disability, or any other biases protected by law. Any employee found to be responsible for sexual or other unlawful harassment in violation of this policy will be subject to disciplinary action up to and including termination.

(a) Definition of Sexual or Other Unlawful Harassment

Sexual or other unlawful harassment includes unwelcome advances or unwelcome verbal, physical or visual conduct based on race, color, national origin, religion, gender, marital status, sexual orientation, age or disability and/or any other legally protected category made either explicitly or implicitly:

- as a term or condition of employment; or
- as a basis for any employment decision affecting an individual; or
- in a manner that creates an intimidating, hostile or offensive working environment.

(b) *Examples of Sexual or Other Unlawful Harassment*
Though identifying every act that constitutes sexual or other unlawful harassment is not possible, examples of sexual or other unlawful harassment are provided below.

- Unwelcome requests for sexual favors or dates; lewd or derogatory comments or jokes based on race, color, national origin, religion, gender, marital status, sexual orientation, age, disability or any other legally protected category; comments regarding sexual behavior or the body of another employee; sexual innuendo and other vocal activity such as cat calls, whistles or racial slurs.
- Obscene letters, notes, invitations, photographs, cartoons, articles or other written or pictorial materials of sexual nature or based on race, color, national origin, religion, gender, marital status, sexual orientation, age, disability or any other legally protected category.
- Continuing to express sexual interest after being informed the interest is unwelcome.
- Retaliating against an employee for refusing a sexual or other unlawful harassment or discrimination, or for reporting the same to the School or any governmental agency.
- Offering or providing favors or employment benefits (i.e. promotions, favorable evaluations, favorable assigned duties or shifts, etc.) in exchange for sexual favors.
- Any unwanted physical touching, assaulting, blocking or impeding movements.

(c) Internal Complaint Process
Any employee who believes he/she (or another employee) has been subjected to unlawful harassment or discrimination should promptly report in writing the incident to his/her supervisor or Principal. The Principal or supervisor will conduct a formal investigation of the complaint. If the Principal is the subject of the complaint, the supervisor will assume all duties of the Principal or supervisor described below. The Principal or supervisor will investigate all complaints of unlawful harassment and discrimination. Based upon completion of the investigation, the Principal or supervisor will recommend appropriate action to the Principal and a determination will be made. The results will be communicated to the complainant, the subject of the complaint and those appropriate under the circumstances. This includes the following steps:

- Appropriate action will be taken against the perpetrator of the misconduct and communicated to the complainant.
- Steps will be taken to prevent any further misconduct
- Other appropriate remedial action will be taken.

(d) Non-Retaliation
No employee will suffer reprisals for alleging harassment, or any other misconduct, or for initiating or assisting in any action or proceeding regarding alleged harassment or discrimination. Any incidents of further alleged harassment, discrimination or retaliation should be reported immediately to the Principal. Any false claims of harassment or discrimination will call for disciplinary action.

Workplace Bullying
The Capital Prep Harbor School defines bullying as "repeated inappropriate behavior, either direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment." Such behavior violates The Capital Prep Harbor School Standards of Conduct (see below) which clearly states that all employees will be treated with dignity and respect.
The purpose of this policy is to communicate to all employees that the Capital Prep Harbor School will not in any instance tolerate bullying behavior. Employees found in violation of this policy will be disciplined, up to and including termination.

Bullying may be intentional or unintentional. However, it must be noted that where an allegation of bullying is made, the intention of the alleged bully is irrelevant, and will not be given consideration when meting out discipline. As in sexual harassment, it is the effect of the behavior upon the individual, which is important. The Capital Prep Harbor School considers the following types of behaviors examples of bullying:

- Verbal Bullying: slandering, ridiculing or maligning a person or his/her family; persistent name calling which is hurtful, insulting or humiliating; using a person as butt of jokes; abusive and offensive remarks.
- Physical Bullying: pushing; shoving; kicking; poking; tripping; assault, or threat of physical assault; damage to a person's work area or property
- Gesture Bullying: non-verbal threatening gestures, glances which can convey threatening messages
- Exclusion: socially or physically excluding or disregarding a person in work-related activities

In addition the following examples may constitute or contribute to evidence of bullying in the workplace:

- Persistent singling out of one person
- Shouting, raising voice at an individual in public and/or private
- Using verbal or obscene gestures
- Not allowing the person to speak or express him/herself (ie. ignoring or interrupting)
- Personal insults and use of offensive nicknames
- Public humiliation in any form
- Constant criticism on matters unrelated or minimally related to the person's job performance or description
- Ignoring/interrupting an individual at meetings
- Public reprimands
- Repeatedly accusing someone of errors which cannot be documented
- Deliberately interfering with mail and other communications
- Spreading rumors and gossip regarding individuals
- Encouraging others to disregard a supervisor's instructions
- Manipulating the ability of someone to do their work (e.g. overloading, underloading, withholding information, setting meaningless tasks, setting deadlines that cannot be met, giving deliberately ambiguous instructions)
- Inflicting menial tasks not in keeping with the normal responsibilities of the job
- Taking credit for another person's ideas
- Refusing reasonable requests for leave in the absence of work-related reasons not to grant leave
- Deliberately excluding an individual or isolating them from work-related activities (meetings, etc)
- Unwanted physical contact, physical abuse or threats of abuse to an individual or an individual's property (defacing or marking up property)

Standards of Conduct

Some rules of conduct are needed whenever people work together to achieve goals in order to help everyone work together efficiently, effectively and harmoniously. By accepting employment with us, you have a responsibility to the Capital Prep Harbor School and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand the conduct that is expected and

necessary. When each person feels he/she can fully depend upon fellow workers to follow these rules of conduct, our School will remain a healthy place to work.

Employees who violate any of the following behavior standards or who demonstrate other inappropriate behavior or who do not comply with the Capital Prep Harbor School policy will be subject to appropriate discipline. The severity of the disciplinary action will be based upon circumstances of the infraction and may include termination. The severity of the disciplinary action can vary and may include, but is not limited to, one or more of the following:

- coaching/mentoring, a written confirmation of a verbal warning, a written warning, a Review of Conduct Report, reduction of Paid Time Off Days, suspension with or without pay, a probationary period, a last- chance agreement and/or termination. Depending on the nature of the offense, the School reserves the right to deliver whichever disciplinary action it feels, in its discretion, most appropriate for the offense.

Some examples of unacceptable behavior in a work environment include, but are not limited to:

- Verbal or physical abuse of students, guests, other faculty or staff.
- Being under the influence or the use of alcohol during work hours.
- Endangering the well-being or safety of students, employees or guests.
- Theft or embezzlement.
- Acts involving dishonesty, breach of trust or conviction of a felony.
- Working for a competitor or establishing a competing business.
- Possessing, selling, being under the influence of or the use of illegal substances while on School premises or while on duty.
- Violation of the drug policy set forth in this Handbook.
- Falsification of School records including but not limited to time and payroll records.
- Abuse, destruction, waste or unauthorized use of equipment, facilities, materials or programs.
- Inappropriate demeanor with parents, students or other staff members.
- Insubordination – refusing to follow the direction of your supervisor or other disrespectful conduct toward your supervisor.
- Abusive or vulgar language.
- Prolonged lunch or break periods.
- Unacceptable job performance.
- Altercations (verbal or physical) with any employee, student or guest.
- Unexcused and/or excessive absenteeism/tardiness.
- Sleeping while on duty.
- Failure to comply with regulatory requirements or safety rules and regulations.
- Violation of student, parent, employee or Capital Prep Harbor School confidentiality.
- Failure to provide honest and accurate information to a supervisor or responsible agent of the Capital Prep Harbor School.
- Possession, use and/or distribution of dangerous or unauthorized materials, such as explosives, firearms, knives or other dangerous weapons while on duty or on School premises.
- Fighting, threatening violence, intimidation or harassment toward any individual directly or indirectly associated with the Capital Prep Harbor School.
- Smoking on school grounds.
- Attempts to disrupt or undermine the interests of the school and/or its employees or to encourage others to do so.

- Any conduct, on or off the job, in which the Capital Prep Harbor School in its sole, discretion believes will adversely affect the image of the Capital Prep Harbor School.
- Other violations of Capital Prep Harbor School policy

Employment Classifications

Exempt and Non-Exempt Employees

At the time you are hired, transferred, or promoted you will be classified as either exempt or non-exempt. Exempt employees are employees whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws. Non-exempt employees are entitled to overtime pay for hours worked in excess of forty hours per week.

Definitions of Employee Classifications

(a) 12 Month: Full-Time
An employee who works at least 35 hours per week and is employed for a 12 month schedule is considered a full-time, 12 month employee.

(b) 10 Month: Full-Time
An employee who works at least 35 hours per week and is a certified teacher is considered a 10 month instructional employee.

(c) 12 Month: Part-Time
An employee who works less than 35 hours per week (the minimum number of hours specified to be classified as a full-time employee) is considered a part-time employee.

(d) 10 month: Part-time
An employee who works fewer than 35 hours per week for a 10 month school year.

(e) Temporary employees
From time to time the Capital Prep Harbor School hires employees for specific periods of time or for the completion of specific projects. An employee hired under these conditions will be considered a temporary employee. The job assignment, work schedule, and duration of the position will be determined on an individual basis.

Normally, a temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. Summer employees, interns, and seasonal employees are considered temporary employees. A temporary employee does not become a regular employee by virtue of being employed longer than the specified period.

Temporary employees are not eligible for benefits described in this Employee Handbook, except when granted on occasion, to the extent required by state and federal laws. Those temporary employees classified as non-exempt who work more than forty hours during any work week will receive overtime pay.

Job Sharing

Job sharing is a form of part-time employment in which the schedules of two or more part-time employees are arranged to cover the duties of a single full-time position. The Capital Prep Harbor School offers job sharing in an effort to achieve a family-friendly workplace and to accommodate employees who wish to work less than the traditional 40-hour workweek.

Job sharers are subject to the same personnel policies as other part-time employees. Job sharing does not necessarily mean that each job sharer works half time, or that the total number of hours is 40 per week. At the school's discretion and within available resources, each job sharer can work up to 32 hours per week.

To work most effectively, job sharing requires the right match of job, job partners, and supervisor. A written agreement (see Addendum 5) initiated by the job share partners and

negotiated with their supervisor, should address performance expectations, details such as who's in on what days, and other management concerns.

The decision to agree to a job sharing arrangement will be made at the discretion of the CEO based on the needs of the position and of the organization.

Part Three - Requirements for Employment

The requirements below must be completed prior to the commencement of employment. All documents are to be submitted to the HR Representative. Any cost incurred by an employee in satisfying these requirements is the sole responsibility of the employee.

Proof of U.S. Citizenship and/or Right to Work
Federal law requires that on or before the first day of employment, an employee must complete and sign Federal Form I-9, Employment Eligibility Verification form. Employees must present documents of identity and eligibility to work in the U.S. by the third business day after employment begins. Failure to do so will result in termination of employment.

Employee Background Check
All employees must comply with state requirements such as, but not limited to, fingerprinting, Child Abuse Index, Criminal Record Statement, and submission of required teaching credentials and certification. Employees are also required to provide transcripts to verify units earned or in-service hours.

Wellness Examination
The faculty and staff of Capital Prep Harbor School are required to have a wellness examination completed prior to the start of employment.

Mandated Reporting
Before employment will be finalized, all administrative and instructional staff are required to sign and agree to adhere to mandated reporting of suspected or reported child abuse or child neglect.

Confidentiality Agreement
Upon accepting employment with the Capital Prep Harbor School, you were asked to sign a Confidentiality Agreement, which generally provides that you will not disclose or use any of the Capital Prep Harbor School confidential information, either during or after your employment. If someone outside the School questions you, you are not required to answer if you are concerned about the appropriateness of giving them information. Instead, as politely as possible, refer the request to the Principal. The employee shall ensure the confidentiality of all student records, including health records, as required by state and federal law, and the federal Family Educational Rights and Privacy Act. No one is permitted to remove, transfer, send or make copies of any of the Capital Prep Harbor School's curriculum, reports or documents without prior written approval. Disclosure of confidential information could lead to disciplinary action up to and including termination, as well as other possible legal action.

Part Four - Personnel Records and Administration

Your Personal Information
Keeping your personnel file up-to-date can be important to you with regard to pay, deductions, benefits, expenses and other matters. If you have a change in any of the items listed below, please be sure to notify the HR Representative as soon as possible.

- Legal name
- Home address
- Home telephone number
- Person to call in case of emergency
- Number of dependents
- Marital status
- Change of beneficiary
- Driving record or status of driver's license if you operate any vehicle during work hours
- Military or draft status
- Exemptions on your W-4 tax form
- Training Certificates
- Professional License

Upon experiencing a change in family status, please notify your HR Representative within 31 days for benefit modifications, if necessary.

The Capital Prep Harbor School permits access to your personnel file to you or a designated agent. Please contact the HR Representative for a Request to Review Personnel File form in order to set up an appointment for the review. You must be in the presence of the HR Representative in the Business Office when reviewing the contents of your file. Requests by former employees will be evaluated and federal and state employment law and regulations will be consulted before a request is granted or denied.

Your Medical Records File
All medical records will be kept in a separate confidential file. The Capital Prep Harbor School maintains this information in the strictest confidence and may not use or disclose medical information about an employee without the employee having first signed an authorization form permitting such use or disclosure, or unless otherwise permitted by law.

Open Door Policy
If an employee thinks he or she has been unfairly treated by a supervisor, or disagrees with a performance review or disciplinary action, the employee has the right to file a grievance without fear of reprisal. If the grievance is with the immediate supervisor, the employee should provide the supervisor with a written account of the grievance. If the grievance is not resolved with the immediate supervisor, the employee has the right to escalate the grievance to the appropriate member of the Senior Leadership Team. If the grievance is with a member of the Senior Leadership Team, other than the Principal, the employee should supply the administrator with whom the grievance concerns with written notification of the grievance. If the grievance is not resolved the employee should escalate the grievance to the Principal. If the grievance is with the Principal, the employee should supply the Principal with written notification of the grievance. If the grievance is not resolved the employee should escalate the grievance to the Governing Council.

