

## INTENT TO APPLY FORM

Proposed School Information			
Charter School Name:	Girls Preparatory Charter School of the Bronx II		
Education Corp. Name:	Public Prep Charter School Academies		
Education Corp. Status:	Existing Education Corporation	Proposal Type:	Replication
School District (or NYC CSD):	NYC CSD 7 or 8	Opening Date:	August 2020

Proposed Grades and Enrollment			Proposed Affiliations (if any)	
Charter Year	Grades	Enrollment	Charter Management Company ("CMO"):	Public Preparatory Network
Year 1	K-1	200	CMO Public Contact Info (Name, Phone):	Ian Rowe
Year 2	K-2	285	Partner Organization:	
Year 3	K-3	370	Partner Public Contact Info (Name, Phone):	
Year 4	K-4	455		
Year 5	K-5	540		

Lead Applicant Contact Information					
Lead Applicant Name:	Ian Rowe				
Applicant is a (check all that apply):	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input checked="" type="checkbox"/> Education Corp./Charter School
Organization Name:	Public Preparatory Network				
Applicant Mailing Address:	[REDACTED]				
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]	Email:	[REDACTED]
Secondary Applicant Name (If Applicable):					
Applicant is a (check all that apply):	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	

List additional lead applicants below in the "Other" section.

Media/Public Contact Information (required)					
Name:	Cory Krall	Phone #:	(347) 601-1544	Email:	ckrall@publicprep.org

**Program Design**

Provide the proposed school's mission statement in the space below. **(Maximum 250 words)**

Girls Preparatory Charter School of the Bronx II ("GPBX II") will be a replication of Girls Prep Bronx, which was launched in 2009. Currently, Girls Prep Bronx serves 772 students in grades PreK-8 across two campuses. The mission statement of GPBX II, aligned to the mission statement of all school in Public Prep Charter School Academies ("PPA") is:

At Public Prep, Girls Prep and Boys Prep scholars are challenged to think and work hard every day.

We start early with the end of college completion in mind. We create a warm and joyful culture of rigor in which scholars build strong character by adopting the core values of community, merit, responsibility, and scholarship. Our scholars master the ability to read, write, listen, speak, create, and think deeply across disciplines, with a particular focus on science, the arts, and math. They work independently and in teams to solve problems collaboratively.

Girls Prep or Boys Prep alumni will be resilient young scholars of bold intellect. They will be empathetic leaders, knowledgeable and curious about the world. They will be goal-oriented decision-makers empowered to make choices that will lead to life success.

Provide the proposed school's key design elements in the space below. **(Maximum 250 words)**

Public Prep's North Star of College Completion has five elements that empower our students to build the cognitive and character-based strengths necessary to overcome the inevitable hurdles on the path to and through college.

1. **Academic Achievement** - cognitive abilities, skills, and content knowledge students develop across disciplines, including literacy, science, American and world history, the arts, music, math, foreign language, and other courses of study that help them become well-rounded, educated, and culturally literate citizens.
2. **Character Development** - builds non-cognitive strengths such as resilience, determination, initiative, perseverance, gratitude, empathy, and optimism to help them overcome the inevitable hurdles encountered in life.
3. **College Knowledge** - financial planning, immersive on-campus experiences, and other college preparatory skills and partnerships to enable students to ultimately navigate the maze to and through college.
4. **Staff Satisfaction and Organizational Stability** - critical measures, such as retention of quality staff and financial self-sustainability. Increasing the career longevity of school leadership and faculty who effectively improve adult and student learning is critical to the future of all Public Prep schools and our scholars.
5. **Family and Student Satisfaction** - strong, regular, and respectful communication with the parents and families of our students is critical if we are to succeed over the short- and long-term. We aspire to significantly exceed citywide and applicable district levels of Parent, Student, and Staff Satisfaction on NYC DOE School Surveys, achieve 100% participation on the Parent/Student Commitment to College Completion, and achieve high rates of student retention and alumni engagement.

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Provide a brief overview of the proposed school's academic program in the space below. **(Maximum 500 words)**

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Girls Prep Bronx II will offer a well-rounded, vertically aligned PreK-5 curriculum that both meets and exceeds the expectations of the CCSS, and provides differentiated access points for all learners. Driven by the philosophy to “start early with the end in mind” GPBX II will implement a unique model of science and math education in the early grades. Starting from Kindergarten, each scholar will receive science instruction five days a week from science-only faculty members exclusively focused on teaching the wonders of science. Moreover, GPBX II will be one of the only public elementary schools in New York to have Cognitively Guided Instruction (CGI) in math starting from Kindergarten and departmentalized math-only teachers, starting from third grade. During CGI, students dissect and solve one complex problem each day for 45 minutes in small groups, and present their thinking to the entire class. This innovative approach enables a high-level of student discourse about mathematics beginning in Kindergarten. GPBX II will also offer robust programming in social studies (delivered through our interdisciplinary literacy curriculum), visual arts, music, physical education, and yoga. We are also committed to integrating authentic field learning, like immersive college experiences, into our curriculum in order to provide students with opportunities to see, understand, and impact the world outside the walls of our school.

As Martin Luther King said, “Intelligence plus character -- that is the goal of true education.” Girls Prep Bronx II will also incorporate character development, centered around the core values of Merit, Scholarship, Sisterhood and Responsibility, into the core curriculum. Finally, GPBX II will follow a balanced assessment strategy which incorporates regular measures of student growth and absolute performance. This assessment strategy will intentionally triangulate data collected at various points in the year, as well as data collected in a variety of formats. The three pillars of our assessment strategy – end-of- unit assessments (which play the role traditionally held by interim assessments), the NWEA MAP assessment, and the University of Chicago’s STEP Reading Assessment – measure student achievement via paper and pencil tests, a computer adaptive test, and a one-on-one conference with a teacher, respectively. This ensures that teachers and school leaders are able to construct a complete picture of a student’s abilities and growth trajectory.

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**School Management**

Provide a brief overview of the school's management structure, including overall governance as well as the proposed leadership structure within the school. **(Maximum 500 words)**

GPBX II will be a part of the educational corporation PPA. The PPA Board of Trustees is comprised of community leaders, educators, concerned citizens, and professionals all committed to improving educational opportunities for children in New York. The board will have all the powers and duties permitted by law to manage the business, property and affairs of the corporation. Ultimately, the Board of Trustees will maintain sole fiduciary responsibility and will exercise ultimate hiring and firing authority for the network executive director (and the associated contract that provides services from the network office to each school).

The staffing structure of Public Preparatory Academies is strategically designed to address the instructional needs of all learners and ensure smooth operational functioning of the school. Personnel is broken into groups based on focal areas: (1) School Leadership Team, (2) Instructional Leadership Team, (3) Student Support Team, (4) Student and Family Affairs Team, (5) Teaching Team, and (6) Operations Team. The School Leadership Team consists of the Principal and Directors. The Principal holds the overall accountability of the school and each Director manages a specific function as a part of a distributive leadership model.

For instructional roles, supervisory relationships are developed within grade levels and departments. The Principal manages the Academic Directors, the Deans of Culture and Specials Teachers (Physical Education, Yoga, Art, Drama and Music). The two Academic Directors manage teachers in their grade levels – lower or upper grades. The Learning Specialist Coordinator is managed by the network's Director of Special Populations.

For non-instructional roles, management is aligned with the leader of the functional team. The Deans of Culture (one for lower grades and one for upper grades) manage the Family Coordinator, Student and Family Affairs Manager and two School Social Workers (one for lower grades and one for upper grades). The Director of Operations ("DOO") reports to the network's Managing Director of Finance and Operations. The DOO manages the operations team, kitchen crew, security and maintenance personnel.

If you are working with a CMO or partner organization, please provide a description of the nature of that partnership below. Include a description of the type and frequency of the services that the partner would provide to the school, and any financial relationship between the proposed school and the partner organization or CMO. **(Maximum 500 words)**

The Principal of GPBX II will report to the Superintendent of Schools and the Public Prep Network CMO. The Superintendent and the Chief Executive Officer report to the Board of Trustees, who perform formal evaluations at the close of each school year.

The CMO provides services and makes decisions in the following capacities: student recruitment and enrollment, curriculum development, assessment and accountability, professional development, policies and procedures, management and operation services, personnel and payroll, facilities, human resources, technology, external relations, legal services, fundraising, insurance, and financial reporting and budgeting.

### School Facility Plans

Provide a brief overview of the proposed school's facility plans below. **(Maximum 250 words)**

GPBX II is seeking approval for a K-5 charter that will also include an NYCDOE-approved UPK program called the Joan Ganz Cooney Early Learning Program. In its inaugural year 2020-21, GPBX II will open with a UPK program (two cohorts of 18 students each), a Kindergarten grade (four cohorts of 25 students each) and 1st grade (four cohorts of 25 students each). Each subsequent year, GPBX II will add one grade level with four classes per grade (up to grade 5).

At capacity, GPBX II will serve nearly 600 students and be located in NYC CSD 7 or 8. In the likely event that the NYCDOE does not have space in a public school building to co-locate GPBX II, the school will leverage the rental assistance to pay for the costs of inhabiting a private facility:

Under state law, charter schools that are new, or adding grade levels, can go through a legally defined process that begins with a formal request to the NYC Department of Education (DOE). The process can result in the charter school receiving a co-location in a school district building; or a private building provided at no cost; or funding to cover rental and other expenses (up to \$,500 per pupil in 2018-19). Currently, Boys Prep Bronx is housed in a private 85,000 sq ft facility in the South Bronx. PPA uses the DOE rental assistance to cover the cost of leasing the building and will employ a similar strategy for GPBX II.

### Proposed Board Members

Provide a list of all proposed board members below, along with a brief biographical statement for each proposed trustee. If a proposed trustee is to hold an officer position within the board, please include that information. **(Maximum 500 words)**

#### Public Prep Academies Board of Trustees

- **R. Boykin Curry:** Eagle Capital Management. As the Chair of the Public Prep Academies Board, Boykin Curry ensures all Public Prep schools are performing as required by their charter.
- **Eric Grannis:** Law Offices of Eric J. Grannis. As a founding board member and co-founder of Girls Prep Lower East Side, Grannis provides institutional knowledge and experience as we continue to develop and initiate our strategic growth plan, specifically providing advisement in legal matters.
- **Ramsey Lyons:** Ramsey Lyon's experience in development and event planning helps PPA raise capital before it reaches financial self-sustainability when operating at capacity.
- **H. Melvin Ming:** formerly with Sesame Workshop. As former CEO of Sesame Workshop, Mel Ming was instrumental in launching our PreK program in partnership with Sesame Workshop, PrePrep: the Joan Ganz Cooney Early Learning Program. He also serves as an advisor to the Public Prep academic team.
- **Paul Vermynen, Jr.:** Kestrel Energy Partners. A founding board member, Vermynen is chair of the Finance Committee and works closely with the Network team to ensure sound fiscal management of the Network and Academies.
- **Laura Weil:** Retail Consultant. As a graduate of a single-sex university, Laura Weil has been supporting our College Completion Initiative, securing pre-college summer partnerships for our current students and alumni.

### Lead Applicant Signature

Signature:



*By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.*



**PROPOSAL TRANSMITTAL AND SUMMARY FORM**

**Proposed School Information**

Charter School Name:	Girls Preparatory Charter School of the Bronx II		
Education Corp. Name:	Public Prep Academies		
Education Corp. Status:	Existing Education Corporati	Proposal Type:	Standard New School Propo
School District (or NYC CSD):	CSD 7, 8 or 9	Opening Date:	August 15, 2020

**Proposed Grades and Enrollment**

Charter Year	Grades	Enrollment
Year 1	K	104
Year 2	K-1	208
Year 3	K-2	312
Year 4	K-3	416
Year 5	K-4	520

**Proposed Affiliations (if any)**

Charter Management Company ("CMO"):	Public Preparatory Network
CMO Public Contact Info (Name, Phone):	Cory Krall, ( [REDACTED] )
Partner Organization:	N/A
Partner Public Contact Info (Name, Phone):	N/A

**Lead Applicant Contact Information**

**First Lead Applicant Name:** Ian Rowe

Applicant is a:  Parent  Teacher  School Administrator  District Resident  Education Corp./Charter School

Organization Name: Public Preparatory Network

Applicant Mailing Address: [REDACTED]

Primary Phone #: [REDACTED] Secondary Phone #: [REDACTED] Email: [REDACTED]

**Second Lead Applicant Name:** [REDACTED]

Applicant is a:  Parent  Teacher  School Administrator  District Resident  Education Corp./Charter School

Organization Name: [REDACTED]

Applicant Mailing Address: [REDACTED]

Primary Phone #: [REDACTED] Secondary Phone #: [REDACTED] Email: [REDACTED]

List additional lead applicants in the "Other" section.  Not Applicable  Additional Applicants Listed in "Other"

**Media/Public Contact Information (required)**

Name:	Cory Krall	Phone #:	(347) 601-1544	Email:	ckrall@publicprep.org
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**Lead Applicant Signature**

Signature:		Date:	01/09/2019
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**Program Design****MISSION STATEMENT (IF DIFFERENT FROM INTENT TO APPLY FORM)****KEY DESIGN ELEMENTS (IF DIFFERENT FROM INTENT TO APPLY FORM)****BRIEF OVERVIEW OF ACADEMIC PROGRAM (IF DIFFERENT FROM INTENT TO APPLY FORM)**

Girls Prep Bronx II will offer a well-rounded, vertically aligned PreK-4 curriculum that both meets and exceeds the expectations of the CCSS, and provides differentiated access points for all learners. Driven by the philosophy to “start early with the end in mind” GPBX II will implement a unique model of science and math education in the early grades. Starting from Kindergarten, each scholar will receive science instruction five days a week from science-only faculty members exclusively focused on teaching the wonders of science. To further enhance early learning, GPBX II will have PreK and the first-of-its-kind partnership with the Parent-Child Home Program, the premier organization that conducts one-on-one home visits with under-resourced families to build literacy and learning-rich home environments. Through the partnership, the unenrolled younger siblings of current Girls Prep and Boys Prep scholars who reside in the Bronx, will receive two years of twice-weekly home visits from a trained community-based early learning specialist.

Moreover, GPBX II will be one of the only public elementary schools in New York to have Cognitively Guided Instruction (CGI) in math starting from Kindergarten and departmentalized

**School Management**

MANAGEMENT STRUCTURE (IF DIFFERENT FROM INTENT TO APPLY FORM)

ROLE OF CMO OR PARTNER(S) (IF DIFFERENT FROM INTENT TO APPLY FORM)

**School Facility Plans (If different from Intent to Apply Form)**

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**Other**

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Partner Organization:	N/A
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First Lead Applicant Name:		Ian Rowe			
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input checked="" type="checkbox"/> Education Corp./Charter School
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Applicant Mailing Address:		[REDACTED]			
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]	Email:	[REDACTED]
Second Lead Applicant Name:					
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
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Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
List additional lead applicants in the "Other" section. <input type="checkbox"/> Not Applicable <input type="checkbox"/> Additional Applicants Listed in "Other"					

Media/Public Contact Information (required)			
Name:	Cory Krall	Phone #:	(347) 601-1544
Email:	ckrall@publicprep.org		

Lead Applicant Signature	
Signature:	[REDACTED]
Date:	01/09/2019

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**Board Member Names and Biographical Summaries (If different from Intent to Apply Form)**

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**Other**

## **GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM**

*Applicants with currently operating public or private schools should complete this form.*

### **1- General Information**

Complete the form on the following tab for all academic years in the current charter term. Be sure to include the school name at the top.

Complete a separate form for each school in the education corporation (or network) for replicated schools.

### **2- Enrollment**

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities count even if they no longer receive services.

Any student identified as an English language learner at any point of enrollment in the school should be included in the English Language Learners count regardless of their current English language proficiency status.

### **3- Retention**

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

### **4- Discipline**

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

**SCHOOL NAME: Girls Prep Bronx**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Enrollment<sup>[1]</sup></b>					
Total Enrollment	551	674	735	740	726
Number of Students with Disabilities	103	124	131	137	130
Number of English language learners	35	36	46	46	40
Number of Economically Disadvantaged Students	464	572	626	645	662
<b>Retention<sup>[2]</sup></b>					
Total Number of Students <b>Eligible</b> to Return from Previous Year <sup>[3]</sup>	447	551	674	642	636
Total Number of Eligible Students Who Returned from Previous Year	408	529	608	570	508
Number of Students with Disabilities Eligible to Return from Previous Year <sup>[4]</sup>	77	103	124	113	125
Number of Students with Disabilities Who Returned from Previous Year	75	98	115	99	103
Number of English language learners Eligible to Return from Previous Year <sup>[5]</sup>	22	35	36	31	28
Number of English language learners Who Returned from Previous Year	18	33	32	27	23
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	358	464	572	550	580
Number of Economically Disadvantaged Students Who Returned from Previous Year	350	445	531	479	481
Average Daily Attendance Rate	94%	97%	96%	94%	94%
<b>Discipline</b>					
Number of In-School Suspensions (Occurrences)	13	32	4	38	1
Number of Out of School Suspensions (Occurrences)	4	19	9	15	1
Number of In-School Suspensions (unique students)	13	26	2	31	1
Number of Out of School Suspensions (unique students)	3	9	6	10	1
Number of Expulsions	0	0	0	0	0

**SCHOOL NAME: Girls Prep Lower East Side**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Enrollment<sup>[1]</sup></b>					
Total Enrollment	577	602	631	654	650
Number of Students with Disabilities	105	113	113	122	122
Number of English language learners	11	12	18	14	9
Number of Economically Disadvantaged Students	455	469	513	522	480
<b>Retention<sup>[2]</sup></b>					
Total Number of Students <b>Eligible</b> to Return from Previous Year <sup>[3]</sup>	501	536	557	588	605
Total Number of Eligible Students Who Returned from Previous Year	408	429	450	483	492
Number of Students with Disabilities Eligible to Return from Previous Year <sup>[4]</sup>	93	106	105	113	92
Number of Students with Disabilities Who Returned from Previous Year	76	84	85	93	88
Number of English language learners Eligible to Return from Previous Year <sup>[5]</sup>	9	11	17	13	7
Number of English language learners Who Returned from Previous Year	7	9	14	10	6
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	405	436	477	485	388
Number of Economically Disadvantaged Students Who Returned from Previous Year	328	348	386	398	310
Average Daily Attendance Rate	93%	94%	92%	94%	94%
<b>Discipline</b>					
Number of In-School Suspensions (Occurrences)	34	35	22	45	7
Number of Out of School Suspensions (Occurrences)	35	21	26	44	2
Number of In-School Suspensions (unique students)	25	29	16	32	7
Number of Out of School Suspensions (unique students)	18	10	16	25	2
Number of Expulsions	0	0	0	0	0

**SCHOOL NAME: Boys Prep Bronx**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Enrollment<sup>[1]</sup></b>					
Total Enrollment	144	202	254	336	542
Number of Students with Disabilities	27	39	60	83	122
Number of English language learners	4	14	16	14	31
Number of Economically Disadvantaged Students	107	178	233	308	471
<b>Retention<sup>[2]</sup></b>					
Total Number of Students <b>Eligible</b> to Return from Previous Year <sup>[3]</sup>	N/A	144	202	254	336
Total Number of Eligible Students Who Returned from Previous Year	N/A	100	142	184	235
Number of Students with Disabilities Eligible to Return from Previous Year <sup>[4]</sup>	N/A	27	39	60	83
Number of Students with Disabilities Who Returned from Previous Year	N/A	20	33	48	58
Number of English language learners Eligible to Return from Previous Year <sup>[5]</sup>	N/A	4	14	16	14
Number of English language learners Who Returned from Previous Year	N/A	3	6	12	10
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	N/A	144	178	233	308
Number of Economically Disadvantaged Students Who Returned from Previous Year	N/A	89	129	171	216
Average Daily Attendance Rate	N/A	91%	93%	94%	91%
<b>Discipline</b>					
Number of In-School Suspensions (Occurrences)	30	1	0	21	1
Number of Out of School Suspensions (Occurrences)	48	41	7	57	18
Number of In-School Suspensions (unique students)	19	1	0	17	1
Number of Out of School Suspensions (unique students)	23	24	6	19	11
Number of Expulsions	0	0	0	0	0

## **R-01ac - Community Need and Proposed School Impact**

### **1(a) Community Description and Need**

Girls Prep Bronx Elementary II (GPBX II) is proposing to open in Bronx Community School District 7, 8 or 9, located in the larger Bronx Community Districts 1 or 2. Similar to GPBX I located on 681 Kelly Street in CSD 8, GPBX II will attract female elementary school scholars from the district and surrounding communities, which include Belmont, Castle Hill, Crotona, Highbridge, Hunts Point, Longwood, Melrose, Morrisania, Mott Haven, Port Morris and Soundview.

Despite their close proximity to Manhattan, one of the wealthiest regions in the United States, these Bronx communities are burdened by poverty, crime, and a myriad of public health and socio-economic challenges that produce a perpetual cycle of poor outcomes for children. Young people and adults who live in these communities have high rates of chronic disease such as diabetes, cardiovascular disease, and respiratory disease including asthma/COPD, cancer and high rates of obesity.

Bronx Community Districts 1 and 2 are population dense. According to the 2017 American Community Survey 156,357 people live in an area of 4.9 square miles, yielding 31,860 people per square mile<sup>[1]</sup>. More than double the community members here live in poverty as compared to the rest of New York State, with 44% of persons living below the poverty line. 59% of those living in poverty are children under 18.

Moreover, 66% of the residents in these districts speak a language other than English in the home, more than double the New York State average. Many are foreign-born immigrants, presenting possible additional challenges like language and cultural barriers to their academic advancement or that of their children. Educational attainment is also low, with 40% living with no high school degree, and only 9% possessing a post-secondary degree.

Perhaps more than any other population segment, children feel the brunt of these challenges. To assess this impact, the Citizens' Committee for Children (CCC) has been collecting and compiling data on the well-being of children in New York City for more than 20 years. The CCC produces a community risk ranking that is comprised of 18 indicators within six domains of child well-being:

1. Economic Security (Child Poverty Rate; Median Income for Families with Children; and Parental Employment Instability)
2. Health (Infant Mortality Rate; Low Birth Weight Babies; and Children without Health Insurance)
3. Housing (Rent Burden; Rental Overcrowding; and Families Entering Homeless Shelters)
4. Education (Early Education Enrollment; Elementary and Middle School Reading and Math Test Pass Rate; and High School Graduation Rate)
5. Issues specific to teens and youths (Teen Birth Rate; Teen Idleness; and Youth Unemployment); and
6. Family and Community (Children in Single-Parent Families; Adult Educational Attainment; and Violent Felony Rate)

These indicators provide a better understanding of where risks to child well-being concentrate within NYC. These data are then used to rank New York City's 59 community districts (CDs)—within each domain and overall—from lowest risk to highest risk.

In 2015, the Citizen's Committee for Children released its report, *Community Risk Ranking: Child Well-Being In New York City's 59 Community Districts*<sup>[2]</sup>. The community risk ranking highlights the vast disparities in well-being across NYC.

For example, at 59.3%, the child poverty rate in Hunts Point (Bronx Community District 2)—the highest risk community district overall in the ranking—is more than nine times the 6.5% child poverty rate in the lowest risk community—Battery Park/Tribeca (M01). 75.5% of children in the Hunts Point area of the Bronx are in single-parent families while the percent of children in single-parent families five miles away in the Upper East Side is only 14.1%. In TriBeCa and Battery Park, the teenage birth rate is zero. In Mott Haven (Bronx Community District 1), it is nearly 40 births per 1,000 teenage girls. Hunts Point is at or near the bottom ranking for each of the six domains.

The ranking also illustrates how risks are interrelated. For example, Hunts Point, has the highest child poverty rate in the city (59.3%), but also the highest rate of adults with less than a high school diploma (45.2%), the lowest rate of on-time high school graduation (32.9%), the second-highest infant mortality rate (8.7), and the second-highest rate of families entering homeless shelter (8.7 per 1,000 households).

The Overall Risk Ranking by Community District is the measure that combines all six domains of child well-being. On this overall measure, of the 36 *Lowest to Medium Risk* Community Districts, only Riverdale (#23) and Throgs Neck (#29) represent the Bronx. By contrast, there are seven community districts that rank in the *Highest Risk* category of all 59 Community Districts in New York. Of these bottom seven community districts, the *bottom six* with the greatest risk to a child well-being are all located within the Bronx.

In a nutshell, if a child is born in certain parts of the Bronx, the odds are stacked against them from the beginning. To address this inequality and help boost the number of quality neighborhood schools, better educational options are needed. While high-quality charter schools seats have increased over the years, parental demand continues to exceed availability. As the New York City Charter Center reported in its 2018-2019 Lottery Enrollment Estimates<sup>[3]</sup>, there were 17,234 lottery applications for only 4,453 seats in the South Bronx. More specifically, in District 7 there were 6,731 lottery applications for only 2,342 seats (2.9 applications per seat) and in District 8 there were 5,183 lottery applications for only 1,153 seats (4.5 applications per seat).

In light of these staggering statistics, we want to open Girls Prep Bronx II in CSD 7, 8 or 9. We want to be an option for parents seeking a high-quality education for their children and we know that our focus on early childhood education - through our partnership with the Parent-Child Home Program and the Joan

Ganz Cooney Early Learning Program - will help to dramatically improve outcome for youth in the South Bronx.

When it comes to academics, the Girls Prep Bronx model is a proven success. In 2017-2018, Girls Prep Bronx students outperformed students in both Districts 7 and 8 on both the New York State ELA and Math Exams as the chart below outlines.

<b>2017-2018</b>	<b>ELA</b>	<b>Math</b>
<i>Girls Prep Bronx</i>	66%	56%
District 7	28%	23%
District 8	34%	30%

Not only would Girls Prep Bronx II be a strong option for families seeking a school that provides a stellar academic experience, but the school would be one of the very few tuition-free all-girls options in the South Bronx. For families looking for a single-sex school with an emphasis on early learning, STEM education and character development, Girls Prep Bronx II will be a welcome alternative.

### **1(b) Programmatic Impact**

For decades in the South Bronx, parents have demanded better options for their children. In response, in 2012, the Bronx District 7 Community Education Council voted to make District 7 a Choice District, which means there are no zoned elementary schools. On the kindergarten application, families are asked to rank District 7 schools and programs, as well as other schools and programs outside of District 7, in order of their preference. In recent years, Community School Districts 7, 8 and 9 have opened charter schools to provide more offerings. The 2018 Kindergarten Directory<sup>[5]</sup> lists the various elementary school options available to families in Districts 7, 8 and 9.

While parents in District 7, 8 and 9 do now have more options, demand still far outpaces availability. The New York City Charter Center reported the number of applications received in every Community School District in New York City for the 2018-2019 school year<sup>[3]</sup>. They found that CSD 7 received the most applications in the Bronx and the second-most across New York City with 6,731 applications. CSD 9 received the second-most applications in the Bronx with 5,328 applications total. CSD 8 received the third-most applications in the Bronx and the fourth-most across New York City with 5,183 applications total. This data underscores the need for even more high-quality charter school seats. Also in 2018-2019, families applied to Girls Prep Bronx at a rate that far exceeded our capacity to provide seats. Overall there were more than 1,8000 applications for 150 seats in our school, a rate of 12 applications per seat. Also critical to note, there were more than 800 applications for 80 pre-k seats in our Joan Ganz Cooney Early Learning Program, a rate of 10 applications per seat.