Part Five – Your Pay and Your Hours of Work

Wage and Salary Policies

Basis for Determining Pay
Several factors may influence your rate of pay. Some of the factors the School considers are the nature and scope of your job, what other employers pay their employees for comparable jobs (external equity), what the School pays its employees in comparable positions (internal equity), and individual performance. It is the Capital Prep Harbor School's goal to have a current Job Description on file, which broadly defines your job responsibilities.

Pay Days
Standard paydays normally occur twice a month in accordance with the Capital Prep Harbor School pay schedule. A schedule of pay dates is available from the Capital Prep Harbor School and is provided to Employees as an addendum to the Employment Agreement.
Arrangements to have your paycheck picked up by someone other than yourself will have to be made in advance, with your prior written authorization and supervisor's approval. No paychecks will be cashed by the Capital Prep Harbor School.

Mandatory Deductions From Paycheck
The Capital Prep Harbor School is required by law to make certain deductions from all of your paychecks. Among these are your federal, state and local income taxes and your contribution to Social Security as required by law. These deductions will be itemized on your paycheck stub. The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 Form, regarding the number of exemptions you claim. If you wish to modify this number, please request a new W-4 Form from the HR Representative. Only you may modify your W-4 Form. Verbal or written instructions are not sufficient to modify withholding allowances. We advise you to check your pay stub to ensure that it reflects the proper number of allowances. The W-2 Form you receive annually reflects how much of your earnings were deducted for these purposes. Please review pay stubs for accurate deductions and information. It is the employee□s responsibility to review pay stubs and immediately report any over payment or under payment to the HR Coordinator.

Any other mandatory deductions to be taken from your paycheck, such as court-ordered garnishments, will be explained whenever the Capital Prep Harbor School is ordered to make such deductions.

Wage Garnishments
When court-ordered deductions are to be taken from your paycheck, you will be notified. The Capital Prep Harbor School acts in accordance with the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from your paycheck.
Note: See Part Six - Benefits regarding benefit contributions from paychecks for further information.

Direct Deposit
The direct deposit of paychecks is available, provided the employee presents completed individual authorization forms to the Bookkeeper. The Capital Prep Harbor School urges employees to use direct deposit. Direct Deposit Authorization forms are available at the time of hire or from the Bookkeeper. Each employee is responsible for notifying his/her individual bank

with any information to begin direct deposit. Please allow up to two (2) pay cycles for your Direct Deposit to activate.

Payroll Advance
The Capital Prep Harbor School will not honor any payroll advance requests.

Error in Pay
Every effort is made to avoid errors in your paycheck. If you believe an error has been made, tell the Bookkeeper immediately. He/she will take the necessary steps to research the problem and to ensure that any necessary correction is made promptly.

Overtime Pay
Only non-exempt employees are eligible to receive overtime pay. Your Supervisor must approve all overtime in advance. Unauthorized overtime may lead to disciplinary action. In addition the Employee may be requested to work overtime. Repeated refusal to work overtime may lead to disciplinary action.

Performance and Compensation Reviews
Because we want you to grow and succeed in your job, the Capital Prep Harbor School will endeavor to conduct a formal review periodically. Your review provides an opportunity for collaborative, two-way communication between you and your supervisor. This is a good time to discuss your interests and future goals. Your supervisor is interested in helping you to progress and grow in order to achieve personal as well as work-related goals; perhaps he/she can recommend further training or additional opportunities to you. The performance review gives your supervisor an opportunity to suggest ways for you to advance and make your job at the Capital Prep Harbor School more fulfilling. Your supervisor can answer any questions you may have about the performance review process.

Promotions and Transfers
The Capital Prep Harbor School has a policy of providing our employees with every opportunity for advancement to other positions within the Capital Prep Harbor School. To qualify for a promotion or transfer, you must have held your current position for a minimum of six (6) months. Approval of promotions or transfers depends largely upon training, experience and work record. Promotions and transfers are made without regard to race, color, national origin, religion, gender, marital status, sexual orientation, age or disability, or any other legally protected category. In order to recruit the best qualified candidates for a position the school will, in addition, look externally for potential employees.

Competency Based Growth
The Capital Prep Harbor School utilizes a competency based pay structure for all teachers (regular education, special education, and specialists). Please see Addendum 3 for the Competency Based Pay overview and Addendum 4 for the Competency Based Pay rubrics.

Business Hours
Our regular operating hours are 8:00 A.M. to 4:15 P.M. (Upper School) and 8:15 A.M. to 4:30 P.M. (Lower School and Administrative Office), Monday through Friday. The Capital Prep Harbor School grants time off for holidays, excluding summer recess, in accordance with the policies approved by the School.

Time Reporting

All non-exempt employees must electronically sign-in immediately upon arrival at the School. Employees must also sign-out at the time in which they exit the building. The sign-in and sign-out computers should not be tampered with or removed from their designated locations.

Falsification of information on the Sign-In sheet will result in disciplinary action up to and including termination of employment.

By law, we are obligated to keep accurate records of the time worked by employees. Staff members who work from their homes or remotely must complete on-line logs, which are submitted to their supervisors. Employees who work from a specific site keep track of their time by completing time sheets/clock cards or other written documentation.

You are responsible for accurately recording your work time. No one may record hours worked on another's timecard or timesheet. Tampering with another's time record may lead to disciplinary action up to and including termination of both employees. In the event of an error in recording your time, please report the matter to the Bookkeeper immediately.

Work Schedule
The presence of each employee is of critical importance to the successful operation of the Capital Prep Harbor School. Therefore, the School expects all of its employees to be at work on time, ready to begin work at the beginning of their day and to work the full-allotted time they are assigned each day. Administrative/Instructional employees working from home or remotely are expected to work their full-allotted time regularly unless the employee is on a scheduled/approved leave.

The Capital Prep Harbor School reserves the right to assign any employee to a job other than his/her usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Employees who are classified as non-exempt are not allowed to work at home or away from the Capital Prep Harbor School unless specifically authorized for each occurrence by their supervisor. Exempt employees are not compensated for attending School-sponsored functions. Employees violating these rules may be subject to disciplinary action up to and including termination.

Absences or Lateness
From time to time it may be necessary for you to be absent from work. The Capital Prep Harbor School is aware that emergencies, illnesses or pressing personal business matters cannot always be scheduled outside your work hours. Paid Time Off has been provided for this purpose.
If you know in advance that you will be absent for any reason, please request this time off through ADP. A request for Personal Days must be made through ADP at least 2 weeks prior to the absence. Request for Professional Development days must also done through ADP unless your academic coach asks you to attend a session for which you are not using your paid time off. In this case, you need to notify your Assistant Principal at least 2 weeks prior to the Professional Development opportunity. In the event that you need to request a sick day in advance this must be done through ADP. Your Assistant Principal will approve all absences through ADP.
Communication to inform the Capital Prep Harbor School of an unexpected absence, unavailability, or late start or arrival must be made by 6:00am that morning. An email must be sent to the employee call- off email address. If possible, please notify the School the night before so as to give time to schedule a substitute. If you are arriving to or starting work late, please let the Assistant Principal know when you expect to arrive through the above email. If you are

unable to email in yourself because of an illness, emergency or for some other reason, be sure to have someone email for you.

Absence from, or unavailability to, work for three (3) days without notifying your Assistant Principal will be considered a voluntary resignation. If you are absent or unavailable because of an illness for three (3) or more consecutive days, your Assistant Principal may request that you submit written documentation from your doctor before you will be allowed to return to work stating that you are able to resume normal work duties.

A consistent pattern of questionable absences or unavailability from work may be considered excessive and may be cause for concern. In addition, excessive lateness, leaving or quitting work early without approval from your Assistant Principal will be considered a "lateness or unavailability pattern" and may carry the same weight as an absence. Other factors, like the degree and reason for the lateness, will be taken into consideration. Please note that your Assistant Principal has the right to request written documentation for any absence.
Your Assistant Principal will make a note of any absence, unavailability or lateness, with the reasons, in your personnel file. Be aware that excessive absences, unavailability, lateness, leaving or quitting early may lead to disciplinary action up to and including termination.

Breastfeeding Breaks
The Capital Prep Harbor School adheres to the Patient Protection and Affordable Care Act, and the Fair Labor Standards Act. The Harbor School is committed to families and provides a family friendly work environment. The Capital Prep Harbor School supports breastfeeding and provides unpaid, reasonable break time for employees to express breast milk for a year after her child's birth. A private area will be made available for breastfeeding employees to express milk. The Employee should contact the Assistant Principal to arrange for this private, designated space.

Part Six – Benefits

The Capital Prep Harbor School is committed to sponsoring a comprehensive benefits program for all eligible employees. In addition to receiving an equitable salary and having an equal opportunity for professional development and advancement, you may be eligible to enjoy other benefits, which will enhance your job satisfaction. We are certain you will agree the benefits program described in this Employee Handbook represents a very large investment by the Capital Prep Harbor School.

A good benefits program is a solid investment in the employees. The Capital Prep Harbor School will periodically review the benefits program and will make modifications as appropriate. The Harbor School reserves the right to modify, add or delete, at any time, the benefits it offers. For a detailed description of the complete benefits offered, please see the Capital Prep Harbor School's benefits packet or ask the HR Representative.

Eligibility for Benefits
If you are classified as a full-time employee, you will enjoy all of the benefits described in this Employee Handbook as soon as you meet the eligibility requirements for each particular benefit. Coverage is available to you and your dependents as defined in the benefit summary plan descriptions.

If you are a part-time employee, you will enjoy only those benefits specifically required by state and federal laws, provided that you meet the minimum requirements set forth by law and in the benefit plan(s). Please see the HR Representative for specifics on part-time employee benefit eligibility.

Temporary employees, contract employees, and self-employed contractors are not eligible for benefits.

Insurance Coverage

Medical Benefits
All full-time employees are eligible for medical, prescription, vision and dental insurance. The Capital Prep Harbor School will contribute a percentage of full-time employees' single and dependent (domestic partner, spouse, family) premium coverage during employment by the School. Employees are eligible for coverage on the first day of the month following their start date. Insurance enrollment forms must be completed prior to employee eligibility date. It is your responsibility to complete and return them to the HR Representative. Please see the HR Representative with any questions regarding your benefits.

Group Term Life and AD&D / Disability Insurance
Eligible employees of the Harbor School will be enrolled in the following disability insurance: Short Term Disability, Long Term Disability, Basic Term Life and Accidental Death and Dismemberment (AD&D) Insurance. The HR Coordinator will present these policies to the employee at the time of hire.

Government Required Coverage

Workers' Compensation
All employees are covered by Workers' Compensation insurance. This coverage is automatic and immediate and affords economic protection from an on-the-job injury. An on-the-job injury is defined as an accidental injury suffered in the course of your work, or an illness that is directly related to performing your assigned job duties. Workers' Compensation insurance is paid for by the School. If you cannot work due to a job-related injury or illness, Workers' Compensation insurance pays your medical bills and provides a portion of your income until you can return to work.

All injuries or illnesses arising out of the scope of your employment must be reported to your Principal immediately. Prompt reporting is the key to prompt benefits. Ensure your right to benefits by reporting every injury, no matter how slight.

Employees returning to, or making themselves available for, work after being absent or unavailable due to a work-related injury must report to their Principal prior to beginning work and must bring a doctor's clearance for returning to work.

Unemployment Compensation
Depending upon the circumstances, employees may be eligible for Unemployment Compensation upon and including termination of employment with the School. Eligibility for Unemployment Compensation is determined by the Division of Unemployment Insurance of the State Department of Labor.

The Capital Prep Harbor School pays the entire cost of this insurance program.
Unemployment Compensation is designed to provide you with a temporary income when you are out of work through no fault of your own. For your claim to be valid, you must have a minimum amount of earning as determined by the State, and you must be willing and able to work. You should apply for benefits through the local State Unemployment Office as soon as you become unemployed.

Social Security
The United States Government operates a system of mandated insurance known as Social Security. As a wage earner, you are required by law to contribute a set amount of your weekly wages to the trust fund from which benefits are paid. As your employer, the School is required to deduct this amount from each paycheck you receive. In addition, the School matches your contribution dollar for dollar, thereby paying one-half of the cost of your Social Security benefits. Your Social Security number is used to record your earnings. Employees are encouraged to protect their Social Security records by ensuring their names and Social Security numbers on their pay stubs and W-2 Forms are correct. You may also want to make sure your earnings statement is accurate each year by requesting a Personal Earnings and Benefit Estimate Statement from the U.S. Social Security Administration by calling 1-800-772-1213 or accessing them on-line at www.ssa.gov.

Retirement
Full-time employees are required by law to be enrolled in the Public School Employee's Retirement System (PSERS). Part-time salaried employees who work fewer than 25 hours per week are required to enroll in PSERS, as well. Part-time hourly employees who work less than 25 hours per week have the option to withhold retirement deductions at their hire date, but no later than their 500th hour of service. Part-time per diem (day-to-day) employees who work less than 5

days a week (five hours is the minimum to be considered a full day) have the option to withhold retirement deductions at their hire date, but no later than their 80th day of service. The Harbor School is responsible for enrolling all employees after the employee completes the enrollment form. The above statements regarding full-time and part-time employees is for PSERS eligibility only and should not be confused with the Capital Prep Harbor School's full-time and part-time employee classifications. Please refer to the Capital Prep Harbor School's Employment Classifications section for further details.

Voluntary Savings Plan (403b)
A voluntary savings plan, 403b, is available to all Employees. If interested please contact the HR Representative for plan details.

Employee Assistance Plan *New for 2013-2014
The Capital Prep Harbor School Employee Assistance Program (EAP) is a confidential, professional service provided to all employees and their immediate families. The EAP provides a variety of services to help employees influenced by a range of personal concerns or stressors. The EAP also assists teams and the larger organization to improve quality and productivity. A summary list of individual and organizational factors addressed by the EAP is as follows:

- Individual Factors
- Stress Management
- Emotional Distress
- Family Concerns
- Work/Life Balance
- Alcoholism Substance Abuse Financial
- Pressure Relationship Difficulty
- Legal Problems Phase of Life–Transition Management
- Organizational Factors
- Occupational Safety and Health
- Quality of Work Life
- Counter productive Work Behaviors and Violence
- Stress Management
- Leadership and Team Development
- Change Management
- Organizational Analysis

Stress Prevention
Management and prevention of stress are cornerstones of EAP service. Levels of intervention for the prevention and management of stressors are listed below.