Girls Prep Bronx II seeks to create a new high-quality elementary school with an emphasis on early learning for families in CSD 7, 8 and 9, particularly given the track record of Girls Prep Bronx I in providing a superior educational option for families in the South Bronx. In assessing the potential programmatic impact of Girls Prep Bronx II, it is important to gauge the impact of Girls Prep Bronx I.

Girls Prep Bronx Elementary I was founded in 2009 to provide a high quality education option for families and children in high-needs communities in the South Bronx, one of the highest poverty Congressional districts in the country. From a school demographics perspective, as of December 2018, Girls Prep Bronx Elementary I student population is 85% African-American and Latina (40% and 45% respectively), and 90% of students qualify for free or reduced priced lunch. Nearly 17% of the student population have Individual Education Plan (IEPs) and more than 6% are English Language Learners.

As noted above, Girls Prep Bronx students outperform students in CSD 7 and CSD 8 by significant margins on both the New York State English Language Arts and Math exams. Additionally, Girls Prep Bronx has seen significant growth over the last 3 years, with a 28% climb in ELA and a 23% climb in Math scores as outlined on the table. This growth far outpaces the growth on CSD 7 and CSD 8 respectively.

ELA	2015-16	2016-17	2017-18
<b>Girls Prep Bronx</b>	38%	49%	66%
<b>District 7</b>	19%	22%	28%
<b>District 8</b>	26%	28%	34%

MATH	2015-16	2016-17	2017-18
<b>Girls Prep Bronx</b>	33%	38%	56%
<b>District 7</b>	17%	18%	23%
<b>District 8</b>	22%	24%	30%

Given these sustained, positive outcomes, GPBX II would model its programming after Girls Prep Bronx Elementary I.

Moreover, GPBX II would tap into the unmet demand and overwhelming interest demonstrated in Girls Prep Bronx I. As noted above, for the 2018-2019 academic year, Girls Prep Bronx I received over 1,800 applications for about 150 available seats. Like Girls Prep Bronx Elementary I, GPBX II would actively recruit from the local community and NYCHA housing projects, and specifically encourage parents of students with disabilities or English Language Learners to enter a random lottery. Siblings, In-district families and families living in NYCHA would also get preferences in our lottery.

In its inaugural year, GPBX II would open with Kindergarten and PrePrep (the Joan Ganz Cooney Early Learning Universal Pre-K Program developed in conjunction with Sesame Workshop). GPBX II would then grow one grade level each subsequent year to serve its full PreK-5th grade capacity. In our first year we would also continue our partnership with the Parent-Child Home Program, offering early literacy support to the younger siblings of our pre-k and kindergarten students.

**1(c) Fiscal Impact**

Below is the fiscal impact table, highlighting the financial implications of opening Girls Prep Bronx II:

Largest School District- NYC CHANCELLOR'S OFFICE							
A	B	C	D ( B X C )	E	F ( D + E )	G	H ( F ÷ G )
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	NYC CHANCELLOR'S OFFICE	Projected Impact (% of District's Total Budget)
Year 1 (2020-21)	104	15,613	1,623,767	2,236,459	3,860,225	25,596,000,000	0.015%
Year 2 (2021-22)	208	15,925	3,312,484	2,200,376	5,512,860	25,596,000,000	0.022%
Year 3 (2022-23)	312	16,244	5,068,100	3,285,564	8,353,664	25,596,000,000	0.033%
Year 4 (2023-24)	416	16,569	6,892,616	4,370,752	11,263,368	25,596,000,000	0.044%
Year 5 (2024-25)	520	16,900	8,788,086	5,455,940	14,244,026	25,596,000,000	0.056%

In the fall of 2020, GPBX II anticipates enrolling 104 students in Kindergarten. It is important to note that 72 students will be enrolled in the UPK approved PreK - Joan Ganz Cooney Early Learning Program. For the purposes of this assessment of fiscal impact, GPBX II would annually receive \$15,307 for each student in Kindergarten. Per historical trends, we also anticipate a 2% increase in that base per-pupil allocation per year moving forward. Other district revenue assumes conservatively that 5% of the Kindergarten or above population above will have an IEP that requires greater than 60% of time in mandated services.

To determine the financial impact, we can compare GPBX II's projected expenditures to the Department of Education. NYC DOE has set its 2018-2019 Operating Budget<sup>[6]</sup> to be \$32.3 billion (the total budget less pension and debt service costs), which includes funding for principals, teachers, textbooks and supplies. It covers the cost of standardized tests, after-school programs, school buses, heating and cooling for school buildings, safety, and school lunches. In year 1 of operating, GPBX II's projected budget would be about \$3.8 million, only .015% of the projected DOE operating budget. In subsequent year, the GPBX II budget will grow as enrollment grows but is never anticipated to exceed .06% of the DOE operating budget. Overall, GPBXII would have a miniscule impact on DOE resources.

[1] Census Reporter - NYC-Bronx Community District 1 & 2 <https://censusreporter.org/profiles/79500US3603710-nyc-bronx-community-district-1-2-hunts-point-longwood-melrose-puma-ny/>

[2] Community Risk Ranking: Child Well-Being In New York City's 59 Community Districts: <http://www.cccnewyork.org/wp-content/uploads/2015/01/CCCRiskRankingNYC.pdf>

[3] New York City Charter Schools: 2018-2019 Enrollment Lottery Estimates: <http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2018-19.pdf>

[5] 2018 Kindergarten Directory - Bronx: <https://data.cityofnewyork.us/Education/2018-Kindergarten-Directory-Bronx/m64b-i6yz>

[6] New York City Department of Education: Funding Our Schools <https://www.schools.nyc.gov/about-us/funding/funding-our-schools>

## R-02ab - Addressing Need

### a. Mission

The mission of Girls Prep Bronx Elementary School II (GPBX II) is to empower each scholar to build strong character, demonstrate critical thinking, possess a core body of knowledge and be on a predictive path to earn a degree from a four-year university. Girls Prep Bronx II is founded on the simple but powerful premise that every parent - regardless of race, income level or zip code - must have the power to choose a great, tuition-free public school for their child. GPBX II scholars embody the core values of Scholarship, Merit, Responsibility, and Sisterhood and use these values to guide their choices. With the guiding philosophy “Start Early, with the End in Mind” each element of the GPBX II PreK-5 design is intended to ensure scholars develop into empathetic leaders, prepared to graduate into top performing independent, parochial, and public middle and high schools in order to ensure they continue along the path to college completion.

GPBX II seeks to provide Bronx families a public single-sex option for their daughters. Parents should have the choice of a single-sex environment if they believe it allows for increased academic engagement, safe risk-taking, and encouragement in subjects (e.g. science) that elsewhere female students might be discouraged from pursuing. Finally, GPBX II is committed to operating on public funds at capacity, providing a scalable model for public education and a unique philanthropic opportunity.

### b. Key Design Elements

Public Preparatory Network has defined the North Star of College Completion as its organizational framework to regularly measure the progress of each of its schools in terms of student learning and achievement, staff satisfaction and organizational stability, and family and student engagement. The following are the five elements of College Completion - the categories against which Public Prep will hold itself accountable – a standard that is inclusive of, but superior to, any district, city, state, or national standard. Each of the elements on the Public Prep North Star of College Completion is necessary, but not sufficient. Only success in each of the five elements will enable Public Prep schools like GPBX II to empower our students to build the cognitive and character-based strengths necessary to overcome the inevitable hurdles encountered on the path to and through college.

The five elements are outlined below; three of the elements specifically related to student learning and development:

1. Academic Achievement that comprises the cognitive abilities, skills, and content knowledge students develop across disciplines, including literacy, science, American and world history, the arts, music, math, foreign language, wellness, and other courses of study that help them become well-rounded, educated, and culturally literate citizens;

2. Character Development that builds non-cognitive strengths such as resilience, determination, initiative, perseverance, gratitude, empathy, and optimism to help them overcome the inevitable hurdles encountered in life; and
3. College Knowledge which includes financial planning, immersive on-campus experiences, and other college preparatory skills and partnerships to enable students to ultimately navigate the maze to and through college.
4. Staff Satisfaction and Organizational Stability is an integral component of reaching the North Star of College Completion, including critical measures such as retention of quality staff and financial self-sustainability. Increasing the career longevity of school leadership and faculty who effectively improve adult and student learning is critical to the future of all Public Prep schools and our scholars.
5. Within Family and Student Satisfaction, Public Prep believes that strong, regular, and respectful communication with the parents and families of our students is critical if we are to succeed over the short- and long-term. We aspire to significantly exceed citywide and applicable district levels of Parent, Student, and Staff Satisfaction on NYC DOE School Surveys, achieve 100% participation on the Parent/Student Commitment to College Completion and achieve high rates of student retention and alumni engagement.

## R-03ad - Proposal History

### (a) Applicant Information

Lead Applicant Information	
Name	Ian V. Rowe
Address	[REDACTED]
Phone Number	[REDACTED]
Email Address	[REDACTED]

Girls Preparatory Charter School of New York (GPLES), Girls Preparatory Charter School of the Bronx (GPBX I), and Boys Preparatory Charter School of New York (BPBX) are the three charter schools that make up the education corporation, Public Prep Academies (PPA). PPA schools are tuition-free single-sex public charter schools across five campuses and includes one tuition-free coed PreK program, serving NYC boys and girls. Public Preparatory Network (PPN) is the charter management organization that develops and supports PPA schools. Ian V. Rowe, the CEO of PPN, is seeking to replicate GPBXI and open Girls Prep Bronx II Charter School.

A proud product of the NYC public school system, Ian Rowe is a social entrepreneur and leader who has worked for more than 20 years in the public, private and nonprofit sectors, to affect positive change in the lives of young people worldwide.

As CEO of Public Prep, he provides the strategic direction for the network of single-sex elementary and middle public schools that are determined to put their students on a predictive path to earn a degree from a four-year university. Prior to Public Prep, Ian was the Deputy Director of Postsecondary Success at the Bill & Melinda Gates Foundation where he worked to increase college completion rates among low-income young adults. Prior to working at Gates, Ian worked for MTV as the Senior Vice President of Strategic Partnerships & Public Affairs. There he helped develop global and domestic campaigns, such as “Get Schooled,” which used the power of media and popular culture to motivate young people to graduate from high school and go to — and succeed in — college.

Prior to working at MTV, Ian worked as the Director of Strategy and Performance Measurement at The White House USA Freedom Corps office which formed after September 11th to encourage every American to make a lifetime commitment in service of others. Ian was also part of Teach For America in its early days, where he helped develop a comprehensive portfolio model of assessment that measured teacher effectiveness as a function of gains in student achievement.

Ian graduated from Brooklyn Technical High School. He received his BS in Computer Science Engineering from Cornell University and MBA from Harvard Business School. He is an Echoing Green Fellow and a Harvard Initiative for Social Enterprise Fellow. Ian is a member of the Board of Advisors for the Harlem Children’s Zone Asthma Initiative; a founding Board member of the NYC Special Education Collaborative; a current member of the Harvard Graduate School of Education Visiting Committee; and a founding Board member of Malaria No More.

## **(b) Proposal History**

The applicant team members are leaders at the Public Prep Network CMO. To develop the proposal, the team did the following:

- Reviewed GPBX I enrollment and lottery data to determine if a market existed to launch a second school in the South Bronx
- Decided on an enrollment model that opened more seats for applicants but did not leave GPBX I in jeopardy
- Developed a program design that places a strong focus on early learning years so that students are prepared for the rigors of the Upper School and the demands of skills-based assessments
- Reviewed the previous application to identify any submissions that would serve as inputs in the new application
- Based on areas of expertise, created working groups to craft, review, edit and finalize each section of the proposal
- Leveraged feedback and surveys to inform us of constituent demands and the impact on the design of GPBX II
- Created a feedback loop so that application material experienced a round-robin review process to ensure alignment, coherence, and fidelity to our model and strongest thinking related to what we have learned about designing new schools in our network

### **(c) List of Founding Team Members**

Ian Rowe, Chief Executive Officer

As CEO of Public Prep, Ian provides the strategic direction for the network of single-sex elementary and middle public schools that are determined to put their students on a predictive path to earn a degree from a four-year university. He joined Public Prep as CEO in 2010. Prior to Public Prep, Ian was the Deputy Director of Postsecondary Success at the Bill & Melinda Gates Foundation, the Senior Vice President of Strategic Partnerships & Public Affairs at MTV, and the Director of Strategy and Performance Measurement at The White House USA Freedom Corps office. Ian received his BS in Computer Science Engineering from Cornell University and MBA from Harvard Business School. He is an Echoing Green Fellow and a Harvard Initiative for Social Enterprise Fellow. Ian is a member of the Board of Advisors for the Harlem Children's Zone Asthma Initiative; a founding Board member of the NYC Special Education Collaborative; a current member of the Harvard Graduate School of Education Visiting Committee; and a founding board member of Malaria No More.

Janelle Bradshaw, Superintendent

Beginning July 1, 2016, for the first time in its history, Public Prep hired a Founding Superintendent Janelle Bradshaw that is responsible for promoting exceptional academic achievement and positive school culture across Public Preparatory Academies. Janelle directly manages and support all Principals. Moreover, Janelle manages and supports the entire Public Prep Network Academic Team as they create, implement and sustain the network-wide functional areas of curriculum, professional development, data reporting and analysis, technology, and assessment. The Superintendent reports to the CEO. Janelle is a native New Yorker, who grew up between the Bronx and Mount Vernon, and is a proud graduate of single-sex education at Smith College. She is an extraordinary educator with sixteen years of experience in the field of urban education as a successful Teacher, Assistant Principal, Principal, District Administrator serving as the Director of Instructional Equity, and most recently as a Leadership Coach to network leaders and three of our Public Prep Principals.

Josie Carbone, Assistant Superintendent

Josie Carbone was the Founding Principal of Girls Prep Bronx Elementary in 2009 and joined the Public Prep Network in 2016-17. As Assistant Superintendent, Josie supports the Principals through coaching and other interventions to drive decision-making and sharing of best practices across the network. Josie holds a Bachelor's degree from Smith College and an MS from Bank Street College of Education.

Kami Lewis Levin, Chief Learning Officer

Kami Lewis Levin is the Public Prep Network Chief Learning Officer, a role that oversees network-wide professional development and curriculum support to ensure high-quality instruction in an inclusive learning environment across our schools. In this role, she ensures a consistent approach to adult learning and that all PPN school leaders, instructional faculty, student support teams, etc. have a scope and sequence around their own professional development and growth. The Chief Learning Officer reports to the Superintendent.

**(d) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)**

On March 29, 2016, Public Prep submitted a new school proposal for Girls Prep Bronx II. The application was withdrawn on May 24, 2016. Public Prep has not previously applied or is currently applying for a charter from a charter entity other than the SUNY Trustees.

Since the original submission, we have made the following changes in this new iteration:

<u>Category</u>	<u>Original application</u>	<u>This application</u>	<u>Reasoning/Rationale</u>
Enrollment	Year one enrollment of 75 Kindergarten students and 75 1st graders	Year one enrollment of 104 Kindergarten students	We aim for GPBX II to also launch with 72 PreK students (authorized by NYCDOE). Therefore, year one will serve 72 PreK and 104 K students. This will be the first PPA school to launch with PreK (instead of adding the grade in later years). Therefore, the model will be focused on supporting these two grades as we build these students' skills, which will result in academically stronger students in subsequent years.
Facilities	Previous application discussed a plan to move into a public school building	Stronger emphasis on the eventuality of securing a private facility, conducting renovations and signing a long-term lease to house GPBX II	Given the process that we went through with Boys Prep Bronx (and what recently approved schools have experienced), we have learned that there does not exist space in DOE buildings in our preferred districts to host a new school of the size of GPBX II. It is therefore prudent that we begin the process of finding and securing a

			private facility (if approved by SUNY and then the DOE for PreK) to serve our 880 PreK-4 students at capacity.
Proposed school district	NYC CSD 7 or 8	NYC CSD 7, 8 or 9	Given the amount of new charter elementary schools opening in the South Bronx, we have decided to expand our exploration into CSD 9 in hopes of replicating the strong model, culture, and outcomes of GPBX I to students in the neighborhoods of Grand Concourse, Morrisania and Tremont.
Academic Program	Earliest touchpoint being Universal PreK	Working with the Parent-Child Home Program	Public Prep has an existing relationship with the Parent-Child Home Program. Siblings of current students are eligible to receive twice-weekly home visits from a literacy/reading specialist beginning at 18 months of age. Given our sibling preference admissions policy, it is likely that these toddlers will matriculate into a PreK class at GPBX II. This early intervention helps to expose these children to reading and literacy as well as prepare them for PreK.

**R-03e - Letters of Justification**

----- Forwarded message -----

From: **Ian Rowe** [REDACTED]  
Date: Tue, May 24, 2016 at 2:34 PM  
Subject: Re: Followup SUNY / Public Prep  
To: Barker, Susan Miller [REDACTED]  
Cc: Heather Wendling [REDACTED], David Nitkin [REDACTED], Andrew Martin [REDACTED], Janelle Bradshaw [REDACTED], Carrie Gee [REDACTED]

Susie

It was so great to see you this morning at Girls Prep Bronx.

As we discussed, we are very thankful to have SUNY as an ally as we think about how and how quickly Public Prep should grow to meet the enormous demand for quality schools, especially in the South Bronx. I will reach out to Heather to officially rescind our application for Girls Prep Bronx II, as Janelle and I decided, and agree with SUNY, that another year of improvement to our existing schools is a worthy investment of time.

Also, thank you for the invitation below. I am looping in David Nitkin and Andrew Martin, our new Chief Data and Technology Officer. We would love to take part in this Data Town Hall meeting.

Finally, we will also send dates in June where we can meet with you and the SUNY team to discuss our plans for strengthening Boys Prep and our thoughts on forming an Early College High School in partnership with SUNY. Optimally, we can work with Carrie and Ralph to understand the legal challenges and solutions to incorporate other strong K-8 charter networks that don't individually have scale, but collectively could come together with Public Prep to form an ECHS that would empower all of our eighth grade graduates with a new option that would keep them on a path to college completion.

All very exciting. Thanks Susie - it is great to have you as a partner.

With gratitude.

--  
**Ian Rowe**  
Public Prep  
*Chief Executive Officer*



291 Broadway, Suite 1202  
New York, NY 10007  
[REDACTED]

[REDACTED]

# Ian V. Rowe

[REDACTED] Bronx, NY 10455, [REDACTED]

## PROFESSIONAL EXPERIENCE

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[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

- [REDACTED]
- [REDACTED]

[REDACTED] [REDACTED]

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## Janelle Bradshaw

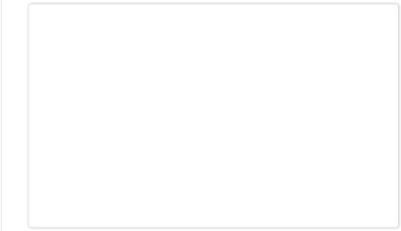
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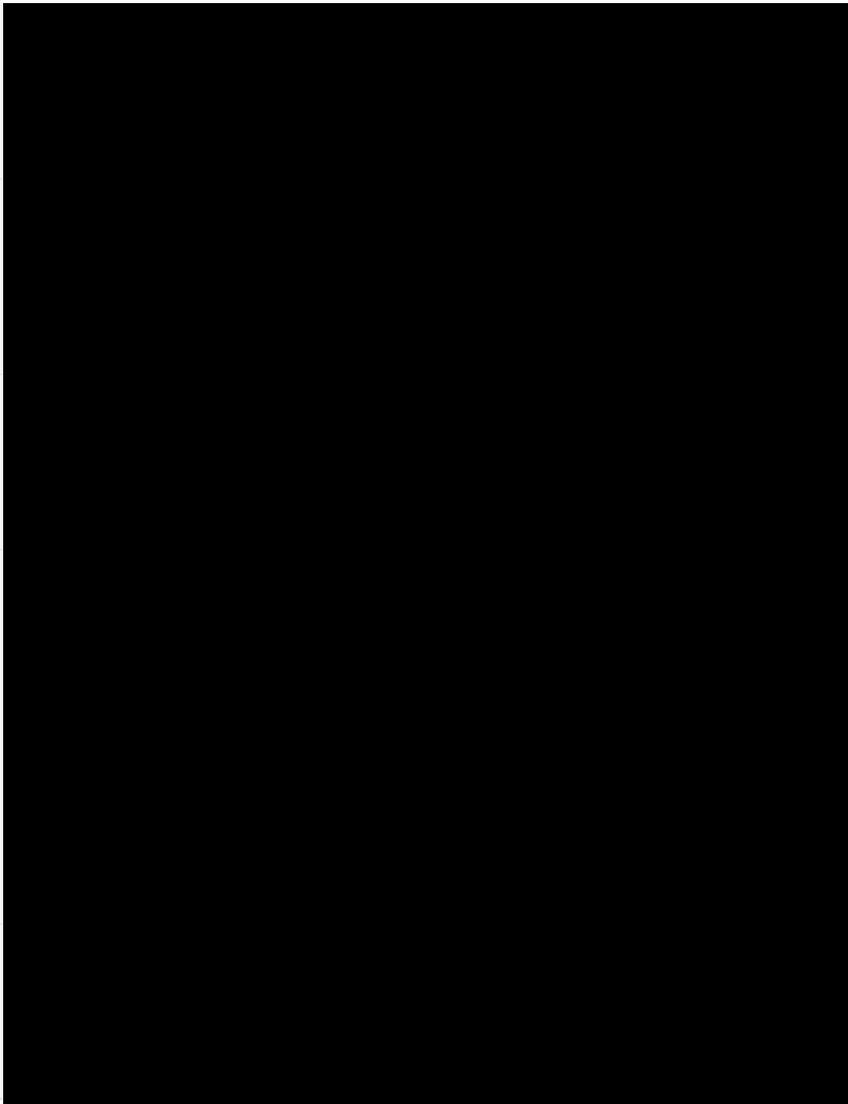
[Redacted]

Education

[Redacted]

[Redacted]





Educational

C A G S in Educational Leadership  
2003 – 2005



**Simmons College**

M S in Ed  
2001 – 2003



**Smith College**

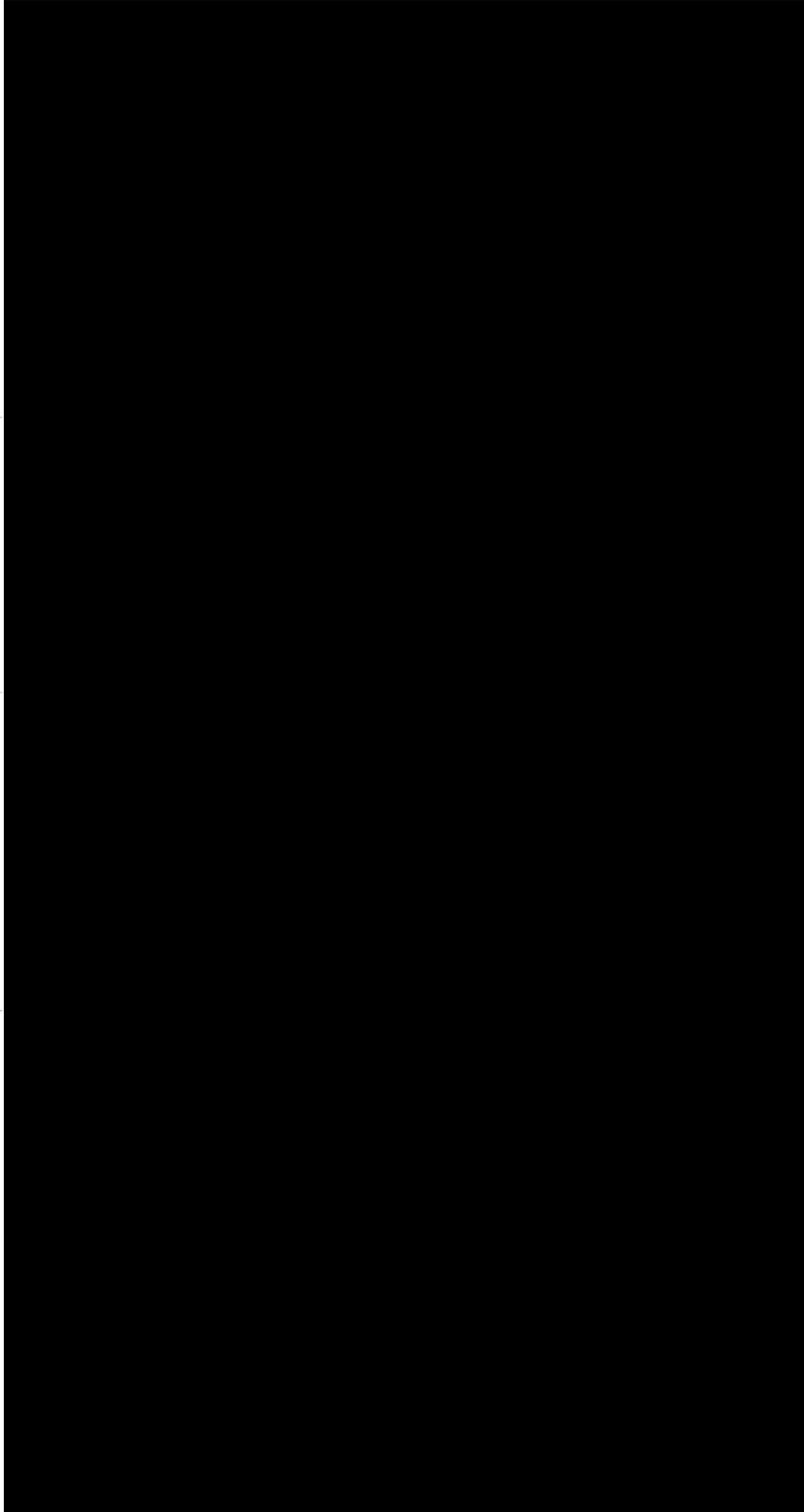
B A  
1996 – 2000



**Smith College**

Bachelor of Science BS  
1996 – 2000







**Josie Carbone**

[Redacted text]

Education Bank Street College o Education

[Redacted text]

[Redacted text]

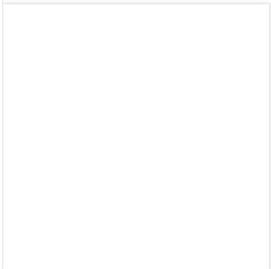
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R-03f - Founding Team Resumes  
**Bank Street College of Education**  
Master of Science (MS)  
1999 – 2001