- Primary Prevention – taking action to reduce or eliminate sources of stress (stressors), and efforts to promote a positive, supportive work environment. Primary intervention is guided by early assessment and diagnosis of stress to identify specific stressors and whom they affect. An example of primary prevention is a stress audit, usually in the form of a self-report questionnaire, administered to employees on a site, departmental, or organization-wide basis.
- Secondary Prevention – prompt detection and management of psychological stressors such as anxiety or depression by increasing individual and workplace awareness of stress and improving stress management ability. A variety of educational and development initiatives may prove useful to employees, managers, and the larger organization in recognizing the symptoms of individual, team, or organizational stress, and to broaden or develop coping capacity and resilience.

- Tertiary Prevention – the rehabilitation and recovery process of individuals suffering from psychological or physical ill health as a consequence of exposure to a variety of stressors. Workplace counseling provided by the EAP is an example of tertiary prevention.

Part Seven – Employee Leaves

Introductory Provisions

1. Employees of the Harbor School who are on an approved unpaid leave may continue their group benefits for the duration of said leave.
2. Should an employee of the School deem it necessary to adjust an approved leave of absence, the Employee must make such a request to the Principal prior to the expiration of the leave. If a vacancy exists and the Governing Council approves, the employee will be permitted to return to work in the same position or an equivalent position.
3. Employees may be required to submit to an independent medical or psychological examination by a physician designated by the Council for the purpose of verifying any condition of illness or disability in connection with any leave request based on the illness or disability of the employee or he/she may be required to return from leave. Any such examination will be conducted at the expense of the Governing Council.
4. Any employee returning from disability leave or sick leave consisting of more than three (3) consecutive calendar days may be required to provide evidence of ability to return to duty.
5. All leaves are unpaid unless expressly designated as paid leaves in this Employee Handbook. Unless otherwise provided, all leaves will be requested by written request submitted no less than two (2) weeks in advance of the commencement of the leave, except in cases of emergency and/or special consideration.

Leaves of Absence

Sick Leave

Ten (10) month full-time employees and twelve (12) month full-time employees of the School shall be granted five (5) sick leave days per year. Ten (10) month part-time employees (30-35 hours per week) are entitled to two and a half (2.5) sick leave days per year. Temporary employees are not eligible for sick leave. The number of sick leave days is pro-rated according to the employee's hire date. A maximum of (3) sick leave may be accrued from year to year. The Harbor School will not pay the employee for any unused sick time.

Uses of Sick Leave:

1. Personal Illness – The employee is unable to perform the duties and functions of his/her position. The administration and/or Governing Council of the School may request a doctor's excuse or opinion verifying illness.
2. Illness or Injury in Immediate Family - The employee is unable to perform the duties and functions of his/her position. Immediate family shall include spouse, children, mother, father, mother-in-law or father-in-law.
3. In all absences requiring the use of sick leave, a Request for Time Off form must be filled out and filed with the employee's immediate supervisor in order to be compensated.

Professional Development Leave

Ten (10) and twelve (12) month full-time employees of the School shall be granted two (2) professional development leave days per year. Ten (10) month part-time employees and temporary employees are eligible for one (1) professional development leave days per year. The number of professional development leave days is pro-rated according to the employee's hire date. Professional development leave is not accrued from year to year. The Harbor School will not pay the employee for any unused professional development leave time.

Uses of Professional Development Leave
Professional development is defined as workshops, seminars, symposiums, or conferences that have a specific mission to further your knowledge and practice as an educator. These may include one-day workshops hosted by local teacher or social justice organizations, multi-day conferences focused on a content area, or a session at a local teacher-training center such as SERC.

Maternity Leave
The Capital Prep Harbor School offers Short Term Disability Benefits to its employees under the circumstances of maternity disability. There is no waiting period to be eligible for Short Term Disability coverage. Maternity leave begins on the employee's first day the employee is unable to work. Employees must give three (3) months notice of their expected maternity leave. Once on leave, the employee will begin to receive payments of 60% of their Pre-disability Earnings to a maximum of $500 weekly. The first seven (7) days of the leave is considered the elimination period. The Short Term Disability Company will not make payments to the employee during the elimination period. The maximum benefit duration is thirteen (13) weeks; however, the physician will determine the amount of time the employee needs to recover. The Capital Prep Harbor School will not compensate the employee during the maternity leave, as the Short Term Disability Company will take on that responsibility. To submit a claim for Short Term Disability, please contact the HR Coordinator for the appropriate paperwork prior to the date of disability.

Maternity/Paternity/Adoption Support
The Capital Prep Harbor School provides all Full-time employees with ten (10) days of paid time off in the event of a birth or adoption. Maternity/Paternity/Adoption support is provided *in addition* to the Short-Term Disability benefit and/or FMLA, as applicable. Please refer to these sections of the handbook. Employees must communicate how and when they will use this support to the Business Manager within one week of the birth/adoption of your child. The ten(10) days of paid time off must be used within one calendar year of the birth or adoption of the employee's child.

Bereavement Leave
Up to five (5) working days per year of leave with pay (not charged to other leave time) shall be granted to full-time employees upon request to make arrangements for and attend funeral services for each employee's spouse, child, parent, grandparent, grandparent-in-law, parent-in- law, step-parent, brother, sister, brother-in-law, sister-in-law, daughter or son of the employee's spouse. Pay for bereavement leave will only be made to employees for actual time spent away from work for the funeral or its arrangements. For example, if the death occurs at a time when work is not scheduled, payment will not be made. If a holiday or part of your vacation falls on any of the days of absence or unavailability, you may not receive holiday or vacation pay in addition to paid funeral leave.

Vacation Leave
Twelve (12) month full-time employees will be eligible for ten (10) to thirteen (13) vacation days pro-rated according to their hire date. The number of vacation days that each twelve (12) month full-time employee is entitled to is dependent on the number of years of service to the school (please see table below). Ten (10) month employees, twelve (12) month part-time employees and temporary employees are not eligible for vacation leave. Twelve (12) month full-time employees should refer to their Offer Letter for details on their total number of vacation days allotted.
Vacation time must be approved and a Request for Time Off form completed.
Vacation leave is not accrued from year to year. The Capital Prep Harbor School will not pay the employee for any unused vacation time.

Personal Leaves Of Absence

Personal Leave

1. All ten (10) month full-time employees shall be entitled to two to five (2-5) unrestricted days of personal leave (pro-rated according to the employee's hire date) in any school year, without loss of pay, for the conduct of personal business. The number of personal days that each ten (10) month full-time employee is entitled to is dependent on the number of years of service to the school (please see table below). Twelve (12) month employees, ten (10) month part-time employees and temporary employees are not eligible for personal leave. Personal leave is not accrued from year to year. The Harbor School will not pay the employee for any unused personal time.
2. Personal leave shall not be used for absences that are covered by another type of paid leave. Upon exhaustion of sick leave, personal leave may be used.
3. Requests for personal leave must be submitted to the Assistant Principal on the proper form at least two weeks in advance of the requested leave except in cases of emergency. In cases of emergency, the employee shall notify the Assistant Principal or Principal as soon as possible. It is also the responsibility of the employee to document his/her use of personal leave on the proper form immediately following the emergency use. An approval of a request for personal leave is not automatic. Each request will be reviewed in relationship to time of the year (i.e. professional development, testing, etc.) and number of requests received for the same date. Personal days may not be used on the last day that precedes or the first day that follows a vacation or holiday; on the opening or closing day of a school session; in the absence of an approved substitute teacher, or on the first or last work day for professional staff.

Unpaid Personal Leave

At its sole discretion, the Capital Prep Harbor School may grant unpaid personal leaves of absence for a period of up to sixty (60) days, unless otherwise required by law. These leaves may be extended for an additional thirty (30) days to a maximum total leave period of nine (9) months. Before any personal leave time is granted, employees must exhaust all unused paid time off. Following your return to work, every effort will be made to place you in your previous position. However, the Harbor School reserves the right to place you in a different position of similar pay and stature.

Holiday Pay

All full-time employees will receive pay for all authorized school holidays indicated on the school calendar. These days typically include, but are subject to change: Labor Day, Thanksgiving, the Friday after Thanksgiving, the Winter Break, Martin Luther King, Jr. Day, President's Day, Spring Break, Good Friday and Memorial Day. If an employee is required by his/her supervisor to work on a school holiday that is indicated on the school calendar, and that day is not worked by the majority of employees, he/she will receive holiday pay compensation and regular compensation or holiday pay compensation and overtime compensation, whichever applicable, for time worked.

In order to be eligible to receive holiday pay, the full-time employee must, on the day before and after the holiday:

- Complete his/her regularly scheduled work-day, or
- Have a pre-approved paid day off, or
- Be out-of-work for a paid approved leave of absence (ex. bereavement leave, jury duty, etc.), or

- Be out-of-work due to illness (paid or not paid). The employee, at the discretion of the School administration, may be required to submit a note from a medical doctor. Full-time, hourly employees who meet the above criteria will be compensated for their normal workday. Full-time salaried employees who meet the above criteria continue to receive their normal compensation without deductions for a day-off. Employees who do not meet one of the above criteria (#1-4) on the day before and after the holiday will not be paid for the holiday.

Holiday pay is not considered time worked for the purposes of over-time pay.
Employees absent from work on an unpaid leave of absence are not eligible to receive holiday pay. Employees who are absent due to an on-the-job injury, or who are on a short or long-term disability leave and are receiving monetary benefits from an insurance company are not eligible to receive holiday pay.

Family Medical Leave Of Absence (FMLA)
The Capital Prep Harbor School will not discriminate against employees as a result of the approved use of family or medical leave or a proper request for such leave. Requests for family care and medical leave will be considered without regard to race, color, national origin, religion, gender, marital status, sexual orientation, age or disability.

Employee Eligibility
To be eligible for FMLA benefits an Employee must have worked for the Harbor School for a total of 12 months and have worked at least 1,250 hours over the previous 12 months. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more will not be counted unless the break is occasioned by the Employee's fulfillment of his or her National Guard or Reserve military obligation.

Leave Entitlement
The Capital Prep Harbor School will grant up to 12 workweeks of unpaid leave during any 12-month period for one or more of the following reasons:

- the birth and care of a newborn child of the Employee;
- the placement with the Employee of a son or daughter for adoption or foster care;
- to care for a spouse, son, daughter, or parent with a serious health condition;
- to take medical leave when the Employee is unable to work because of a serious health condition; or
- for qualifying exigencies arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty or call to active duty status as a member of the National Guard or Reserves in support of a contingency operation.

An eligible employee who is a spouse, son, daughter, parent, or next of kin of a current member of the Armed Forces, including the National Guard or reserves, with a serious injury or illness may be granted up to a total of 26 workweeks of unpaid leave during a single 12 month period to care for the service member.

Spouses or domestic partners employed by the same employer are limited in the amount of family leave they may take for the birth and care of a newborn child, placement of a child for adoption or foster care, or to care for a parent who has a serious health condition to a combined total of 12 weeks (or 26 weeks if leave to care for a covered service member with a serious injury is also used). Leave for birth and care, or placement for adoption or foster care, must conclude within 12 months of the birth or placement.

Maintenance of Benefits
The Capital Prep Harbor School will maintain group health insurance for an employee on FMLA leave whenever such insurance was provided before the leave was taken and on the same terms as if the employee had continued to work. The employee should work with the Bookkeeper to make arrangement to pay his/her share of health insurance premiums while on leave. In some instances, the school may recover premiums it paid to maintain health coverage for an employee who fails to return to work from FMLA leave.

Please refer to the PSERS Active Member Handbook to learn how employee use of FMLA may impact his/her annual service credit.

Job Restoration
Upon return from FMLA leave, an employee will be restored to the employee's original job, or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. An employee's use of FMLA leave cannot result in the loss of any employment benefit that the employee earned or was entitled to before using FMLA leave. If a bonus or other payment, however, is based on the achievement of a specified goal such as hours worked, or perfect attendance, and the employee has not met the goal due to FMLA leave, payment may be denied unless it is paid to an employee on an equivalent leave status for a reason that does not qualify as FMLA leave.

An employee has no greater right to restoration or to other benefits and conditions of employment than if the employee had been continuously employed.

Employee Notice
Employees seeking to use FMLA leave are required to provide 30-day advance notice of the need to take FMLA leave when the need is foreseeable and such notice is practicable. If leave is foreseeable less than 30 days in advance, the employee must provide notice as soon as practicable-generally, either the same or next business day. When the need for leave is not foreseeable, the employee must provide notice to the employee as soon as possible.
The employee should provide notice to the HR Representative.

The school may require that an employee's request for leave due to a serious health condition affecting the employee or a covered family member be supported by a certification from a health care provider. The school may require second or third medical opinions (at the school's expense) and periodic recertification of a serious health condition.

When an employee requests FMLA leave or the school acquires knowledge that leave may be for an FMLA purpose, the school will notify the employee of his or her eligibility to take leave, and inform the employee of his/her rights and responsibilities under FMLA. When the school has enough information to determine that leave is being taken for an FMLA-qualifying reason, the school will notify the employee that the leave is designated and will be counted as FMLA leave.

Additional Information
Additional information about FMLA leave is available from the HR Representative.

Military Reserves or National Guard Leave of Absence
Employees who serve in U.S. military organizations or state militia groups may take the necessary time off without pay to fulfill this obligation, and will retain all of their legal rights for continued employment under existing laws upon their return to work. These employees may

apply accrued personal leave and unused earned vacation time to the leave if they wish; however, they are not obliged to do so.

The Capital Prep Harbor School will maintain group health insurance for an employee on leave whenever such insurance was provided before the leave was taken and on the same terms as if the employee had continued to work. The employee should work with the Bookkeeper to make arrangements to pay his/her share of health insurance premiums while on leave. In some instances, the school may recover premiums it paid to maintain health coverage for an employee who fails to return to work from leave.

You are expected to notify your Principal as soon as you are aware of the dates you will be on duty so that arrangements can be made for your replacement during this absence or period of unavailability.

Jury Duty
If you are a full-time exempt employee who is summoned to jury duty, the School continues your salary during your active period of jury duty for up to a maximum of fifteen (15) working days per calendar year. You are also permitted to retain the allowance you receive from the court for such service. If you are not a full-time, exempt employee, you are given time without pay while serving jury duty.

All employees are allowed unpaid time off if summoned to appear in court as a witness. Nonexempt employees may use accrued vacation or personal leave time during this period or take the time off without pay. Exempt staff members will be paid their normal salary during any workweek in which they appear as a witness or juror and also perform services for the School, regardless of the amount of time spent performing those services.

To qualify for jury or witness duty leave, you must submit to your supervisor a copy of the summons to serve as soon as it is received. In addition, proof of service must be submitted to your supervisor when your period of jury or witness duty is completed.

The Capital Prep Harbor School will make no attempt to have your service on a jury postponed except when business conditions necessitate such action.

Work Environment
Work Environment Policies
This Employee Handbook is designed to answer your questions about the practices of the Capital Prep Harbor School. Feel free to consult with your supervisor or your Principal for help concerning anything you do not understand.

Communications
Successful working environments and relationships depend upon successful communication. Not only do you need to stay aware of changes in procedures, policies and general information, you also need to communicate your ideas, suggestions, personal goals or problems as they affect your work.

Make certain you are aware of and utilize all methods of communication in your daily exchanges of information, expressions of ideas and attitudes. The Capital Prep Harbor School's methods can be found in this Handbook, the School's Google Calendar, Daily Happenings, memoranda, staff meetings, newsletters, training sessions, School e-mail and in discussions with your supervisor, the HR Representative, or a Principal.

You will receive other information booklets, such as your insurance booklets, from time to time. You may take these booklets home so that your family may know more about your job and your benefits.

In addition, you may receive letters from the Capital Prep Harbor School. There is no regular schedule for distribution of this information. The function of each letter is to provide you and your family with interesting news and helpful information, which will keep you up-to-date on the events at the Capital Prep Harbor School.

Computer Software (Unauthorized Copying)
The Capital Prep Harbor School does not condone the illegal duplication of software. The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies. Title 17 of the U.S. Code states, "it is illegal to make or distribute copies of copyrighted material without authorization" (Section 106). The only exception is the user's right to make a backup copy for archival purposes (Section 117).
The law protects the exclusive rights of the copyright holder and does not give users the right to copy software, unless the manufacturer does not provide a backup copy. Unauthorized duplication of software is a federal crime. Penalties include fines up to and including $250,000 and jail terms of up to five (5) years.

Even the users of unlawfully copied software suffer from their own illegal actions. They receive no documentation, no customer support and no information about product updates.

1. The Capital Prep Harbor School licenses the use of computer software from a variety of outside companies. The School does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it.
2. With regard to use on local area networks or on multiple machines, the Capital Prep Harbor School's employees shall use the software only in accordance with the software publisher's license agreement.
3. The Capital Prep Harbor School's employees learning of any misuse of software or related documentation within the company must notify the Principal or legal counsel immediately.
4. According to the U.S. Copyright Law, illegal reproduction of software can be subject to civil damages and criminal penalties, including fines and imprisonment. The Capital Prep Harbor School employees who make, acquire or use unauthorized copies of computer software shall be subject to disciplinary action up to and including termination. For additional details on the policy regarding your use of the Capital Prep Harbor School's computer resources, see Addendum 1: Acceptable Use Policy which requires your acknowledgment of agreement as well as Addendum 6: Agreement for Use of Technology Equipment.

Computers, Electronic Mail, And Voice Mail Usage Policy
The Capital Prep Harbor School makes every effort to provide the best available technology to those performing services for the Capital Prep Harbor School. In this regard, the Capital Prep Harbor School has provided its employees, at substantial expense, equipment such as computers, electronic mail and voice mail. This policy is in place to advise those who use our business equipment of our policies concerning access to and disclosure of computer-stored information and voice and electronic mail messages created, sent or received by the Capital Prep Harbor School employees with the use of its equipment.

This policy also sets forth the proper use of the computer, voice mail, and electronic mail systems provided by the Capital Prep Harbor School.

The Capital Prep Harbor School's property, including computers and voice and electronic mail, should only be used for conducting School business.

Incidental and occasional personal use of company computers and our voice and electronic mail systems are permitted, but information and messages stored in these systems will be treated no differently from other business-related information and messages, as described below.
The use of the electronic mail system may not be used for commercial ventures, religious or political causes, outside organizations or other non-job-related solicitations. Furthermore, the electronic mail system is not to be used to create or send any offensive or disruptive messages. Among those which are considered offensive are messages that contain sexual implications, racial slurs, gender-specific comments, or any other messages that offensively address someone's race, color, national origin, religion, gender, marital status, sexual orientation, age, or disability. In addition, the electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.

Although the Capital Prep Harbor School provides certain codes to restrict access to computers and voice and electronic mail to protect these systems against external parties or entities obtaining unauthorized access, employees should understand that these systems are intended for business use, and all computer information and voice and electronic mail messages are to be considered as company records, i.e., property.

The Capital Prep Harbor School also needs to be able to respond to proper requests resulting from legal proceedings that call for electronically stored evidence. Therefore, the Capital Prep Harbor School must, and does, maintain the right and the ability to enter into any of these systems and to inspect and review any data recorded/stored therein. Because the Capital Prep Harbor School reserves the right to obtain access to all voice and electronic mail messages left on or transmitted over these systems, employees should not assume that such messages are private and confidential or that its designated representatives will not have a need to access and review this information. Individuals using the Capital Prep Harbor School's business equipment should also not assume that information stored on their computer – whether the information is stored on the hard drive, a computer disk, or in any other manner – will be private.

The Capital Prep Harbor School has the right to, but does not regularly, monitor voice or electronic mail messages. However, the Capital Prep Harbor School will inspect the contents of computers and voice or electronic mail messages in the course of an investigation triggered by indications of unacceptable behavior or as necessary to locate needed information that is not more readily available by some other less intrusive means.
Contents properly obtained for legitimate business purposes on computers, voice mail and electronic mail may be disclosed by the Capital Prep Harbor School, if necessary, within or outside of the school.

Given the Capital Prep Harbor School's right to retrieve and read any electronic mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient.

The Capital Prep Harbor School's President of the Governing Council will review any request for access to the contents of an individual's computer, voice mail or electronic mail prior to access being made without the individual's consent.

Any employee who violates this policy or uses the electronic communication systems for improper purposes may be subject to disciplinary action up to and including termination. For additional details on the policy regarding your use of the Capital Prep Harbor School's computer resources, see the attached Acceptable Use Policy, which requires your acknowledgment of agreement.

Dress Code and Personal Appearance
The appearance of the entire staff is very important in presenting a neat, clean, and professional environment. Proper grooming (i.e. wearing acceptable clothing, keeping fingernails at an appropriate length, etc.) is necessary when maintaining professional standards, and yet we recognize the need for comfortable clothing for our teaching staff.

All clothing should be in good repair, wrinkle free and clean. Some examples of acceptable clothing would be pants, shirts, skirts, khaki shorts, dresses, sweaters, culottes and sensible shoes (high heels only under 2"). All dresses, skirts, and khaki shorts must be no shorter than 2" above the knee. Sleeveless shirts and blouses must have straps that are at least 2" wide.

The following types of clothing are examples of, but not limited to, what is not acceptable: tank tops, tube-tops, halter tops, t-shirts, cut-off's, jean shorts, body-suits, shirts with unacceptable logos, torn or frayed clothing, revealing clothing, sweat pants, leggings, blue jeans (unless for a designated dress-down day), flip flops, tongue rings/piercing(s) or excessively long, dangling jewelry. Please understand that you are expected to dress and groom yourself in accordance with accepted social and business standards, particularly if your job involves dealing with students and parents or visitors in person.

Please be advised that staff members who fail to comply with the dress code may be asked to change or leave the premise until such a time as their attire meets the stated guidelines.

Drug-Free Environment Policy
Employees who violate any of the following work rules will be subject to discipline up to and including termination.

1. Use, possession, distribution, dispensation, manufacturing or sale of illegal drugs or alcohol at anytime during work hours.
2. Being under the influence of alcohol or an illegal drug during work hours. "Being under the influence" of alcohol is defined as a blood alcohol content of .04 or more; "being under the influence" of an illegal drug is defined as testing positive at a specified leave.
3. Refusing consent to testing or refusing to submit urine, blood, breath or any other sample when requested by management.
4. Refusing to agree to an inspection when requested by management.
5. Failure to adhere to the requirements for any drug or alcohol treatment or counseling program in which the employee is enrolled.
6. Conviction under any criminal drug statute or failure to inform the employer within five (5) days after a conviction.
7. Use or possession of an illegal drug during non-work time.

All applicants and employees may be subject to reasonable suspicion substance abuse testing.

No Solicitation / Distribution Policy
Employees may not engage in solicitation or in the distribution of literature during working time. Working time means the period scheduled for the performance of job duties, not including meal times, break times or other periods when employees are not properly engaged in performing work-related duties. Employees on their meal times, break times or other non-working times may not solicit or distribute literature to other employees during the working time of such employees.

Expense Report Policy
The Capital Prep Harbor School acknowledges that from time to time employees will, for the furtherance of educational activities and expediency, incur reimbursable expenses. Reimbursement for out-of- pocket expenditures should be organized to ensure payments are made only for valid transactions with complete and accurate records, and that payments are recorded in the appropriate period.

- Authorizations - All travel requests must be budgeted and approved in advance by the appropriate supervisor. Attach all approval emails directly to the expense report at time of submission.
- Personal mileage - Employees will be reimbursed for use of their personal cars for business purposes at the appropriate Federal Travel Reimbursement Rate. Commuting mileage will not be reimbursed.
- Public carrier - Employees traveling by public carrier should select the most cost-effective means of travel, such as coach airfare, and must have the approval of the appropriate supervisor. Receipts are necessary.
- Meals - Employees will be reimbursed on a per diem basis for meals and tips. Current maximum per diem rate is as follows:
  - $10—Day travel (Return *to home office by close of business same day)*
  - $25—Overnight travel

Expense Reimbursement
You must have the Principal's written authorization prior to incurring an expense on behalf of the School. To be reimbursed for all authorized expenses, you must submit an expense report or voucher accompanied by receipts, and the Principal must approve it. Expense reports or vouchers should be submitted each week. Current expense reports or vouchers older than three months may not be honored. Purchases made prior to obtaining approval may not be honored.

Personal Use of Company Property
In some instances, employees may be allowed to borrow the Capital Prep Harbor School's equipment for their own personal use. In no instances may this be done without prior management approval. You need to understand and agree that the Capital Prep Harbor School is not liable for personal injury incurred during the use of company property for personal projects. As a Capital Prep Harbor School employee, you accept full responsibility for any and all liabilities for injuries or losses that occur to, or for the malfunction of, equipment. You are responsible for keeping the equipment in good condition and you agree that you are required to pay for any damages that occur while using the equipment for personal projects.

Relatives
The Capital Prep Harbor School recognizes that it may employ members of the same family. However, one family member may not directly or indirectly supervise another or process, review or audit the work of another. Furthermore, confidential information may never be shared among family members employed by the Capital Prep Harbor School. If there are questions or concerns

as to what information may be considered confidential, you should ask your Supervisor, Business Manager, or Principal.

Safety

General Employee Safety

The Capital Prep Harbor School is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury and accident prevention, and employee safety. To maintain a safe work environment, no matter the location, the Capital Prep Harbor School requires the continuous cooperation of all employees.

The Capital Prep Harbor School will maintain safety and health practices consistent with the needs of our industry. Any suspected, unsafe conditions and all injuries that occur on the job must be reported immediately. Compliance with these safety rules is considered a condition of employment. Therefore, it is a requirement that the Principal make the safety of employees an integral part of his regular management functions. It is the responsibility of each employee to accept and follow established safety regulations and procedures.

The Capital Prep Harbor School strongly encourages you to communicate with your Principal regarding safety issues.

Reporting Injuries and Safety Issues

All accidents, injuries, potential safety hazards, safety suggestions and health/safety related issues must be reported immediately to your Principal. If you or another employee is injured, you should contact outside emergency response agencies, if needed. If an injury does not require medical attention, a supervisor still needs to be notified immediately and an Employee Report of Accident Form must still be completed in case medical treatment is later needed and also to ensure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred. Federal law under Occupational Safety and Health Administration (OSHA) requires that we keep records of all illnesses and accidents that occur during the workday no matter the work environment or location. The State Workers' Compensation Act also requires that you report any workplace illness or injury, no matter how slight. If you fail to report an injury, you may jeopardize your right to collect workers' compensation payments, as well as health benefits. OSHA also provides for your right to know about any health hazards that might be present on the job. Should you have any questions or concerns, contact your Principal for more information.

Ask Questions

If you are ever in doubt regarding the safest way to perform a task, please do not proceed until you have consulted your Principal. Employees will not be asked to perform any task that may be dangerous to their health, safety or security. If you feel a task may be dangerous, inform your Principal at once.

We strongly encourage employee participation and input on health and safety matters. Employees may report potential hazards and make suggestions about safety without fear of retaliation. We appreciate, encourage and expect this type of involvement. The success of the safety program relies on the participation of all employees.

Remember, failure to adhere to these rules will be considered serious infractions of safety rules and will result in disciplinary action up to and including termination.

Office/Work Area Safety

Office and work areas present their own safety hazards. Please be sure to:

- Leave desk, file or cabinet drawers firmly closed when not in use.
- Open only a single drawer of a file cabinet at a time.