**Smith College**  
Bachelor's degree  
1991 – 1995

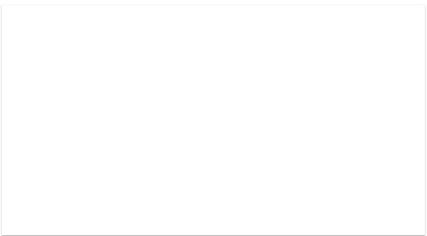


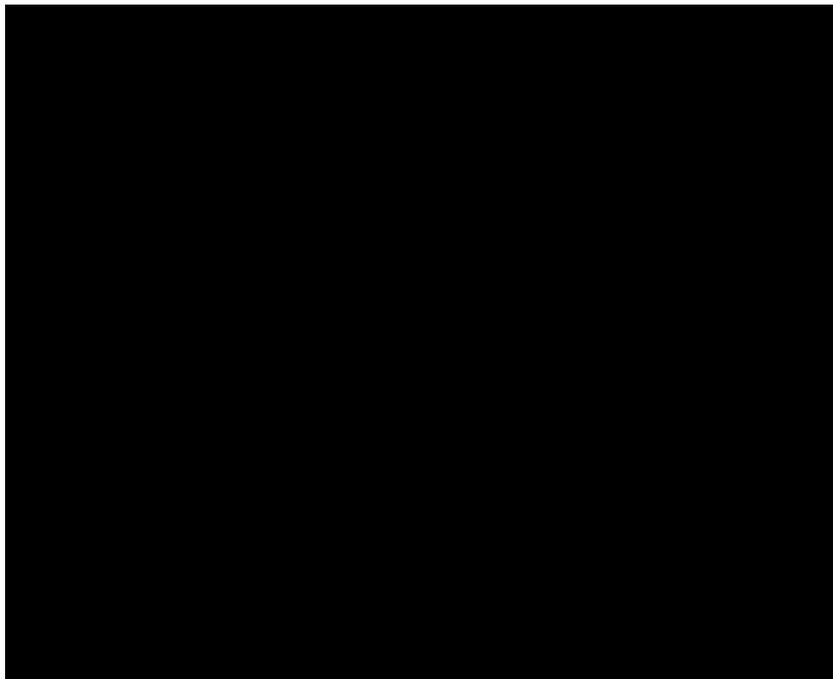
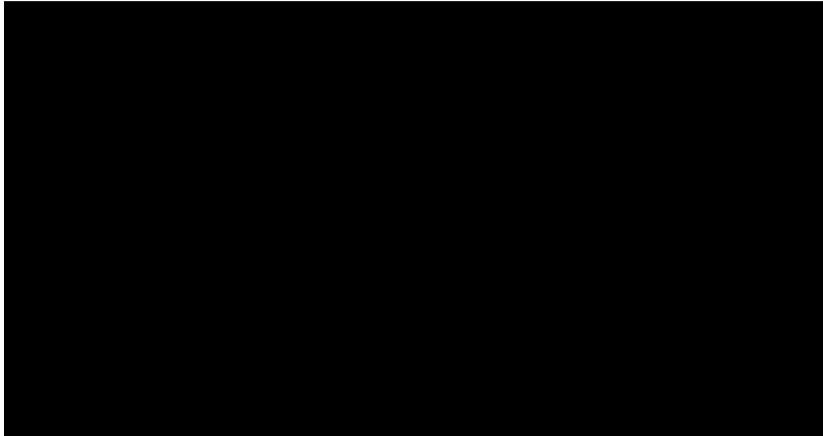
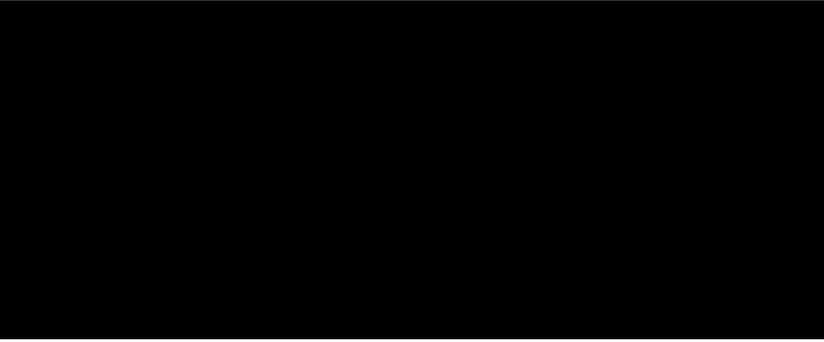
	<p><b>Kami Lewis Levin</b> [Redacted] [Redacted] [Redacted] Education New York University</p>
	

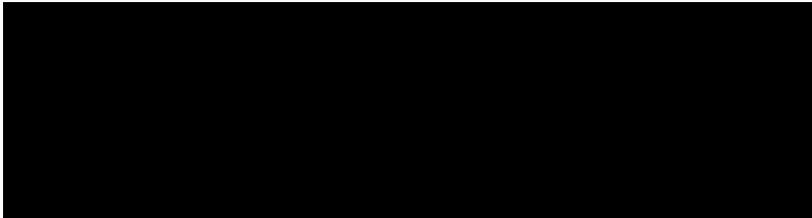
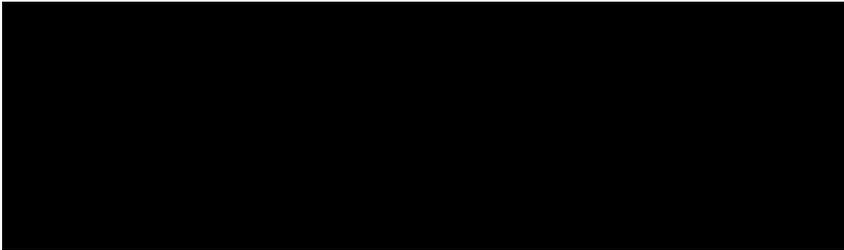
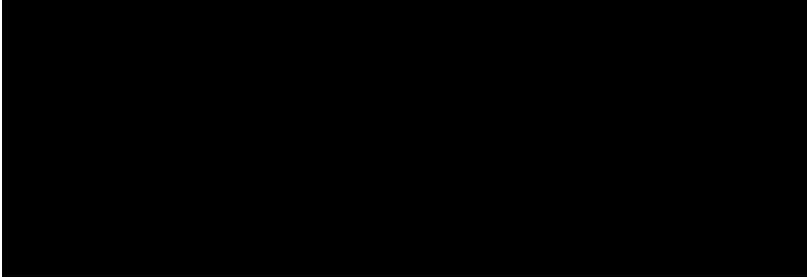
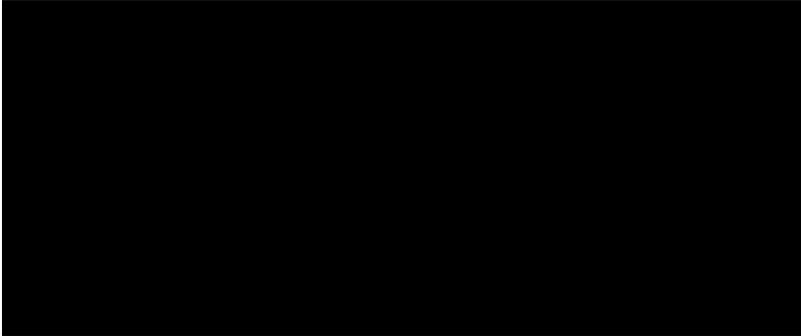
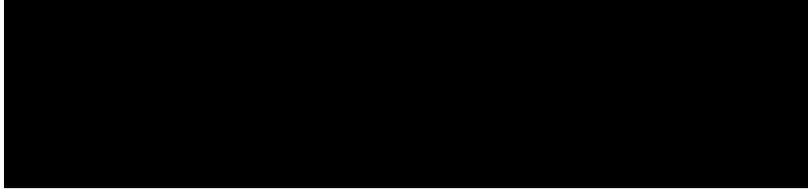

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Educational

**New York University**

Master's degree Secondary Education and Teaching  
2000 – 2001



R-03f - Founding Team Resumes

**Barnard College**

Bachelor's degree American History and Dance  
1994 – 1998



Received Barnard College Summer Grant 1996  
Graduated Cum Laude 1998



## **R-04abc - Community Outreach, Support, and Demand**

### **4(a) Description and Analysis of Community Outreach Efforts**

Public Prep Network has been engaged in ongoing outreach efforts over the past several years with the Girls Prep and Boys Prep communities, as well as the greater South Bronx, about how to expand high-quality education options for families in CSD 7, 8 and 9. The demand for Girls Prep Bronx continues to be evident through lengthy wait lists, requests from parents and interest from community members.

We held several meetings in the summer of 2015 to initially solicit feedback on a proposal to open Girls Prep Bronx II. The first meeting, on July 6th, 2015, was for current families and the second, on July 23, 2015, for the general public. We also collected signatures of support from nearly 200 community members and letters of support from 3 elected officials and 3 community organizations. We decided to take time to incorporate the feedback and strengthen our application to expand Public Prep.

We have reinvigorated our outreach efforts as we prepare to submit an application for Girls Prep Bronx II. Over the past several months, we've once again engaged in specific efforts to engage the community in a discussion of our plans to open and operate Girls Prep Bronx II. We incorporated previously shared feedback and will use this new round of outreach to further inform our proposal.

We used the following strategies to engage the community:

- Parent meetings
- Petitioning the Public Prep community and greater South Bronx
- Sharing plans during local Community Board meetings
- Discussions with community leaders and local elected officials
- Social media

Below is an overview of each strategy.

**PARENT MEETINGS:** We discussed the proposal for Girls Prep Bronx II at the following parent meetings and incorporated comments into our application:

- Community Council Meeting at Boys Prep on December 1st
- Chat & Chew with Principal at Girls Prep Bronx Elementary on December 5th
- Community Council Meeting at Girls Prep Bronx Elementary on December 12th

**PETITION:** We collected over 500 signatures in support of opening Girls Prep Bronx II. The signatures and comments are attached to this letter.

**COMMUNITY BOARD MEETINGS:** We attend local Community Board meetings monthly to stay connected in the area surrounding our schools. On November 15th, we made an announcement during the public session at Community Board 2 so members could respond to our plans to open Girls Prep Bronx II. We also attended meetings in December to continue the discussion and solicit additional

feedback. We attended the Community Board 2 meeting on December 19th and the Community Board 1 meeting on December 20th.

**DISCUSSIONS WITH COMMUNITY LEADERS AND ELECTED OFFICIALS:** We discussed the proposal with various community organizations and elected officials in the Bronx through general outreach and several specific meetings. Below is a table of contacts:

<b>Organizations</b>	<b>Elected Officials</b>
Rising Ground*	Senator Luis Sepulveda*
IncludeNYC*	Senator Jose Serrano
Police Athletic League*	Assemblymember Carmen Arroyo*
St. Margaret’s Church	Assemblymember Michael Blake
Bronx Middle School 302	Assemblymember Marcos Crespo*
Unitas*	City Council Member Vanessa Gibson*
Chess in the Schools*	City Council Member Rafael Salamanca*
The Sports Foundation*	City Council Member Diana Ayala
	City Council Member Ruben Diaz, Sr.*
	Borough President Ruben Diaz, Jr.

*\*Denotes Organization/Elected Official who has provided a letter of support.*

**SOCIAL MEDIA:** We posted our petition on Facebook and Twitter and made a call for comments from the online community on December 6th, 2018.

The most substantial piece of feedback we heard was that Girls Prep Bronx sets itself apart from other schools by “starting early with the end in mind.” Many supporters boasted our emphasis on early learning, including our Parent-Child Home Program partnership and our high-quality Pre-K program. Taking this feedback to heart, we made the decision to propose opening Girls Prep Bronx II with a pre-K program and kindergarten class to start -- ensuring that we can continue our focus of maximizing early learning opportunities for our scholars.

**4(b) Description and Analysis of Community Support**

In reading the 12 letters of support for Girls Prep Bronx II received from various community partners and elected officials, you’ll see the following themes:

- The demand for more high-quality options in the South Bronx

- Emphasis on fostering young girls to be leaders in their community
- A focus on early childhood education and supports
- The academic success of Girls Prep scholars

The letters all referenced these reasons as the rationale to support opening Girls Prep Bronx II. We did not receive any refusals to provide a letter of support nor did we hear opposition during Community Board meetings. While there were questions (i.e. where will your school be located, how many kids will you take), we never heard someone state that they would not support Public Prep in opening a new program.

#### **4(c) Description and Analysis of Student Demand**

As noted in R-01-ac, in 2018-2019, families applied to Girls Prep Bronx at a rate that far exceeded our capacity to provide seats. Overall there were more than 1,8000 applications for 150 seats in our school, a rate of 12 applications per seat. Also critical to note, there were more than 800 applications for 80 pre-k seats in our Joan Ganz Cooney Early Learning Program, a rate of 10 applications per seat. In past years, as we've moved through the waitlists to fill vacancies, it's taken approximately 10 applicants to fill a seat - meaning there would still be excess waitlisted families for our school.

Additionally, as noted in R-01-ac, the New York City Charter Center reported the number of applications received in every Community School District in New York City for the 2018-2019 school year. They found that CSD 7 received the most applications in the Bronx and the second-most across New York City with 6,731 applications. CSD 9 received the second-most applications in the Bronx and the third-most across New York City with 5, 328 applications total. CSD 8 received the third-most applications in the Bronx and the fourth-most across New York City with 5,183 applications total. This data underscores the need for even more high-quality charter school seats. So we know the demand across CSD 7, CSD 8 and CSD 9 for high-quality charter schools remains strong and far outpaces the current availability.