- Arrange office space to avoid tripping hazards, such as telephone, computer or calculator electrical cords.
- Remember to lift things carefully and to use proper lifting techniques.

Violence In the Workplace Policy

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect the Capital Prep Harbor School or which occur on property will not be tolerated. Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at the School, or to create a hostile, abusive, or intimidating work environment for one or several employees. Examples of workplace violence include, but are not limited to, the following:

1. All threats or acts of violence occurring on the Capital Prep Harbor School's premises, regardless of the relationship between and the parties involved.
2. All threats or acts of violence occurring off the Capital Prep Harbor School's premises involving someone who is acting in the capacity of a representative of the Capital Prep Harbor School.

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening an individual or his/her family, friends, associates, or property with harm.
- Intentional destruction or threatening to destroy the Capital Prep Harbor School's property.
- Making harassing or threatening phone calls.
- Harassing surveillance or stalking (following or watching someone).
- Unauthorized possession or inappropriate use of firearms or weapons.

The Capital Prep Harbor School's prohibition against threats and acts of violence applies to all persons involved in the Capital Prep Harbor School's operation, including but not limited to personnel, contract, and temporary workers and anyone else on School property. Violations of this policy by any individual on the Capital Prep Harbor School property will lead to disciplinary action, up to and including termination and/or legal action as appropriate.

Every employee is encouraged to report incidents of threats or acts of physical violence of which he/she is aware. The report should be made to the Principal or to a member of the Capital Prep Harbor School's administration with whom the employee feels most comfortable.

Separation Of Employment

Voluntary Termination

The Capital Prep Harbor School will consider you to have voluntarily terminated your employment if you do any of the following:

- Resign from the Capital Prep Harbor School;
- Fail to return from an approved leave of absence on the date specified by; or
- Fail to report to work or call in for three (3) consecutive workdays.

The Capital Prep Harbor School operates under the principle of at-will employment. This means that neither you nor the School has entered into a contract regarding the duration of your employment. You are free to terminate your employment with the Harbor School at any time, with or without reason. Likewise, the Capital Prep Harbor School has the right to terminate your employment, or otherwise discipline, transfer, reassign or demote you at any time, with or without reason, at the discretion of the Capital Prep Harbor School.

Termination of Employment, Dismissal
You may be terminated for poor performance, misconduct, excessive absences, tardiness, discrimination, harassment or other violations of the Capital Prep Harbor School's policies. However, your employment is at-will, and you and the Capital Prep Harbor School have the right to terminate your employment with or without cause.

Return of Materials and Last Paycheck
Each employee must return the Capital Prep Harbor School property, such as keys, computers, curriculum/materials, office supplies, School supplied phones, credit cards, forms, money, etc., on his/her last day of work.

If you are not able to pick up your final paycheck in person, your check will be mailed to your last known address. An employee's last paycheck will not be issued until all obligations are settled. We suggest you contact the Bookkeeper in January to update your W2 forwarding address.

Addendum 1: Acceptable Use Policy

PURPOSE
The Capital Prep Harbor School relies on its computer network to conduct business and student learning. To ensure appropriate use of the Capital Prep Harbor School's Computer Resources, the Capital Prep Harbor School has created this Computer Usage Policy (the "Policy").
It is every computer User's (as defined below) duty to use the Computer Resources responsibly, professionally, ethically and lawfully. Access to these resources may be designated a privilege not a right.

DEFINITIONS
From time to time in this Policy, we refer to terms that require definitions:
The term *"Computer Resources"* refers to the Capital Prep Harbor School's computer network. Specifically, Computer Resources, whether owned or leased, including, but not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, software, data files, and all internal and external computer and communications networks (for Example: Internet commercial online services, value-added networks, e-mail systems) that may be accessed directly or indirectly from our computer network.
The term *"Users"* refers to all employees, independent contractors, consultants, temporary workers, students, family members and other persons or entities that use our Computer Resources.

POLICY
The Computer Resources are the property of the Capital Prep Harbor School. Users are permitted access to the computer system to assist them in the performance of their jobs and academic purposes. Occasional, limited, and appropriate personal use of the computer system is permitted when the use does not: (1) interfere with the User's work performance or academic performance; (2) interfere with any other User's work performance or academic performance; (3) have undue impact on the operation of the computer system; (4) violate any other provision of this policy or any other policy, guideline, or standard of the Capital Prep Harbor School. At all times, Users have the responsibility to use Computer Resources in a professional, ethical, and lawful manner. Use of the computer system is a privilege that may be revoked at any time. In using or accessing our Computer Resources, Users must comply with the following provisions.

NO EXPECTATION OF PRIVACY
NO EXPECTATION OF PRIVACY: The computers and computer accounts given to Users are to assist them in the performance of their jobs and for academic purposes. Users do not have an expectation of privacy in anything they create, store, send, or receive on the computer system. The computer system belongs to the Harbor School should be used primarily for the Capital Prep Harbor School business and academic purposes.
Monitoring the Online Activities of the Users: Network monitoring tools are used to "police" Computer Resources of all Users. (Examples: VNC, PC Anyware, Remote Control and Hyena). Teachers are required to monitor their student's activities while using the Computer Resources in all learning environments.

WAIVER OF PRIVACY RIGHTS: Users expressly waive any right of privacy in anything they create, store, send, or receive on the computer or through the Internet or any other computer network. Users consent to allowing personnel of the Capital Prep Harbor School to access and review all materials Users create, store, send, or receive on the computer or through the Internet

or any other computer network. Users understand that the Capital Prep Harbor School may use human or automated means to monitor use of their Computer Resources.

PROHIBITED ACTIVITIES

PROHIBITED USES: Without prior written permission from the Capital Prep Harbor School, Computer Resources may not be used for dissemination or storage of commercial or personal advertisements, mass mailings, solicitations, promotions, destructive programs (that is, viruses or self-replicating code), political material, downloading non academic related media, plagiarism, hacking or any other unauthorized or illegal use.

INAPPROPRIATE OR UNLAWFUL MATERIAL: Material that is fraudulent, harassing, sexually explicit, pornographic, violent or advocating of violence, profane, obscene, intimidating, threatening, defamatory, discriminatory, or otherwise unlawful or inappropriate may not be sent by e-mail or other forms of electronic communication (such as bulletin board systems, newsgroups, chat groups) or accessed, reviewed, displayed on or stored in the Capital Prep Harbor School Computer Resources. Users encountering or receiving this kind of material have the responsibility to immediately report the incident to their teacher or direct supervisor.

SPOOFING AND SPAMMING: Users may not, under any circumstances, use "spoofing" or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards, newsgroups, or chat groups. Without expressed permission from the Capital Prep Harbor School, Users may not send unsolicited ("spamming") e-mails to persons with whom they do not have a prior relationship or bona fide the Capital Prep Harbor School business purpose.

MISUSE OF SOFTWARE: Without prior written authorization from the Capital Prep Harbor School, Users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or clients of the Harbor School or to any third person; (3) modify, revise, transform, recast or adapt any software or (4) reverse-engineer, disassemble, or decompile any software. Users who become aware of any misuse of software or violation of copyright law have the responsibility to immediately report the incident to their teacher or direct supervisor.

COMMUNICATION OF TRADE SECRETS: Unless expressly authorized by the Capital Prep Harbor School, sending, transmitting, or otherwise disseminating proprietary data, trade secrets, or other confidential information of the Capital Prep Harbor School is strictly prohibited. Unauthorized dissemination of this information may result in substantial civil liability as well as severe criminal penalties.

OTHER: Unless expressly authorized by the Capital Prep Harbor School, the following are also unacceptable uses of Computer Resources, as defined herein:

- Users may not use Computer Resources to access material that is profane or obscene (pornography of any kind), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
- Users may not post personal information on the Internet about themselves or other people. Personal contact information includes address, telephone, school address, work address, pictures or video bites, clips, etc.
- Students may not agree to meet with someone they have met on the Internet without their parent's approval and participation.
- Users may not attempt to gain unauthorized access to any other computer system. This includes attempting to log in through another person's account or access another person's

files. These actions are illegal, even if only for the purposes of "browsing", "snooping" or "electronic discovery".

- Users may not deliberately disrupt or harm hardware or systems, interfere with computer performance, interfere with another's ability to use equipment and systems, or destroy data.
- Users may not use Computer Resources to engage in illegal acts, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.
- Users may not use the Computer Resources to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
- Users may not post information that could endanger an individual, cause personal damage or a danger of service disruption.
- Users may not knowingly or recklessly post false or defamatory information about a person or organization.
- Users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other Users.
- Users may not indirectly or directly make connections that create "backdoors" to the Capital Prep Harbor School, other organizations, community groups, etc. that allow unauthorized access to the Computer Resources or the Capital Prep Harbor School.
- Users may not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening, or disrespectful language.
- Users may not engage in personal attacks, including prejudicial or discriminatory attacks.
- Users may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.
- Users may not re-post a message that was sent to them privately without permission of the person who sent them the message.
- Users may not forward or post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.
- Users will not install or reproduce unauthorized or unlicensed software on Computer Resources.
- Users may not plagiarize works that they find on the Internet or other resources.
- Users may not use Computer Resources for private business activities or unreasonable personal use.
- Users may not use Computer Resources for political lobbying.
- Students will not download files unless approved by their teacher.
- Students will follow the directions of their teachers and administrators when using Computer Resources and will obey all school rules regarding Computer Resource usage.

STUDENT CODE OF CONDUCT

Student behavior on Computer Resources is also governed by the behavioral expectations which appear in the Capital Prep Harbor School's Student Code of Conduct.

Teachers and other staff members will make every attempt to monitor and guide students toward appropriate materials and the use of the system. It is understood that access to the Computer Resources is a privilege, not a right. Failure to abide by the rules in this document could result in the revocation of access privileges, disciplinary action (including suspension or expulsion from the Capital Prep Harbor School), or legal action, as deemed appropriate. Parents/guardians or perpetrators may be billed for damages to equipment. Illegal activities will be referred to the appropriate law enforcement agency. Actions warranting suspension or expulsion will be subject to the due process procedures outlined in the Student Code of Conduct.

PASSWORDS

RESPONSIBILITY FOR PASSWORDS: Users are responsible for safeguarding their passwords for access to the computer system. Individual passwords should not be printed, stored online, or given to others without express consent of the Director of Technology. Users are responsible for all transactions made using their passwords. No User may access the computer system with another User's password or account.

PASSWORDS DO NOT IMPLY PRIVACY: Use of passwords to gain access to the computer system or to encode particular files or messages does not imply that Users have an expectation of privacy in the material they create or receive on the computer system. The Capital Prep Harbor School has global passwords that permit access to all material stored on their computer system regardless of whether that material has been encoded with a particular User's password.

SECURITY

ACCESSING OTHER USER'S FILES: Users may not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. Ability to read, alter, or copy a file belonging to another User does not imply permission to read, alter, or copy that file. Users may not use the computer system to "snoop" or pry into the affairs of other Users by unnecessarily reviewing the files and e-mail.

ACCESSING OTHER COMPUTERS AND NETWORKS: A User's ability to connect to other computer systems through the network or by a modem does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems.

COMPUTER SECURITY: Users may not attempt to circumvent the Capital Prep Harbor School data protection measures or uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files, or directories. Users who engage in this type of activity may be subject to loss of computer privileges, disciplinary action up to and including expulsion from the Harbor School or termination of employment as well as civil and criminal liability.

INTERNET FILTERING TECHNOLOGY: The Capital Prep Harbor School employs firewall solutions. At a minimum it is meant to block visual depictions that are obscene, child pornography, and harmful to minors. If a Users finds a website deemed inappropriate it must be reported to the User's teacher, Executive Director or immediate supervisor. After review of the site appropriate steps will be taken to shield the site from Users. For purposes of bona fide research or other lawful purposes certain blocked sites may be made available for those purposes only after approval of the request by the Director of Technology. The Capital Prep Harbor School does not warrant the effectiveness of Internet filtering.

VIRUSES

VIRUS DETECTION: Viruses can cause substantial damage to computer systems. Each User is responsible for taking reasonable precautions to ensure he or she does not introduce viruses to the Capital Prep Harbor School's network. To that end, all material received on floppy disk or other magnetic or optical medium and all materials downloaded from the Internet or from computers or networks that do not belong to the Capital Prep Harbor School MUST be scanned for viruses and other destructive programs before being placed onto the computer system. Users should understand that their home computers and laptops might contain viruses. All disks transferred

from home computers and laptops to the Capital Prep Harbor School's network MUST be scanned for viruses. Any User receiving email from a questionable source MUST contact the Director of Technology before opening the email or any attachment included in the email.

ACCESSING THE INTERNET: To ensure security and avoid the spread of viruses, Users accessing the Internet through a computer attached to the Capital Prep Harbor School's network must do so through an approved Internet firewall.

ENCRYPTION SOFTWARE
USE OF ENCRYPTION SOFTWARE: Users may not install or use encryption software on any of the Capital Prep Harbor School computers without first obtaining written permission from the Director of Technology. Users may not use passwords or encryption keys that are unknown to the Director of Technology.

EXPORT RESTRICTIONS: The federal government has imposed restrictions on export of programs or files containing encryption technology (such as e-mail programs that permit encryption of messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside the United States.

E -MAIL
E-MAIL DISPOSAL: Unless directed to the contrary by the Director of Technology, Users should discard inactive e-mail after sixty days. Information subject to federal and/or state laws and regulations governing mandatory retention of records and electronic communication may require you to maintain files or documents for a specified period of time. It is the User's responsibility to know which records are subject to these conditions and to comply with these laws and regulations.

DRAFTING E-MAILS: Because they may appear informal, e-mail messages are sometimes off-hand, like a conversation, and not as carefully thought out as a letter or memorandum. Like any other document, an e-mail message or other computer information can later be used to indicate what a User knew or felt. You should keep this in mind when creating e-mail messages and other documents. Even after you delete an e-mail message or close a computer session, it may still be recoverable and may remain on the system.