## R-04d - Evidence of Outreach

### 4(d) Evidence of Community Outreach

To engage a myriad of community members in updating our proposal, we held several parent meetings and attended local Community Board meetings. Below are notices of all the meetings where the Girls Prep Bronx II proposal was discussed with families and community members:

#### PARENT MEETINGS

These meetings are advertised through the weekly newsletter emailed to all families. Below are snapshots of the announcements circulated:



#### Upcoming Events

- **Wednesday, December 5th:** Chat n' Chew with Mr. K at 8:00 am in the Library
- **Thursday, December 6th:** NO SCHOOL, Family Teacher Conference Day and Scholastic Book Fair
- **Wednesday, December 12th:** K-2 Shining Star Unity Meeting
- **Wednesday, December 12th:** Community Council monthly meeting

**PETITION OUTREACH**

In addition to collecting signatures in person, we also advertised completing the petition online via the weekly newsletter and on Facebook. Below are snapshots of the announcements posted:

**Announcements**

**Public Prep is applying to open Girls Prep Bronx III!**

Public Prep is submitting an application to expand our network and open Girls Prep Bronx II in the future. It pains us to not serve more families in the South Bronx right now - so we hope opening another school will give the opportunity of a world-class education to more young girls. We need your help demonstrating support for this idea! [Please take 2 minutes to complete this petition and tell us why you think opening Girls Prep Bronx II is a great idea.](#)

**Public Prep Network**  
December 6, 2018 at 9:28 AM · 🌐

Attention Public Prep community: If you've been looking for a way to support our network, we have one for you today! We are looking to deepen our impact in the community by opening another Girls Prep Bronx school! Sign our petition today so that more scholars in the Bronx can join us on the journey to college completion! 🎓  
Click here for the spanish version of the petition: <https://docs.google.com/.../1FAIpQLSe8hRTfXAPS14qcg.../viewform...>

**Girls Prep Bronx II**  
DOCS.GOOGLE.COM  
**Girls Prep Bronx II**  
Help us grow the Public Prep Network! We are interested in opening a second Girls Prep Bronx Elementary School. If you support this idea, please complete the short form below. Thank you in

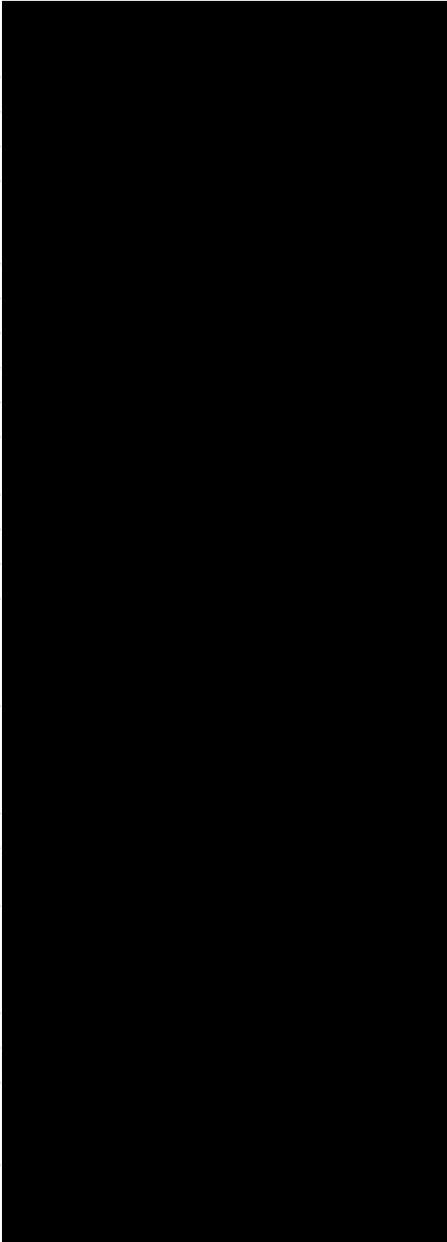
👍❤️ 3      2 Shares



## **R-04e - Evidence of Support**

### **4(e) Evidence of Community Support**

Attached you will find over 500 signatures to a petition providing support for opening Girls Prep Bronx II along with letters of support from various elected officials and community organizations.

Timestamp	Name	Address	Comments	
2018/12/02 8:42:17 AM EST	Ozzy Ramirez		Girls Prep Bronx is a pleasure to have in the community, have a single sex model provides us with the opportunity of choice, where no other choice exists like this currently. If you have ever attended the school you will see how warm and inviting it is. You will also see how the girls are so focused and the teachers support not only their academic success but there emotional success as well.	
2018/12/02 11:00:20 AM EST	Greg Schneider			
2018/12/02 2:17:18 PM EST	Hanna Riege			
2018/12/02 4:46:14 PM EST	Chelsea Mosure			
2018/12/04 12:42:11 AM EST	Shai Stephenson			I would love to help in any way!
2018/12/04 5:37:44 PM EST	Jasmine Mejia			Girls Prep Bronx has a very long waiting list. This shows the demand for high quality, single sex, education in this area. The families deserve another school to fill this need.
2018/12/04 5:51:08 PM EST	Shaniqua Mcdonald			
2018/12/04 5:51:29 PM EST	Elsie Roker			
2018/12/04 7:10:39 PM EST	iman mohammed			Yes this would be amazing and give us who are on the waiting list a chance too.
2018/12/04 7:11:13 PM EST	Iman faisal			
2018/12/04 7:11:20 PM EST	Anni Keane			My children deserve high-quality education to develop themselves and the community.
2018/12/04 7:11:43 PM EST	Da ky Velez			YES and a Middle School
2018/12/04 7:11:53 PM EST	Diana Cabrera			
2018/12/04 7:12:17 PM EST	Michael Malcolm			
2018/12/04 7:14:02 PM EST	Denia			Coming from a district with such low performing schools and having to do most of the work to compensate for the lack of attention and resources in the classroom, I would be happy if a second school can be opened to provide an opportunity for a higher quality education for our girls and future women of the Bronx.
2018/12/04 7:14:09 PM EST	Julissa Pagan			My daughter is blessed to live near and accepted into Girls Prep Bronx Elementary. I think it would be an amazing idea to open up another at a different convenient location where even double the girls get an opportunity for an outstanding education amd network.
2018/12/04 7:15:35 PM EST	Natasha Robinson			Yes please open up another school
2018/12/04 7:16:51 PM EST	Wanda			having more space would mean kids would be able to have access to a good education
2018/12/04 7:17:29 PM EST	Crystal Cecchi			As a parent of two public prep kids, an alumni of GPLEMS & boys prep scholar, I would definitely support having another public prep school. It would be great if they extend to High School and also open a boys prep in LES. The education public prep provides along with the college readiness is outstanding.
2018/12/04 7:18:29 PM EST	Lenora Alvarado			
2018/12/04 7:18:48 PM EST	Bianca redondo		We need more school for our kids	
2018/12/04 7:20:09 PM EST	Ruth Thomas		I think it's a FANTASTIC idea. It gives our daughter's a chance at a great education, and the more the better. Public Schools are not what they use to be. Girls Prep 2 would be great..	
2018/12/04 7:20:44 PM EST	Ruth		I think it's a FANTASTIC idea. It gives our daughter's a chance at a great education, and the more the better. Public Schools are not what they use to be. Girls Prep 2 would be great..	

2018/12/04 7:21:44 PM EST	Juanita Williams	[REDACTED]	For every child should have a chance to make it out the hood !
2018/12/04 7:22:18 PM EST	Laetitia kumassi	[REDACTED]	Letâ€™s open a new girlâ€™s prep in the bronx
2018/12/04 7:22:33 PM EST	Laetitia kumassi	[REDACTED]	Letâ€™s open a new girlâ€™s prep in the bronx
2018/12/04 7:23:27 PM EST	Tasha Amaro	[REDACTED]	Yes open a new one for new opportunities
2018/12/04 7:23:37 PM EST	LoriAnn Reid	[REDACTED]	
2018/12/04 7:24:20 PM EST	Amanda Sanchez	[REDACTED]	
2018/12/04 7:24:55 PM EST	Danica	[REDACTED]	
2018/12/04 7:25:10 PM EST	Andreina De La Cruz	[REDACTED]	
2018/12/04 7:29:05 PM EST	Yanelly	[REDACTED]	Opening another school location would be ideal.
2018/12/04 7:29:50 PM EST	Barbara Brimah	[REDACTED]	
2018/12/04 7:31:02 PM EST	Gloria Rodriguez	[REDACTED]	I love both girls prep n boys prep. I have kids in both schools. They are so good and I hope they do open another girls prep since my youngest will join them in another year. Good luck
2018/12/04 7:34:02 PM EST	NicoleMoore	[REDACTED]	We are estastic about the Girls Prep curriculum. We hope that Public Prep will open a new school to allow more girls to receive a rich and exciting educational environment to help them excel in the future.
2018/12/04 7:34:05 PM EST	Tirza Garcia	[REDACTED]	Yes
2018/12/04 7:34:58 PM EST	Dayesean israel	[REDACTED]	Yes open another girls prep in the bx
2018/12/04 7:35:00 PM EST	Anika Nelson	[REDACTED]	Children are the future, our little girls develop a fair chance to thrives. More schools mean more education ; be pro education
2018/12/04 7:35:18 PM EST	Monique	[REDACTED]	This would be great to have another location that way more girls can attend it would be even better if it went all the way to high school
2018/12/04 7:35:20 PM EST	Arlene valentin	[REDACTED]	Yes. Very good idea. We been applying every year for about 6 years. Still no luck.
2018/12/04 7:35:34 PM EST	Sintera Lewis	[REDACTED]	I think its a good idea because the school has helped my daughter academically a lot !
2018/12/04 7:36:56 PM EST	Kathleen Carroll	[REDACTED]	Families could use this option.
2018/12/04 7:37:07 PM EST	Karla Moran	[REDACTED]	
2018/12/04 7:37:22 PM EST	Kisha Johnson	[REDACTED]	This will give more girls an opportunity to apply
2018/12/04 7:37:57 PM EST	Cynthia Rosario	[REDACTED]	This would be great ðŸ˜ˆ
2018/12/04 7:39:18 PM EST	Jose	[REDACTED]	This Network has brought joy to my daughter. Her progress is visable in so many ways. I believe there needs to be more Girls Prep schools in the city of New York.
2018/12/04 7:40:41 PM EST	Kimberly	[REDACTED]	
2018/12/04 7:41:27 PM EST	Lashon	[REDACTED]	I been trying to get my daughter please come to the Bx we need to be part of your family!
2018/12/04 7:42:18 PM EST	Jessica Rodriguez	[REDACTED]	I definitely support a second girls prep being opened
2018/12/04 7:42:49 PM EST	Latasha Frisco	[REDACTED]	Girls Prep II means thank young girl will have the opportunity to embrace knowledge coupled with sisterhood. The curriculum and resources of another public prep community means empowering the future female leaders.
2018/12/04 7:43:30 PM EST	Evy Gross	[REDACTED]	I really think it is an excellent idea to open a second GPBXE campus here in the Bronx. It will help to service many more families.
2018/12/04 7:45:02 PM EST	Shirley Amponsah	[REDACTED]	This will enable more girls living within Bronx to have amazing teaching and learning experiences

2018/12/04 7:47:07 PM EST	Shirley Amponsah	[REDACTED]	This will enable more girls living in Bronx amazing teaching and learning experiences
2018/12/04 7:47:15 PM EST	Bella Ruiz	[REDACTED]	Girls prep bronx II is an excellent idea
2018/12/04 7:49:13 PM EST	Yolanda	[REDACTED]	I'm here to support the opening Girls prep II
2018/12/04 7:51:19 PM EST	Cristi Espada	[REDACTED]	
2018/12/04 7:56:08 PM EST	Alexia Rosario	[REDACTED]	Girls Prep provides a great education
2018/12/04 7:56:10 PM EST	Aysha Farmer	[REDACTED]	The Manhattan school doesn't accommodate the children traveling from the Bronx and doesn't offer bus services for the students coming from the Bronx
2018/12/04 7:58:57 PM EST	Crystal Jones	[REDACTED]	
2018/12/04 7:59:05 PM EST	Cecilia Wedzi	[REDACTED]	Good initiative to give more young girls opportunity that empowers them
2018/12/04 7:59:10 PM EST	Tiffany	[REDACTED]	Yes it would be awesome! The Bronx needs better schools.
2018/12/04 7:59:42 PM EST	Hawa Diaoune	[REDACTED]	Looking forward to more girls prep
2018/12/04 8:00:53 PM EST	Krystal Pine	[REDACTED] 472	
2018/12/04 8:01:26 PM EST	Gwen baah	[REDACTED]	Good idea
2018/12/04 8:03:13 PM EST	Francia Almanzar	[REDACTED]	I would really like for my daughter to get in this school.
2018/12/04 8:03:23 PM EST	Gina Delgado	[REDACTED]	Awesome Idea GREAT SCHOOL
2018/12/04 8:03:39 PM EST	Allasia ricketts	[REDACTED]	I would love to attend girls prep , but I'm waiting list for a really long time because there's no space . So a new school would be a better chance that I'll attend the school of my dreams
2018/12/04 8:04:56 PM EST	Lina Luna	[REDACTED] 0466	Another site would be amazing. As long as the curriculum and staffing stays the same or better. Also, closer to the upper part of the Bronx would be essential.
2018/12/04 8:05:00 PM EST	Kayla pine	[REDACTED]	like the school
2018/12/04 8:06:13 PM EST	JACQUELINE MARSHAL	[REDACTED]	New Bronx Location
2018/12/04 8:07:20 PM EST	Yamally Maisonet	[REDACTED]	
2018/12/04 8:07:30 PM EST	Ana Medina	[REDACTED]	I would really love for my daughter to have the opportunity to learn at your Academies! This will be a great chance for me to enroll her.
2018/12/04 8:07:31 PM EST	Litisha	[REDACTED]	
2018/12/04 8:09:29 PM EST	Rashann Melton	[REDACTED]	Closer to home.
2018/12/04 8:09:39 PM EST	Katherine Vasquez	[REDACTED]	We need more school
2018/12/04 8:10:36 PM EST	Talisa	[REDACTED]	It would uplift the bronx community having more charter school options for our children
2018/12/04 8:10:36 PM EST	Khadijah Alston	[REDACTED]	I would love to see a Public Prep in the north Bronx section. Would make my family's commute less tedious.
2018/12/04 8:12:15 PM EST	Mia A. Sanchez	[REDACTED]	
2018/12/04 8:12:22 PM EST	Nilsia Peralta	[REDACTED]	More space and more opportunities for more girls to be enrolled in the school
2018/12/04 8:23:13 PM EST	Christine Rios	[REDACTED]	
2018/12/04 8:25:13 PM EST	Rafiat Aromire	[REDACTED]	It will give more families the chance to give kids a secured and best learning opportunity they strive for
2018/12/04 8:26:34 PM EST	Christina Padilla	[REDACTED]	Opening up a new school will help girls in our community receive a better education . Being around strong women and other classmates
2018/12/04 8:27:17 PM EST	Lourdes Perez Perez	[REDACTED]	Please let's make this happen