MISCELLANEOUS
UNAUTHORIZED DISCLOSURE OF INFORMATION OF MINORS: It is a violation of state laws, including, but not limited to the Family Education Rights and Privacy Act ("FERPA"), to access data of a student you do not directly instruct or to disclose information about a student without parental permission or absent an exception to the disclosure requirements. All access and distribution of student data is recorded. Questions regarding the disclosure of student information must be directed to the Executive Director prior to disclosure and must conform to the Capital Prep Harbor School's student records/confidentiality policies.

PRIVILEGED ATTORNEY-CLIENT COMMUNICATIONS: Confidential e-mail sent from or to in- house counsel or an attorney representing the Company should include this warning header on each page" "ATTORNEY-CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

COMPLIANCE WITH APPICABLE LAWS AND LICENSES: In their use of Computer Resources, Users must comply with all software licenses/copyrights and all other state, federal, and

international laws governing intellectual property and online activities. You should not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the e- mail system or by any other means unless you have confirmed in advance from appropriate sources that the Capital Prep Harbor School has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by the Capital Prep Harbor School, as well as legal action by the copyright owner. Any questions concerning these rights should be directed to your teacher, the Executive Director, or direct supervisor or the Office of the General Counsel.

CESSATION OF ACCESS: Upon termination or ending of employment, expulsion from the Capital Prep Harbor School, withdrawal from the Capital Prep Harbor School, etc., no further access to or use of Computer Resources is permitted without express authorization from the Director of Technology.

NO ADDITIONAL RIGHTS: This Policy is not intended for and does not grant Users any contractual rights.
TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. ACKNOWLEDGMENT OF AGREEMENT
Name

_____

(Please Print) (Last) (First) (Middle Initial)

As a User of the Capital Prep Harbor School Computer Resources, I have read the entire Acceptable Use Policy, understand it and agree to comply with the guidelines contained in the Policy as explained by the Capital Prep Harbor School and the Director of Technology. In addition to complying with all terms of the Policy, when using any the Harbor School Computer Resources, as defined above, I accept the following basic rules:

- I will treat all Computer Resources with care and will leave them in good working condition when I am finished.
- I will use appropriate language on all Computer Resources. If the language is obscene, defamatory, harassing, sexually explicit, threatening, violent, insulting, demeaning or otherwise inappropriate as deemed by a teacher, the Director of Technology or the Executive Director, I will not access it, use it, or disseminate it.
- I will always treat people on-line with respect. I will not use any the Capital Prep Harbor School Computer Resource to insult or threaten other Users. I assume responsibility for the content of messages I send to others.
- I will respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes of those Users. I will not allow other Users access to my mailbox and will keep my password private.
- I understand that Computer Resources are to be used for educational use. I understand that the system administrator or Director of Technology can access and read my messages.
- I understand that all Computer Resources belong to the Capital Prep Harbor School and I will treat them with respect.
- I will not install or download any applications (games), programs or materials at school from the Internet or from any Computer Resources unless the Director of Technology gives me permission in writing.
- I will not add any software to the school's Computer Resources unless the Director of Technology gives me permission in writing.

- I understand that the software provided to me for use is protected under copyright law. I agree not to copy this software unlawfully and/or distribute any materials provided for our use. I will model and encourage ethical use of the software among my friends, family members, and the community.

By signing below, you agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of your privileges to Computer Resources; disciplinary action, including suspension or expulsion from the Capital Prep Harbor School; termination of employment; charges for damages; and civil or criminal penalties. You are subject to the punishment determined by the Capital Prep Harbor School.

X_____

(Student/Staff Signature) (Date)

X_____

(Parent/Guardian Signature if applicable) (Date)

APPENDIX V – JOB DESCRIPTIONS

Job Descriptions

Teacher

JOB DESCRIPTION

TEACHER

Capital Prep Harbor School

POSITION: Teacher

REPORTS TO: School Principal

PRIMARY FUNCTION:

To develop each student's individual academic and social competencies and emotional capacities within the classroom setting using creative, state-of-the-art instructional methods and techniques that require individual commitment, energy, collaboration, and growth.

TYPICAL DUTIES AND RESPONSIBILITIES:

1. Demonstrate knowledge of the subject to be taught.
2. Demonstrate facility in the skills of reading, writing and mathematics in accordance with the Common Core State Standards.
3. Demonstrate knowledge of human growth and development as it relates to the teaching-learning process.
4. Demonstrate knowledge of the American public school system.
5. Plan and implement appropriate instruction using effective instructional techniques toward the achievement of selected objectives set forth within the Harbor School Curriculum.
6. Effectively communicate with students, providing directions and explanations in a clear, coherent and logical manner, clearly outlining expectations for students, establishing rapport and communicating personal enthusiasm and self-confidence.
7. Help students develop positive self-concepts by recognizing and understanding the worth of all students, demonstrating sensitivity to and respect for the needs and feelings of all students, as well as patience, empathy and enthusiasm.
8. Effectively assess students' daily academic progress within set parameters, and adjust instruction accordingly to meet academic needs.
9. Provide opportunity for students to receive after-class instruction, tutoring, or guidance.
10. Lead and manage the classroom to provide a positive learning environment for students.
11. Facilitate the independence of the student as learner.
12. Solicit and facilitate the cooperative involvement and support of parents by establishing ongoing two-way communication with parents, looking for opportunities for parent and community involvement, communicating goals and objectives to parents, conducting parent-teacher conferences and use community resources in instruction.
13. Participate in the Harbor School Advisory Program and serve as a coach or mentor for at least one extracurricular activity
14. Implement an Individual Teacher Plan and review adherence to this plan with school administration on a periodic basis
15. Serve on at least one Professional Learning Community and participate in related professional development activities

16. Work within the scope of Board of Education policy and School procedures.
17. Meet professional responsibilities and expectations.
18. Keep parents informed on a regular basis of the learning process of the students.
19. Use technology in instruction in accordance with the Bridgeport Public School Technology Plan by integrating state-of-the-art technology into the curriculum to actively engage students in learning.
20. Competently perform the duties specified above and any other related duties assigned by the administrator.

SKILLS, KNOWLEDGE, QUALIFICATIONS AND EXPERIENCE:

1. Demonstrated knowledge and skill in research based instructional techniques that lead to increased student learning.
2. Effective organizational skills with regard to the utilization of time, space, materials and equipment for instruction.
3. Effective verbal and written communication.
4. Demonstrated knowledge and skill in planning lessons and the use of alternate teaching strategies to maximize student learning.
5. Demonstrated knowledge and skill in the evaluation of student learning.
6. Demonstrated knowledge of developmentally appropriate practices as it relates to the teaching-learning process.
7. Demonstrated knowledge and skill in classroom management.

CERTIFICATION REQUIREMENTS: Must possess and maintain the certification requirements as established by Connecticut State Statutes.

SALARY AND TERMS OF EMPLOYMENT: Pay will be commensurate with experience and educational level. This may be a full-time or part-time position.

EVALUATION: Evaluations shall be conducted in accordance with School policy

NOTE: The above description covers the principal duties and responsibilities of the job. The description should not, however, be construed as a complete listing of all duties, or as a contract. In all cases, these relationships, functions and their applications are subject to change by the Principal.

Job Description

Principal

JOB DESCRIPTION

Principal

Capital Prep Harbor School

POSITION: Principal

REPORTS TO: Governing Council

POSITION SUMMARY:

The Principal will lead a school that is committed to the on-going development and well-being of its students, teachers and staff. The Principal will provide strategic and instructional leadership and will oversee management of the day to day operations of the School.

The Principal is accountable for:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students
- Ensuring loving, rigorous culture, infused with the highest expectations, and a strong school community where teaching and learning and positive relationships can thrive
- Ensuring responsive and effective systems of management of people and systems such that all students, parents, teachers and staff are well supported

Major areas of responsibility:

- School development
- Learning and teaching
- School culture and behavior
- Management and development of people, systems and resources
- Student recruitment and admissions
- Parent and community relations

Position Responsibilities:

School Development

- Strategic management of the School, including:
    - Annual school review, including analysis of student achievement data
    - Annual school development plan consistent with the School's mission statement, its charter contract and objectives of the Governing Council
    - Monthly reporting to the Chairman and Governing Council
- Ethical and motivational leadership appropriate to the cultural and political context in which the School operates
- Development and implementation of school policies and advice to the Governing Council in analyzing policy options
- Professional internal and external relations with the Governing Council, donors and

local and national community demonstrating the School is well managed and in legal compliance with the charter contract

- Reporting to the State of Connecticut as required and overseeing the charter school monitoring and charter renewal process
- Ensuring that the executive staff and Governing Council are aware of any potential legal issues

Learning and Teaching

- High levels of student achievement and learning through rigorous and engaging classes in a college preparatory environment, in adherence with the School's objectives and learner expectations, with a focus on social justice and global citizenship
- A shared vision among all teachers of skillful instruction and high expectations for all students
- On-going improvement of teaching for all staff through a variety of strategies, including:
    - Lesson observations
    - Individual teaching plans
    - Regular use of data
    - Collaborative planning and enquiry
    - Regular professional development, including professional learning communities
    - Leadership development
    - Support strategies including coaching and mentoring
- Systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
- Curriculum that is
    - Aligned with the Common Core State Standards
    - Structured in a manner supports the highest levels of achievement for all students, is centered around the School's learner expectations and essential questions, utilizes principles of applied learning, and address the academic and affective needs of each student
- A program of responsive support in English and Math for students who are below expected levels in these subjects
- Strong and responsive special education programming to ensure success in School for students with special needs, including compliance with special education laws
- A comprehensive network of affective supports to ensure the social-emotional well-being of each student

- A school day and extra-curricular enrichment program that provides a rich and high quality offering in teach sports, the arts, music and theatre

School Culture and Behavior

- High expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school's values and approach
- Experiences that culture the School's values of empathy, collaboration, problem-solving, communication and information processing
- Emphasis on college preparation and early-college exposure
- Support of students' development into informed, global citizens who are inspired to discover and fulfill their social, academic and civic responsibilities and work toward social justice in their communities
- Parent engagement through consistent communication and involvement in the life of the school and its students
- Community partnerships and engagement that enrich the culture of the school through service opportunities, internships, engagement in Social Justice Capstone Projects, and other resources
- Student support system which addresses the affective and academic needs of each student, in order to support the whole child

Management and Development of People, Systems and Resources

- *Talent Management*: insure effective and aligned talent and management practices, including:
    - Job design with clarity of responsibilities and lines of accountability
    - Recruiting that attracts and selects talented teachers and staff
    - Professional development including a strong, collaborative and professional community, and regular training and leadership opportunities
    - Performance management system that is both developmental and establishes a culture of accountability
    - Recognition strategies for teachers and staff
    - Retention strategies for teachers and staff
- *Financial Management* (with the Director of Finance):
    - Develop and manage the annual school budget, with input from staff and the finance committee of the board
    - Analyze and control expenditures with an understanding of the relationship between school objective and the budget process, and use cost benefit analyses for budgetary decisions
    - Presentation of monthly financial reports to the board

- Ensure proper financial controls

- *Operations*
  - Ensure effective systems and manage on-going process of improvement in the following:
    - Facilities and fixed assets management
    - Student data management
    - Personnel data management
    - Information technology
    - Contracted services

- *Health and Safety*:
  - Establish relationships with local medical and mental health providers to provide services to students
  - Implement the necessary policies in the area to ensure compliance with legal requirements
  - Provide a safe environment

Student Recruitment and Admissions:

- Develop and implement marketing plan to recruit students to the school
- Oversee the school admissions process, ensuring compliance with the state charter law and school contract

Community Relations

- Engender public support for the School's academic and extracurricular programs and consult with the Governing Council on all public relations activities
- Maintain effective and strong working relationships with the charter authorizers and the Governing Council as well as the Bridgeport community
- Serve as ambassador and advocate of the School's mission, representing the organization and School at local, state, and national events
- Inform the community about the unique qualities of the School's learning environment
- Inform the community about opportunities to participate in the life of the School

APPENDIX W – BUDGET DOCUMENTS

Pre-Opening Budget Statement Format
Start-Up Explanation of Revenues and Expenditures

Revenue			Budget Narrative / Description of Assumptions
In-kind services		$ -	
Private contributions (for example: Foundation X grant for $$)		110,000	
Total Revenue		$ 110,000	

Expenditures

Salaries and Benefits			
Salary–Administrators (for example: 10 weeks for 2 administrators)	111A	$ 63,750	Three months salary for Head of School ($135k) and Chief Academic Officer ($120k).
Salary–Teachers (for example: 6 weeks for 5 teachers)	111B	-	
Salary–Education Aids	112A	15,000	Consultant ($60k) to assist in getting the school up and running.
Salary–Support staff	112B	-	
Salary–Other	119		
Benefits	200	18,231	
Subtotal		$ 96,981	
Services and Activities			
In-service staff development	322	$ -	
Pupil services	323	-	
Field trips	324	-	
Parent activities	325	-	
Professional tech services	330	1,200	Set-up for staff.
Accounting	330	-	
Audit	331	-	
Student transportation	510	-	
Communication	530	750	Internet, etc. for staff.
Telephone	530	1,000	Phones (cell and land lines) for staff.
Postage and shipping	530	-	
Travel	580	-	
Subtotal		$ 2,950	
Physical Plant			
Rent	400	$ -	
Utilities	400	-	
Custodial services	400	-	
Maintenance and repairs	400	-	
Renovations/expansion	400	-	
Subtotal		$ -	
Marketing and Development			
Charter Management Org.	590	$ -	
Advertising	590	1,800	
Printing	590	1,000	
Insurance	590	3,000	D&O, Liability, etc.
Subtotal		$ 5,800	
Supplies and Equipment			
Supplies–Instructional	611	$ -	
Supplies–Administrative	612	750	Supplies for staff.
Supplies–General	690	-	
Text books	641	-	
Library books	642	-	
Computers	700	1,300	Computer for staff.
Furniture	700	1,250	Furniture for staff.
Vehicles	700	-	
Other equipment	700	-	
Subtotal		$ 3,300	
Other Objects			
Other objects (e.g., in-kind)	800	$ -	
Subtotal		$ -	
Loan Repayments			
Interest	900	$ -	
Principal	900	-	
Subtotal		$ -	
Total Expenditures		$ 109,031	
INCOME LESS EXPENDITURES		$ 969	