2018/12/04 8:35:54 PM EST	giselle ortiz	[REDACTED]	
2018/12/04 8:39:13 PM EST	Ingrid Feliz	[REDACTED]	I believe that girls prep is amazing because the main focus is education, and for the future of our future presidents this is a better opportunity to have our children teen to learn. Charter schools in general make kids matter and focus on their needs the right way and time.
2018/12/04 8:40:42 PM EST	Melissa saez	[REDACTED]	Great mission great values overall great literature as well as support
2018/12/04 8:40:44 PM EST	Maurisha	[REDACTED]	The Bronx has poor access to quality schools- worse than average than the other boroughs. Another Girlsâ€™™ Prep School would be a wonderful opportunity for additional students to gain access to a quality education and positive resources.
2018/12/04 8:41:15 PM EST	Nadia Johnson	[REDACTED]	67 Open another location please
2018/12/04 8:47:34 PM EST	Janette Jurado	[REDACTED]	44 Girls Prep is a very functional, nurturing and organized environment where the scholars can really learn and thrive. I highly recommend opening a second school so that more students can have an opportunity to a great education.
2018/12/04 8:53:31 PM EST	Maria Delvalle	[REDACTED]	
2018/12/04 9:04:36 PM EST	Marsha	[REDACTED]	Yes I feel another school would benefit the community especially district 8
2018/12/04 9:05:34 PM EST	Marsha	[REDACTED]	Need to get school transportation
2018/12/04 9:11:41 PM EST	Djenebou Sanou	[REDACTED]	Very helpful
2018/12/04 9:17:28 PM EST	Claudia De La Cruz	[REDACTED]	
2018/12/04 9:26:40 PM EST	Natasia Haddock	[REDACTED]	Opening another location would provide more girls with an opportunity to experience quality education and develop a sisterhood with her fellow classmates.
2018/12/04 9:28:17 PM EST	Constance Seale	[REDACTED]	Please open up another branch
2018/12/04 9:32:04 PM EST	Condia Daley	[REDACTED]	it's a great area to put the school so other kids can experience great education
2018/12/04 9:36:39 PM EST	Sonnia	[REDACTED]	Single Sex schools allow for children to become confident learners.
2018/12/04 9:44:40 PM EST	Kiesha Carmichael	[REDACTED]	Need more of this school. Great education
2018/12/04 9:44:56 PM EST	Jazmine Velez	[REDACTED]	Yes
2018/12/04 9:45:42 PM EST	Tamara Page	[REDACTED]	Please open another Bronx Prep Elementary
2018/12/04 9:46:37 PM EST	Megan	[REDACTED]	Girls prep is a great school. I'm so happy, I pick this school.
2018/12/04 9:48:42 PM EST	Chenica Lee	[REDACTED]	
2018/12/04 9:54:54 PM EST	Meriangie andino	[REDACTED]	More girls need this opportunity
2018/12/04 10:01:54 PM EST	Angela Reid	[REDACTED]	Education is the key to success to our kids future more prep schools should be expanded
2018/12/04 10:16:30 PM EST	Lily seto	[REDACTED]	Girls prep is a wonderful concept where girls can empower each other and learn from their peers that anything is possible.
2018/12/04 10:33:55 PM EST	karen Waldron	[REDACTED]	i believe that having a Girls prep in the Bronx will gave Girls in the Bronx an opportunity to get an excellent is education that is par excellence, i have had my daughter in a Charter School, in a Public School and i also had her in a Private Catholic School and in the last Month we transition to Girls prep at her first evaluation i was heart broken at her assessment results and in less than a month later she is performing at grade level and i know this is just the begining the same pride and i feel as a parent , when i receive her second assessment i want that for every parent especially parents in the Bronx Good education is the key to brighter and bigger future and opportunities
2018/12/04 10:38:05 PM EST	Indira Turner	[REDACTED]	Iâ€™™m a resident of the South Bronx and would love a Girlâ€™™s Prep in our neighborhood

2018/12/04 10:38:39 PM EST	Indira Turner	[REDACTED]	Iâ€™m a resident of the South Bronx and would love a Girlâ€™s Prep in our neighborhood
2018/12/04 10:41:10 PM EST	Esther Bargyei	[REDACTED]	[REDACTED]
2018/12/04 10:42:55 PM EST	Esther Bargyei	[REDACTED]	[REDACTED]
2018/12/04 10:43:42 PM EST	Esther Bargyei	[REDACTED]	[REDACTED]
2018/12/04 10:44:02 PM EST	Esther Bargyei	[REDACTED]	[REDACTED]
2018/12/04 11:10:16 PM EST	Esther	[REDACTED]	Supported
2018/12/04 11:22:55 PM EST	Jocelyn Vasquez	[REDACTED]	I think it would b awesome I love girls prep I also think giving our future a chance to live by core values I say make more space our girls need this
2018/12/04 11:24:20 PM EST	Nancy Torres	[REDACTED]	I would love to bring more structured charter schools for girls in the bronx so that our little ones have a better chance at succeeding and going to college
2018/12/04 11:51:24 PM EST	Renata Bonnette	[REDACTED]	There is a shortage of quality education in the bronx. Many residents like myself have to travel outside of the borough to give our children a head start to college completion.
2018/12/04 11:51:34 PM EST	Renata Bonnette	[REDACTED]	There is a shortage of quality education in the bronx. Many residents like myself have to travel outside of the borough to give our children a head start to college completion.
2018/12/05 12:01:35 AM EST	Araceli	[REDACTED]	Super excited for a new school
2018/12/05 12:11:18 AM EST	Ariel	[REDACTED]	We need another girls prep!!
2018/12/05 1:15:18 AM EST	Francis Ade	[REDACTED]	Am okay with it and it will be of a great theology to a lot aid of students and families. I have kids in both preps, they are doing better on a daily basis.
2018/12/05 1:25:12 AM EST	Keshia McKenzie	[REDACTED]	
2018/12/05 3:59:44 AM EST	Starr dargan	[REDACTED]	Great school for the girls!
2018/12/05 6:07:08 AM EST	DeShaunda S. Wilson	[REDACTED]	Opening up a second Girls Prep Bronx Elementary School would increase the learning for the children. Its about having the ability for the children to have more than one school to apply too, if they wanted to attend the school.
2018/12/05 6:15:32 AM EST	James L. Gilliam	[REDACTED]	Women are often undervalued in our society, as a result not empowered. Giving young women a voice and the tools to feel valued at a very young age will greatly shift that dynamic and generate a whole new breed of women, I feel that this is what your school could instill in these young women. Each one Teach one! So go for it!
2018/12/05 6:24:32 AM EST	Yan bel Rosario	[REDACTED]	More options and opportunity
2018/12/05 6:36:48 AM EST	yuberky vargas	[REDACTED]	I hope that you can open another school to give a chance to our community to enroll our kids and such a great school
2018/12/05 7:08:25 AM EST	Jessenia Torres	[REDACTED]	Please open one near us we can use one close by
2018/12/05 7:35:37 AM EST	Christine	[REDACTED]	I believe that all young girls from the Bronx deserve the education and sisterhood that girls prep offers. Our girls self esteems and confidence deserve caring teachers in the community just as districts with rich zip codes
2018/12/05 7:42:44 AM EST	Sayaret Chavarria	[REDACTED]	
2018/12/05 8:48:39 AM EST	latia rogers	[REDACTED]	yes a girls prep II is definitely needed this is a great school
2018/12/05 9:25:02 AM EST	Venus perez	[REDACTED]	Yes
2018/12/05 10:06:20 AM EST	Tanisha	[REDACTED]	This is greatly needed in such an underserved neighborhood. The staff are terrific and do more for our children than a traditional school. More girls would benefit from this expansion.
2018/12/05 10:15:23 AM EST	Joanne Carpenter	[REDACTED]	It would be nice to put that much needed school in the 10460 zip code area.

2018/12/05 10:54:04 AM EST	S Tirado	[REDACTED]	Yes I would!
2018/12/05 10:55:06 AM EST	Ronnie y osorto	[REDACTED]	Aplicar
2018/12/05 11:00:28 AM EST	Elizabeth Moran	[REDACTED]	This school should be opened to grant children a chance to a better education!
2018/12/05 11:02:21 AM EST	Mahasin spivey	[REDACTED]	I would love to see another Girls Prep open up in the bronx. I have a 4yr old daughter who i want to attend Girls Prep because it teaches solidary and pride amongst girls. The school focuses on science for the girls and most of the time thats not a subject that little girls are really pushed toward. The careers these young ladies can consider and the education is outstanding. We need another Girls Prep so my daughter and others who dont meet the priorities can have a chance to attend.
2018/12/05 11:04:01 AM EST	Jasmin Collier	[REDACTED]	It's a great idea and it opens up more opportunities for more girls to get a quality education. Overcrowded schools is a big downfall in our city so opening another location will prevent that. Our girls need this!
2018/12/05 11:31:37 AM EST	KAREN HENDERSON	[REDACTED]	Girl prep 2 would be good for parents.who would like to.send they girls there with out boys and to learn better.
2018/12/05 11:34:45 AM EST	Chasity Banks	[REDACTED]	
2018/12/05 11:47:31 AM EST	Delaris Gonzalez	[REDACTED]	
2018/12/05 12:00:38 PM EST	Betzandy Gonzalez	[REDACTED]	More Schools Offer More Opportunities
2018/12/05 1:22:12 PM EST	Angelica Torres	[REDACTED]	Yes I will like my daughter to attend
2018/12/05 1:51:58 PM EST	Stephanie Delacruz	[REDACTED]	
2018/12/05 1:55:30 PM EST	Balde	[REDACTED]	It would be great
2018/12/05 2:57:27 PM EST	Yvonne Vale	[REDACTED]	I currently have to drive down to Girls Prep Lower everyday to bring my grand daughter to school. We live in the Bronx and work in the Bronx, NY. Every year we have applied to the Girls Prep Bronx so that we can transfer my grand daughter to Girls Prep Bronx. But to no avail because there is never a space available for her. We really appreciate the curriculum and my grand daughter really appreciates the environment and the spirit of sisterhood that Girls Prep offers. It is very unfortunate that we have to transfer my grand daughter to a completely new school and environment because Girls Prep in the Bronx has no space to place my her in the 4th grade in the Bronx campus. It is has been very challenging getting my grand daughter to and from school. We have kept her in the Girls Prep Lower all this time because making new friends and potentially going to a coed school may come with new social challenges that we are trying to avoid at this stage of my grand daughter's life.  PLEASE PLEASE PLEASE invest on Girls Prep Bronx II. It is much needed for the sake of our children who live in the Bronx.
2018/12/05 4:12:02 PM EST	Gladys Igbodudu	[REDACTED]	I'm in support of opening a new branch of girls prep to create more opportunities for our girls in South Bronx
2018/12/05 4:24:22 PM EST	Yasmiri	[REDACTED]	
2018/12/05 6:26:23 PM EST	Yaremi Polanco	[REDACTED]	Gives more opportunities
2018/12/05 6:36:55 PM EST	Jennifer Nunez	[REDACTED]	Yes I wouldlove for another girls prep school open hopefully my daughter can get I seat at the new school
2018/12/05 8:42:27 PM EST	Rosi suazo	[REDACTED]	
2018/12/05 9:30:04 PM EST	Yahaira	[REDACTED]	
2018/12/05 9:30:10 PM EST	Yahaira	[REDACTED]	

2018/12/05 11:00:00 PM EST	Maria reyes	[REDACTED]	As a mother of 3 girls living in the community I have a hard time finding or getting an opportunity for my daughters to be part of such great educational programs like the ones Girls Prep provides . I am excited for the possibility for all the girls on the Borough.
2018/12/06 7:37:36 AM EST	Justina	[REDACTED]	
2018/12/06 8:17:09 AM EST	lexy d morel	[REDACTED]	
2018/12/06 9:41:48 AM EST	Shaunte Martin	[REDACTED]	I would love for another little girl in this community to receive the education and love my daughter does at Girls Prep
2018/12/06 10:23:06 AM EST	Dorixa Gonzalez	[REDACTED]	Please open another school. Please open another middle school together with the elementary school.
2018/12/06 10:26:15 AM EST	Gretel Acosta	[REDACTED]	This Is an excellent idea. Public Prep Network is committed to reach students and help them grow emotionally and academically. A second GPBX will be amazing in this community that needs so much. Thank you!!!
2018/12/06 12:06:14 PM EST	Glendaly Gonzalez	[REDACTED]	Yes
2018/12/06 12:07:39 PM EST	Anassa Miller	[REDACTED]	I am in support of this
2018/12/06 1:30:21 PM EST	Joela	[REDACTED]	The Bronx needs more quality schools. This facility is necessary for the community.
2018/12/06 1:31:34 PM EST	Joela	[REDACTED]	The Bronx needs more quality schools. This facility is necessary for the community.
2018/12/06 2:46:12 PM EST	Alison Newell	[REDACTED]	
2018/12/06 3:12:02 PM EST	Erika	[REDACTED]	
2018/12/06 3:13:18 PM EST	Rubina	[REDACTED]	Please help them increase there networks so that other kids get opportunity to study in the great school.
2018/12/06 3:14:40 PM EST	Barbara Brimah	[REDACTED]	Please open the 2nd school
2018/12/06 3:16:59 PM EST	Khaalida Sacasa	[REDACTED]	I support this idea
2018/12/06 3:17:33 PM EST	Wi bert Elias	[REDACTED]	Let's open another school.
2018/12/06 3:17:35 PM EST	Zasha Ortiz	[REDACTED]	As a mother of three girls, I feel we need more schools like this. Giving our girls an opportunity to grow and become well educated women. An all girls school for me seems like a brilliant idea for the bronx.
2018/12/06 3:18:21 PM EST	Dorcas Nunoo	[REDACTED]	application
2018/12/06 3:20:13 PM EST	Anthony Barcene	[REDACTED]	
2018/12/06 3:21:22 PM EST	Rosse Morris	[REDACTED]	
2018/12/06 3:21:32 PM EST	KRISTEN ESTEVEZ	[REDACTED]	
2018/12/06 3:21:53 PM EST	Buresha Carson	[REDACTED] 10456	Yes please!!
2018/12/06 3:23:21 PM EST	Balde	[REDACTED]	Is good idea
2018/12/06 3:23:27 PM EST	Deshaun Knox	[REDACTED]	Another school would allow more girls from the Bronx get the best education in the district for free
2018/12/06 3:24:33 PM EST	Flor Minaya	[REDACTED]	SerÁ-a buena idea porque en lo personal me encantarÁ-a aplicar para mi hija y asÁ- habrÁ-a una escuela en mi condado y serÁ-a una gran oportunidad para mi ...
2018/12/06 3:34:40 PM EST	Shanell Pettitway	[REDACTED]	
2018/12/06 3:35:11 PM EST	Amanda moreno	[REDACTED]	
2018/12/06 3:43:07 PM EST	Jahliyah Joseph	[REDACTED]	Yes I do believe because I love girls prep but the manhattan was too much traveling for me and also still on waiting list for girl prep bronx