Projected Five Year Budget Statement Format

		FY 1	FY 2	FY 3	FY 4	FY 5	Budget Narrative / Description of Assumptions
Revenue							
Number of students		250	250	445	630	765	
Per-pupil revenue		$ 2,750,000	$ 2,750,000	$ 4,895,000	$ 6,930,000	$ 8,415,000	$11,000 per Student. Rate remains flat for initial charter term.
Student entitlements		157,500	135,000	240,300	340,200	413,100	$700 per Student. Rate remains flat for initial charter term.
Grants		-	-	-	-	-	
In-kind services		-	-	-	-	-	
Private contributions		-	-	-	-	-	
Total Revenue		$ 2,907,500	$ 2,885,000	$ 5,135,300	$ 7,270,200	$ 8,828,100	
Expenditures							
Salaries and Benefits							
Salary–Administrators	111A	$ 210,000	$ 216,300	$ 307,789	$ 492,023	$ 506,783	See 'Staffing & Comp.' tab of the school's Financial Plan template for position details.
Salary–Teachers	111B	1,298,000	1,456,940	2,601,648	3,480,698	4,059,119	
Salary–Education Aides	112A	-	-	-	-	-	
Salary–Support staff	112B	90,000	92,700	135,481	344,545	394,882	
Salary–Other	119	135,000	139,050	178,222	268,568	311,625	
Benefits	200	398,690	417,226	705,923	1,079,374	1,231,994	Payroll taxes equate to 10.95% of total compensaton. Fringe benefits equate to 12.20% in YR 1 and 12.42% in YR 5. Included is a 0.00% retirement contribution for FT employees (See 'Staffing & Comp.' tab for further detail).
Subtotal		$ 2,131,690	$ 2,322,216	$ 3,929,062	$ 5,665,208	$ 6,504,402	
Services and Activities							
In-service development staff	322	$ 15,500	$ 16,500	$ 27,500	$ 38,000	$ 43,000	Based on FT staff - $500 per staff member (Includes conferences, workshops, professional texts, etc.).
Pupil services	323	50,000	50,000	89,000	126,000	153,000	Based on Student - $200 per student. Student testing & assessment, enrichment, etc.
Field trips	324	25,000	25,000	44,500	63,000	76,500	Based on Student - $100 per student.
Parent activities	325	5,000	5,000	8,900	12,600	15,300	Based on Student - $20 per student for meetings, meals, etc.
Professional tech services	330	29,000	12,000	15,000	18,000	21,000	$750 per month. YR 1 includes $20k start/set-up expense. YRS 2-5 monthly charge increases $250 per month.
Accounting	330	1,000	1,000	1,000	1,000	1,000	Accounting software/online service charge. Work done internally by Operations Manager
Audit	331	18,000	20,000	22,000	24,000	26,000	Estimated YR 1 - $18,000 with $2k increase year to year.
Student transportation	510	-	-	-	-	-	Provided by the district
Communication	530	2,400	2,400	2,400	2,400	2,400	$200 per month for internet services.
Telephone	530	7,800	9,000	10,200	11,400	12,600	$650 per month for general school/office phones and phones for staff. Increases $100 per month per year.
Postage and shipping	530	7,500	7,500	13,350	18,900	22,950	Based on Student - $30 per student.
Travel	580	7,750	8,250	13,750	19,000	21,500	Based on FT staff - $250 per staff member.
Subtotal		$ 168,950	$ 156,650	$ 247,600	$ 334,300	$ 395,250	
Physical Plant							
Rent	400	$ -	$ -	$ -	$ -	$ -	School is seeking public, district space.
Utilities	400	-	-	-	-	-	School is seeking public, district space; Utilities included.
Custodial services	400	-	-	-	-	-	Estimated $0 - YR 1. $0 per year there after.
Maintenance and repairs	400	30,000	15,000	15,000	15,000	15,000	Estimated $30,000 - YR 1. $15,000 per year there after.
Renovations/expansion	400	-	-	-	-	-	
Subtotal		$ 30,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	
Marketing and Development							
Charter Management Org.	590	$ 275,000	$ 275,000	$ 489,500	$ 693,000	$ 841,500	Based on 10.00% of yearly state per pupil revenue.
Advertising	590	12,500	-	9,750	9,250	6,750	Based on Student - $50 per NEW student (Includes ads, community outreach, newspapers, mailings, meetings.
Printing	590	7,500	7,500	13,350	18,900	22,950	Based on Student - $30 per student.
Insurance	590	15,000	16,000	17,000	18,000	19,000	Estimated YR 1 - $15,000 with $1k increase year to year.
Subtotal		$ 310,000	$ 298,500	$ 529,600	$ 739,150	$ 890,200	
Supplies and Equipment							
Supplies–Instructional	611	$ 25,000	$ 25,000	$ 44,500	$ 63,000	$ 76,500	Based on Student - $100 per student.
Supplies–Administrative	612	15,000	20,000	25,000	30,000	35,000	Includes: copier and printing costs leases, office supplies, etc. $15,000 in year one and additional $5,000 each year thereafter.
Text books	641	37,500	-	53,750	51,250	38,750	Based on Student - $150 per student YR 1; Includes bulk purchases of workbooks and instructional material / Year 2-5 - $250 per NEW Student / Year 3-5 - Replacement cost of additional $5,000 annually.
Library books	642	7,000	7,000	10,500	14,500	18,000	Based on classroom - $500 per classroom.
Supplies-General	690	8,750	8,750	15,575	22,050	26,775	Based on Student - $35 per student.
Computers	700	98,350	10,700	80,950	77,100	55,750	Computers (laptops/chromebooks) for staff and students. Average cost of $350 per student and full-time FTE in YR 1. YRs 2-5; average $350 per NEW student and full-time FTE. YR 2 - $10k estimated. YRs 3-5; $5k additional for upgrades and replacement.
Furniture	700	75,000	10,000	35,000	40,000	35,000	Based on classroom - $5,000 per classroom / $5,000 Admin. In YR 1. YR 2 - $10,000. $5,000 Per New Class Room in YRs 3-5.
Vehicles	700	-	-	-	-	-	N/A
Other Equipment	700	-	-	-	-	-	
Subtotal		$ 266,600	$ 81,450	$ 265,275	$ 297,900	$ 285,775	
Other Objects							
Other objects (e.g., in-kind)	800	$ -	$ -	$ -	$ -	$ -	
Subtotal		$ -	$ -	$ -	$ -	$ -	
Loan Repayments							
Interest	900	$ -	$ -	$ -	$ -	$ -	N/A
Principal	900	-	-	-	-	-	N/A
Subtotal		$ -	$ -	$ -	$ -	$ -	
Total Expenditures		$ 2,907,240	$ 2,873,816	$ 4,986,537	$ 7,051,558	$ 8,090,627	
INCOME LESS EXPENDITURE		$ 261	$ 11,184	$ 148,763	$ 218,642	$ 737,473	

Charter School Cash Flow Schedule For Year One of Operation

Charter School Name		Budget	First Per-Pupil - 7/1 July	Aug	Second Per-Pupil - 9/1 Sept	Oct	Nov	Dec	Third Per-Pupil - 1/1 Jan	Feb	March	Fourth Per-Pupil - 4/15 April	May	June	Totals
Beginning Balance		$ 969	$ -	$ 498,979	$ 150,255	$ 601,905	$ 369,806	$ 204,456	$ 2,107	$ 432,508	$ 217,658	$ 1,142	$ 459,626	$ 233,110	
Revenue															
Number of students		250													
Per-pupil revenue		$ 2,750,000	$ 687,500		$ 687,500				$ 687,500			$ 687,500			$ 2,750,000
Student entitlements		157,500					63,000	13,500	13,500	13,500	13,500	13,500	13,500	13,500	157,500
Grants		-													-
In-kind services		-													-
Private contributions		-													-
Total Revenue		$ 2,907,500	$ 687,500	$ -	$ 687,500	$ -	$ 63,000	$ 13,500	$ 701,000	$ 13,500	$ 13,500	$ 701,000	$ 13,500	$ 13,500	$ 2,907,500
Expenditures															
Salaries and Benefits															
Salary–Administrators	111A	$ 210,000	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 210,000
Salary–Teachers	111B	1,298,000		118,000	118,000	118,000	118,000	118,000	118,000	118,000	118,000	118,000	118,000	118,000	1,298,000
Salary–Education Aides	112A	-		-	-	-	-	-	-	-	-	-	-	-	-
Salary–Support staff	112B	90,000	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	90,000
Salary–Other	119	135,000		12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	135,000
Benefits	200	398,690	5,788	35,718	35,718	35,718	35,718	35,718	35,718	35,718	35,718	35,718	35,718	35,718	398,690
Subtotal		$ 2,131,690	$ 30,788	$ 190,991	$ 190,991	$ 190,991	$ 190,991	$ 190,991	$ 190,991	$ 190,991	$ 190,991	$ 190,991	$ 190,991	$ 190,991	$ 2,131,690
Services and Activities															
In-service development staff	322	$ 15,500			1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	$ 15,500
Pupil services	323	50,000			5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
Field trips	324	25,000			6,250			6,250			6,250		6,250		25,000
Parent activities	325	5,000			1,250			1,250			1,250		1,250		5,000
Professional tech services	330	29,000	$ 2,417	$ 2,417	$ 2,417	$ 2,417	$ 2,417	$ 2,417	$ 2,417	$ 2,417	$ 2,417	$ 2,417	$ 2,417	$ 2,417	29,000
Accounting	330	1,000	1,000												1,000
Audit	331	18,000												18,000	18,000
Student transportation	510	-													-
Communication	530	2,400	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	2,400
Telephone	530	7,800	$ 650	$ 650	$ 650	$ 650	$ 650	$ 650	$ 650	$ 650	$ 650	$ 650	$ 650	$ 650	7,800
Postage and shipping	530	7,500	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	7,500
Travel	580	7,750	$ 646	$ 646	$ 646	$ 646	$ 646	$ 646	$ 646	$ 646	$ 646	$ 646	$ 646	$ 646	7,750
[illegible]al		$ 168,950	$ 5,538	$ 4,538	$ 18,588	$ 11,088	$ 11,088	$ 18,588	$ 11,088	$ 11,088	$ 18,588	$ 11,088	$ 18,588	$ 29,088	$ 168,950
Physical Plant															
Rent	400	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Utilities	400	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Custodial services	400	-													-
Maintenance and repairs	400	30,000	15,000						15,000						30,000
Renovations/expansion	400	-													-
Subtotal		$ 30,000	$ 15,000	$ -	$ -	$ -	$ -	$ -	$ 15,000	$ -	$ -	$ -	$ -	$ -	$ 30,000
Marketing and Development															
Charter Management Org.	590	$ 275,000	$ 22,917	$ 22,917	$ 22,917	$ 22,917	$ 22,917	$ 2,917	$ 42,917	$ 22,917	$ 12,917	$ 32,917	$ 22,917	$ 22,917	$ 275,000
Advertising	590	12,500									4,167	4,167	4,167		12,500
Printing	590	7,500	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	7,500
Insurance	590	15,000	7,500			3,750			3,750						15,000
Subtotal		$ 310,000	$ 31,042	$ 23,542	$ 23,542	$ 27,292	$ 23,542	$ 3,542	$ 47,292	$ 23,542	$ 17,708	$ 37,708	$ 27,708	$ 23,542	$ 310,000
Supplies and Equipment															
Supplies–Instructional	611	$ 25,000		$ 12,500	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 25,000
Supplies–Administrative	612	15,000		$ 7,500	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	15,000
Text books	641	37,500	18,750	18,750											37,500
Library books	642	7,000		3,500					3,500						7,000
Supplies–General	690	8,750	729	729	729	729	729	729	729	729	729	729	729	729	8,750
Computers	700	98,350	49,175	49,175											98,350
Furniture	700	75,000	37,500	37,500											75,000
Vehicles	700	-													-
Other Equipment	700	-													-
Subtotal		$ 266,600	$ 106,154	$ 129,654	$ 2,729	$ 2,729	$ 2,729	$ 2,729	$ 6,229	$ 2,729	$ 2,729	$ 2,729	$ 2,729	$ 2,729	$ 266,600
Other Objects															
Other objects (e.g., in-kind)	800	$ -													$ -
Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Loan Repayments															
Interest	900	$ -													$ -
Principal	900	-													-
Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenditures		$ 2,907,240	$ 188,521	$ 348,724	$ 235,849	$ 232,099	$ 228,349	$ 215,849	$ 270,599	$ 228,349	$ 230,016	$ 242,516	$ 240,016	$ 246,349	$ 2,907,240
ENDING CASH BALANCE		$ 1,230	$ 498,979	$ 150,255	$ 601,905	$ 369,806	$ 204,456	$ 2,107	$ 432,508	$ 217,658	$ 1,142	$ 459,626	$ 233,110	$ 261	$ 261

Stanford Charter School for Excellence

ENROLLMENT and STUDENT POPULATION

Instructions: Complete the fields in GRAY.

** Choose Operational YEAR ONE Here*

	2015-16	2016-17	2017-18	2018-19	2019-20
SCHOOL DAYS	180				
ENROLLMENT					
Pre-Kindergarten	-	-	22.00	22.00	22.00
Kindergarten	-	-	-	22.00	22.00
1st Grade	-	-	44.00	44.00	44.00
2nd Grade	-	-	-	44.00	66.00
3rd Grade	-	-	44.00	44.00	66.00
4th Grade	-	-	-	44.00	66.00
5th Grade	-	-	44.00	44.00	66.00
6th Grade	36.00	36.00	44.00	66.00	66.00
7th Grade	36.00	36.00	44.00	66.00	66.00
8th Grade	36.00	36.00	44.00	66.00	66.00
9th Grade	36.00	36.00	44.00	44.00	66.00
10th Grade	36.00	36.00	44.00	44.00	55.00
11th Grade	35.00	35.00	36.00	44.00	50.00
12th Grade	35.00	35.00	35.00	36.00	44.00
Total Elementary Enrollment	-	-	154.00	264.00	352.00
Total Middle School Enrollment	108.00	108.00	132.00	198.00	198.00
Total High School Enrollment	142.00	142.00	159.00	168.00	215.00
Total Enrollment	250.00	250.00	445.00	630.00	765.00
New Enrollment	250.00	-	195.00	185.00	135.00
Number of Classrooms	14.00	14.00	21.00	29.00	36.00
STUDENT POPULATION					
Average Daily Membership %	98.00%	98.00%	98.00%	98.00%	98.00%
Average Daily Membership (ADM)	245.00	245.00	436.10	617.40	749.70
Average Daily Attendance %	95.00%	95.00%	95.00%	95.00%	95.00%
Average Daily Attendance (ADA)	237.50	237.50	422.75	598.50	726.75
Special Education Students %	13.00%	13.00%	13.00%	13.00%	13.00%
Special Education Student Count (SPED)	32.50	32.50	57.85	81.90	99.45
English Language Learner %	6.00%	6.00%	6.00%	6.00%	6.00%
English Language Learner Count (ELL)	15.00	15.00	26.70	37.80	45.90
% Student Qualifying for Free Lunch	50.00%	50.00%	50.00%	50.00%	50.00%
Student Count Qualifying for Free Lunch	125.00	125.00	222.50	315.00	382.50
% Student Qualifying for Reduced Lunch	40.00%	40.00%	40.00%	40.00%	40.00%
Student Count Qualifying for Reduced Lunch	100.00	100.00	178.00	252.00	306.00
Free and Reduced Lunch Student % (Title I)	90.00%	90.00%	90.00%	90.00%	90.00%
Student Count Qualifying for Free or Reduced Lunch	225.00	225.00	400.50	567.00	688.50

Stanford Charter School for Excellence

Staffing and Compensation

.uctions: Complete the fields in GRAY.

Description of Assumptions

POSITIONS	STAFF HEADCOUNT Year 1 FTEs	Year 1 Full/Part	Year 2 FTEs	Year 2 Full/Part	Year 3 FTEs	Year 3 Full/Part	Year 4 FTEs	Year 4 Full/Part	Year 5 FTEs	Year 5 Full/Part	SALARIES, TAXES AND BENEFITS Year 1	Year 2	Year 3	Year 4	Year 5
												Annual Salary Growth %			
												3.00%	3.00%	3.00%	3.00%
Salary–Administrators - 111A															
Head of School	$ -	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	$ -	$ -	$ -	$ -	$ -
Principal	120,000	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	120,000	123,600	127,308	131,127	135,061
Assistant Principal	90,000	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	2.0 F	2.0 F	2.0 F	90,000	92,700	95,481	188,345	193,996
Student Dean	85,000	- F	- F	- F	1.0 F	1.0 F	2.0 F	2.0 F	2.0 F	2.0 F	-	-	85,000	172,550	177,727
Chief Academic Officer	-	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL											$ 210,000	$ 216,300	$ 307,789	$ 492,023	$ 506,783
Salary–Teachers - 111B															
Pre-K Teacher	$ 57,000	-	-	-	1.0 F	2.0 F	2.0 F				$ -	$ -	$ 57,000	$ 115,710	$ 119,181
1st Grade Teacher	57,000	-	-	-	2.0 F	2.0 F	2.0 F				-	-	114,000	117,420	120,943
2nd/3rd Math Teacher	57,000	-	-	-	1.0 F	2.0 F	3.0 F				-	-	57,000	115,710	176,181
2nd/3rd Humanities Teacher	57,000	-	-	-	1.0 F	2.0 F	3.0 F				-	-	57,000	115,710	176,181
4th/5th Math Teacher	57,000	-	-	-	1.0 F	3.0 F	3.0 F				-	-	57,000	172,710	177,891
4th/5th Humanities Teacher	57,000	-	-	-	1.0 F	3.0 F	3.0 F				-	-	57,000	172,710	177,891
Elementary spanish Teacher	57,000	-	-	-	1.0 F	2.0 F	2.0 F				-	-	57,000	115,710	119,181
Middle School Spanish Teacher	57,000	-	-	-	1.0 F	2.0 F	2.0 F				-	-	57,000	115,710	119,181
Middle School Math Teacher	57,000	1.0 F	1.0 F	1.0 F	2.0 F	3.0 F	3.0 F				57,000	58,710	117,471	177,995	183,335
Middle School English Teacher	57,000	1.0 F	1.0 F	1.0 F	2.0 F	3.0 F	3.0 F				57,000	58,710	117,471	177,995	183,335
Middle School History Teacher	57,000	1.0 F	1.0 F	1.0 F	2.0 F	3.0 F	3.0 F				57,000	58,710	117,471	177,995	183,335
Middle School Science Teacher	57,000	1.0 F	1.0 F	1.0 F	2.0 F	3.0 F	3.0 F				57,000	58,710	117,471	177,995	183,335
High School Spanish Teacher	60,000	1.0 F	2.0 F	2.0 F	2.0 F	2.0 F	3.0 F				60,000	121,800	125,454	129,218	193,094
High School Math Teacher	60,000	2.0 F	2.0 F	2.0 F	2.0 F	2.0 F	3.0 F				120,000	123,600	127,308	131,127	195,061
High School English Teacher	60,000	2.0 F	2.0 F	2.0 F	2.0 F	2.0 F	3.0 F				120,000	123,600	127,308	131,127	195,061
High School History Teacher	60,000	2.0 F	2.0 F	2.0 F	2.0 F	2.0 F	2.0 F				120,000	123,600	127,308	131,127	135,061
High School Science Teacher	60,000	2.0 F	2.0 F	2.0 F	2.0 F	2.0 F	3.0 F				120,000	123,600	127,308	131,127	195,061
Music Teacher	60,000	1.0 F	1.0 F	2.0 F	2.0 F	2.0 F	3.0 F				60,000	61,800	123,654	127,364	191,185
Art Teacher	60,000	1.0 F	1.0 F	1.0 F	2.0 F	2.0 F	3.0 F				60,000	61,800	123,654	127,364	131,185
Technology Teacher	60,000	1.0 F	1.0 F	1.0 F	2.0 F	2.0 F	3.0 F				60,000	61,800	123,654	127,364	191,185
Physical Ed Teacher	60,000	1.0 F	1.0 F	1.0 F	2.0 F	2.0 F	2.0 F				60,000	61,800	123,654	127,364	131,185
High School Spec. Teacher	60,000	1.0 F	1.0 F	1.0 F	2.0 F	2.0 F	2.0 F				60,000	61,800	123,654	127,364	131,185
SPED Teacher	60,000	2.0 F	2.0 F	2.0 F	3.0 F	4.0 F	4.0 F				120,000	123,600	187,308	252,927	260,515
ELL Teacher	60,000	1.0 F	2.0 F	2.0 F	2.0 F	2.0 F	2.0 F				60,000	121,800	125,454	129,218	133,094
College Prep Teacher	50,000	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F				50,000	51,500	53,045	54,636	56,275
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
TOTAL											$ 1,298,000	$ 1,456,940	$ 2,601,648	$ 3,480,698	$ 4,059,119
Salary–Education Aides - 112A															
	$ -	-	-	-	-	-	-				$ -	$ -	$ -	$ -	$ -
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
TOTAL											$ -	$ -	$ -	$ -	$ -
Salary–Support staff - 112B															
Operations Manager	$ 50,000	1.0 F	1.0 F	1.0 F	1.0 F	2.0 F	2.0 F				$ 50,000	$ 51,500	$ 53,045	$ 104,636	$ 107,775
Administrative Assistant	40,000	1.0 F	1.0 F	1.0 F	2.0 F	2.0 F	3.0 F				40,000	41,200	82,436	84,909	127,456
Director of Operations	75,000	-	-	-	-	1.0 F	1.0 F				-	-	-	75,000	77,250
Director of Finance	80,000	-	-	-	-	1.0 F	1.0 F				-	-	-	80,000	82,400
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
TOTAL											$ 90,000	$ 92,700	$ 135,481	$ 344,545	$ 394,882
Salary–Other - 119															
Nurse	$ 50,000	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F	1.0 F				$ 50,000	$ 51,500	$ 53,045	$ 54,636	$ 56,275
Security	35,000	1.0 F	1.0 F	1.0 F	2.0 F	3.0 F	4.0 F				35,000	36,050	72,132	109,295	147,574
Social Worker	50,000	1.0 F	1.0 F	1.0 F	1.0 F	2.0 F	2.0 F				50,000	51,500	53,045	104,636	107,775
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
	-	-	-	-	-	-	-				-	-	-	-	-
TOTAL											$ 135,000	$ 139,050	$ 178,222	$ 268,568	$ 311,625
Total Salaries											$ 1,733,000	$ 1,904,990	$ 3,223,140	$ 4,585,834	$ 5,272,409
Number of employees															
Total number of employees											31	33	55	76	86
Total number of full-time employees											31	33	55	76	86
Payroll Taxes															
FICA	6.20%										$ 107,446	$ 118,109	$ 199,835	$ 284,322	$ 326,889
Medicare - employer	1.45%										25,129	27,622	46,736	66,495	76,450
State unemployment	1.50%										25,995	28,575	48,347	68,788	79,086
FUTA (Federal unemployment)	0.00%										-	-	-	-	-
State disability	0.80%										13,864	15,240	25,785	36,687	42,179
Worker's compensation insurance	1.00%										17,330	19,050	32,231	45,858	52,724
Total Payroll Taxes											$ 189,764	$ 208,596	$ 352,934	$ 502,149	$ 577,329
Taxes as % of Salaries											10.95%	10.95%	10.95%	10.95%	10.95%
Fringe Benefits															
Health	10.00%										$ 173,300	$ 190,499	$ 322,314	$ 458,583	$ 527,241
Dental	1.00%										17,330	19,050	32,231	45,858	52,724
Vision	0.50%										8,665	9,525	16,116	22,929	26,362
Life	0.10%										1,733	1,905	3,223	4,586	5,272
Long-term Disability	0.10%										1,733	1,905	3,223	4,586	5,272
Short-term Disability	0.50%										8,665	9,525	16,116	22,929	26,362
Retirement Contribution	0.00%										-	-	-	-	-
Total Payroll Taxes											$ 211,426	$ 208,629	$ 352,989	$ 577,225	$ 654,665
Taxes as % of Salaries											12.20%	10.95%	10.95%	12.59%	12.42%

Position being paid for by the CMO.

Position being paid for by the CMO.

Not required - eachers and other certified staff have to participate in the CT State pension plan; school doesn't have to contribute. Certified staff include teachers, deans, guidance counselors, and the principal/asst principals.

PROJECTED STUDENT ENROLLMENT															
	pk3	pk4	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1								36	36	36	36	36	35	35	250
Year 2								36	36	36	36	36	35	35	250
Year 3	22		44		44		44	44	44	44	44	44	36	35	445
Year 4	22	22	44	44	44	44	44	66	66	66	44	44	44	36	630
Year 5	22	22	44	66	66	66	66	66	66	66	66	55	50	44	765
year 1			year 2			year 3			year 4			year 5			
grade	# teach		grade	# teach		grade	# teach		grade	# teach		grade	# teach		
elem span			elem span			elem span	1		elem span	2		elem span	2		
pk3			pk3			pk3	1		pk3	1		pk3	1		
pk4			pk4			pk4			pk4	1		pk4	1		
1			1			1	2		1	2		1	2		
2/3 mat		75	2/3 mat			2/3 mat	1		2/3 mat	2		2/3 mat	3		
2/3 hum		75	2/3 hum			2/3 hum	1		2/3 hum	2		2/3 hum	3		
4/5 mat		75	4/5 mat			4/5 mat	1		4/5 mat	3		4/5 mat	3		
4/5 hum		75	4/5 hum			4/5 hum	1		4/5 hum	3		4/5 hum	3		
MS span		75	MS span			MS span	1		MS span	2		MS span	2		
MS math	1	75	MS math	1		MS math	2		MS math	3		MS math	3		
MS eng	1	75	MS eng	1		MS eng	2		MS eng	3		MS eng	3		
MS hist	1	75	MS hist	1		MS hist	2		MS hist	3		MS hist	3		
MS sci	1	75	MS sci	1		MS sci	2		MS sci	3		MS sci	3		
S math	2	75	HS math	2		HS math	2		HS math	2		HS math	3		
HS eng	2	75	HS eng	2		HS eng	2		HS eng	2		HS eng	3		
HS hist	2	75	HS hist	2		HS hist	2		HS hist	2		HS hist	2		
HS sci	2	75	HS sci	2		HS sci	2		HS sci	2		HS sci	3		
HS span	2	75	HS span	2		HS span	2		HS span	2		HS span	3		
music	1	75	music	1		music	2		music	2		music	3		
art	1	75	art	1		art	2		art	2		art	2		
tech	1	75	tech	1		tech	2		tech	2		tech	3		
pe	1	75	pe	1		pe	2		pe	2		pe	2		
HS spec	1	75	HS spec	1		HS spec	2		HS spec	2		HS spec	2		
	19			19			37			50			58		
ELL	1	75	ELL	2		ELL	2		ELL	2		ELL	2		
sped	2	75	sped	3		sped	3		sped	4		sped	4		
soc work	1	50	soc work	1		soc work	1		soc work	1		soc work	1		
principal	1	120	principal	1		principal	1		principal	1		principal	1		
asst princ	1	100	asst princ	2		asst princ	2		asst princ	2		asst princ	2		
stud dean	1	100	stud dean	2		stud dean	2		stud dean	2		stud dean	2		
nurse	1	50	nurse	1		nurse	1		nurse	1		nurse	1		
admin asst	1	40	admin asst	2		admin asst	2		admin asst	3		admin asst	3		
operations mnger.	1	50	operations mnger.	1		operations mnger.	1		operations mnger.	1		operations mnger.	1		
security	2	35	security	3		security	3		security	4		security	4		
college	1	50	college	1		college	1		college	1		college	1		
	32			38			56			72			80		