2018/12/06 3:43:38 PM EST	Janester Isaac	[REDACTED] nue	
2018/12/06 3:43:49 PM EST	Samantha Molina Cruz	[REDACTED]	My son is in boys prep and an girls prep in the Bronx would be amazing!!
2018/12/06 3:45:44 PM EST	Amber Laspina	[REDACTED]	
2018/12/06 3:52:04 PM EST	iman mohammed	[REDACTED]	I think this would be a great opportunity for people on the waiting list
2018/12/06 3:52:47 PM EST	DamarisDelgado	[REDACTED]	Yes they should open another elementary and another middle school my daughter is learning so much more its great .
2018/12/06 3:53:35 PM EST	Diana	[REDACTED]	Our neighborhoods need schools like this.
2018/12/06 4:05:29 PM EST	Ina diaby	[REDACTED]	Yes we will be happy
2018/12/06 4:07:17 PM EST	DeShaunda S. Wilson	[REDACTED]	It would be a great idea to open up a second Girls Prep Bronx Elementary School, because it would give each and every child the opportunity to know that they have more support out here. It would also give the children the opportunity to know that they have more than one school to call their home away from their home.
2018/12/06 4:08:40 PM EST	Iman	[REDACTED]	Knowledge is Power.
			Good
2018/12/06 4:11:11 PM EST	Verleese Mulraine	[REDACTED]	Speaking from experience, opening up another girls prep school in the Bronx is a great idea because these are not just regular schools. The teachers that work at the schools really show a lot of dedication to your child's education. They don't just come from anywhere. They support your kids they don't be little or put your child down like most other schools. They even have college funds where you can actually save up for your child's college and you can put as little as a dollar. My child attitude and vocabulary changed so much going to girls prep school.
2018/12/06 4:16:13 PM EST	Barbara Amonoo	[REDACTED] 58	I support the proposal opening new School will help the community to grow and development
2018/12/06 4:17:15 PM EST	Royanna Walters	[REDACTED]	My daughter was in girls prep Lower Eastside and i loved it but once i had a baby i couldn't do the travel so i had to remove her. She was on waiting list for girls prep Bronx for 2 years. So opening up another girls prep in the Bronx she may get picked faster. I support the decision to open up girls prep Bronx 2
2018/12/06 4:18:17 PM EST	Joanna Figueroa	[REDACTED]	I think it will be a great idea to open another location specially in the south Bronx
2018/12/06 4:35:02 PM EST	Laetitia Kumassi	[REDACTED]	please open a new girls prep in the bronx
2018/12/06 4:44:36 PM EST	Celeste	[REDACTED]	I support this
2018/12/06 4:57:20 PM EST	ashley Robinson	[REDACTED]	
2018/12/06 4:58:03 PM EST	Vanessa Robinson	[REDACTED]	
2018/12/06 5:06:23 PM EST	Yan bel Garcia	[REDACTED]	
2018/12/06 5:16:38 PM EST	Darline	[REDACTED]	I think they should open another school because kids need more education and charter schools are the best for that.
2018/12/06 5:21:03 PM EST	Gifty Habbeshaw	[REDACTED]	Girls prep is a good school but it's so full. Opening another one will help other girls the chance to attend.
2018/12/06 5:21:14 PM EST	Carean Guess	[REDACTED]	The new location should be closer to the boys prep location.
2018/12/06 5:29:31 PM EST	Chary	[REDACTED]	Yes is a good idea
2018/12/06 5:30:11 PM EST	Patricia gonzalez	[REDACTED]	Great idea
2018/12/06 5:38:39 PM EST	Shumika Gunter	[REDACTED]	
2018/12/06 5:50:51 PM EST	Victoria Araujo	[REDACTED]	
2018/12/06 6:13:05 PM EST	Startisha Whitaker	[REDACTED]	I think is important to give each child a chance to have a greater education and to have role models within their school to motivate them

2018/12/06 7:06:40 PM EST	Selina Simmons	[REDACTED]	
2018/12/06 7:18:07 PM EST	Susan Mejia	[REDACTED]	
2018/12/06 7:28:55 PM EST	Kalijatutrawally	[REDACTED]	
2018/12/06 7:32:26 PM EST	Kalijatitrawally	[REDACTED]	School
2018/12/06 7:44:08 PM EST	Diamond Canteen	[REDACTED]	
2018/12/06 7:46:03 PM EST	Sade sullivan	[REDACTED]	Yes I support the opening of a new Girls Prep Bronx location
			Girls prep is a phenomenal school. This coming June 2019 my daughter will graduate from 8th grade at Girls Prep Middle school. She has been in this family since kindergarten. I say family because once you get in the school, everyone is one big happy family. My niece is now at Girls Prep and she loves it. The teachers and staff are very dedicated to what they do. I have never meet a staff member there that didn't go over and beyond for a family. You guys deserve another school, so every little girl out there can have a wonderful experience and get a amazing start on their future!!!!
2018/12/06 8:11:37 PM EST	Tiffany Mitchell	[REDACTED]	
2018/12/06 8:24:50 PM EST	Shantae Renfro	[REDACTED]	yes
2018/12/06 9:13:20 PM EST	Cheryl	[REDACTED]	Girls Prep is the best school I have picked for my daughter.
2018/12/06 9:15:56 PM EST	Madison valera	[REDACTED]	
2018/12/06 9:20:57 PM EST	Sharon Casiano	[REDACTED]	
2018/12/06 9:45:00 PM EST	Sayda	[REDACTED]	I live in south bronx, I would love to have a school I can send my daughter to... specially close enough for my family to pick her in case of emergency in case I can't.
2018/12/06 10:46:16 PM EST	Jeanelin Mercado	[REDACTED]	Opening a new Girls Prep Bronx II would give many more girls the opportunity to get better education especially in our borough. I think it would be a great investment in our girls future. I hope that this amazing dream becomes a reality. Working together we can achieve it!! Pls pls give our girls in the Bronx, the opportunity they need and deserve! Thank you.
2018/12/06 10:52:53 PM EST	Iesha Lane	[REDACTED]	I believe girls prep Bronx will be an amazing not only for the girls of the Bronx but us a whole community. It will give us so much hope and joy to bring such a wonderful uplifting addition to the borough. I sure wish when I was a young girl I would have had an amazing opportunity as such.
2018/12/06 11:25:20 PM EST	Afua Gyamfuah	[REDACTED]	
2018/12/06 11:26:54 PM EST	Kristen Toledano	[REDACTED]	The waitlist at the current Bronx school is ridiculous. And the commute to the lower east side is hard. Furthermore the education provided to our students is very good
2018/12/06 11:33:35 PM EST	Wynee Severino	[REDACTED]	My daughter and I would be so happy if the possibility of having a second Girls prep in the Bronx. My daughter was attending the one on the lower side but I had to transfer her back to her old public school because of the commute every morning was very difficult. Having a second school in the Bronx would give my daughter an opportunity to attend the school she really loved going to.
2018/12/06 11:43:45 PM EST	Dana Covington	[REDACTED]	
2018/12/07 12:27:20 AM EST	Elaine Daly	[REDACTED]	
2018/12/07 12:46:48 AM EST	Youssouf Katari	[REDACTED]	opening a new schools will be wonderful because more girls will have a seat, and that will be awesome for the south bronx.
2018/12/07 1:26:42 AM EST	Latisha Ingram	[REDACTED]	I believe single sex schools are beneficial to young kids. I feel it's less distracting as well as teachers can employ instruction techniques geared toward specific genders.

2018/12/07 4:32:09 AM EST	Cphelpd	[REDACTED]	Yes it's a great idea
2018/12/07 4:32:38 AM EST	Claudia Phelps	[REDACTED]	Yes it's a great idea
2018/12/07 11:16:37 AM EST	Abdou Fall	[REDACTED]	It is long overdue and it would be a great relief for the families in the Bronx. It would a prayer come true for me and my daughter since I have applied for her for Girls Prep for the past 2 years. Good work!
2018/12/07 4:10:25 PM EST	Josephine McGhee	[REDACTED]	
2018/12/07 11:58:48 PM EST	Talitha Washington	[REDACTED]	Opening an additional girls prep school is a great idea and will serve a dual purpose. First it will give our young girls a second home to learn, nourish and flourish academically, socially and emotionally to acquire the tools needed to be successful in their lives. Second, the environment that will cater to the needs of our young girls is difficult to create in co-ed settings, leaving room for clashes of gender specific development and progress. An additional Girls prep can cater to the needs of our young girls in one of the most needed times of society.
2018/12/08 11:02:42 AM EST	Javilette Rivera	[REDACTED]	I agree girls prep Bronx II is a good idea
2018/12/08 5:02:07 PM EST	Tiffany Mitchell	[REDACTED]	Girls prep is a phenomenal school. This coming June 2019 my daughter will graduate from 8th grade at Girls Prep Middle school. She has been in this family since kindergarten. I say family because once you get in the school, everyone is one big happy family. My niece is now at Girls Prep and she loves it. The teachers and staff are very dedicated to what they do. I have never meet a staff member there that didn't go over and beyond for a family. You guys deserve another school, so every little girl out there can have a wonderful experience and get a amazing start on their future!!!!
2018/12/08 8:11:37 PM EST	Cordelia Waite	[REDACTED]	
2018/12/08 9:50:12 PM EST	Tarita Walton	[REDACTED]	Please Open another Girls Prep to educate more Girls in our community
2018/12/09 7:42:26 AM EST	Stephanie Milian	[REDACTED]	I've applied to girls prep 2 years in a row with no success I would love for my daughter to be able to get quality education that there's no tuition involved we are currently paying for parochial school and it's tough on us financially.
2018/12/09 1:49:40 PM EST	Larissa rosa	[REDACTED]	I live closeby GPB but am not able to send my daughter because it is not accessible. I would love another Bronx location close to my home and accessible for my daughter to attend and I could send my baby girl once she gets older as well <3
2018/12/09 3:30:48 PM EST	Atiyah Brown	[REDACTED]	Public Prep is an amazing network that provides quality education to young boys and girls. Not many of our Bronx neighborhood have many options for great choices of schools. I think it is an awesome idea to expand the network with a Girls Prep Bronx II. This would help so many more families and scholars in search of a new school to call home.
2018/12/10 7:46:46 AM EST	Sheila Grovell	[REDACTED]	Yesss open another girls prep in the Bronx we deserve it..
2018/12/10 7:49:57 AM EST	Roseanne Vargas	[REDACTED]	Already being famailar with public preps culture I know for sure more great schools are needed in the Bronx. To many kids are left behind in most schools. We can help more kids get a better opptunity.
2018/12/10 8:13:51 AM EST	Michelle Torres	[REDACTED]	I had my daughter in a waiting list for 3 year. I I would love to have my daughter attend to girls prep.
2018/12/10 8:21:39 AM EST	Chaneisly Gonzalez	[REDACTED]	The future of Girls Depends on it.
2018/12/10 9:30:16 AM EST	Demitrice Welch	[REDACTED]	I support your decisions to make a Girls prep II
2018/12/10 10:40:04 AM EST	Milagros Escobar	[REDACTED]	I would be honored plead for an opening of a new prep school for girls. My daughter will be turning three and I pray by next year the school will have a chance to be open. I would apply for her to start next year.

2018/12/10 11:43:06 AM EST	Sharell Hampden	[REDACTED]	In favor for another school
2018/12/10 3:49:26 PM EST	Brenda Montalvo	[REDACTED]	Opening up another Girls Prep is a wonderful idea! It would give more girls an opportunity to experience a very unique charter school experience as well as a more advanced education. Girls Prep provides a safe environment for girls to learn and flourish.
2018/12/10 6:34:48 PM EST	Tamika	[REDACTED]	Will this be a middle school as well?
2018/12/11 7:54:40 PM EST	Kia green	[REDACTED]	This school is amazing and opening a new more will really benefit the girls in our community.
2018/12/11 8:04:20 PM EST	Angelita Rivera	[REDACTED]	Girls prep is an amazing school with an amazing curriculum for girls. The school allows the best opportunities for our urban youth. Opening another Girls Prep would permit more girls in our community the opportunity of an excellent education. I wish it were opening a Girls Prep High School!
2018/12/11 8:50:17 PM EST	Sherry McLaughlin	[REDACTED]	I believe that opening a new school would be beneficial to other children like my granddaughter who deserve to have a great education with educators who want to educate. Our children are deserving of an excellent education that is free. We want them to excel and be the best they can be. The sister schools have been very successful and this one can be also Thank you
2018/12/11 9:41:20 PM EST	Elida vigil	[REDACTED]	
2018/12/11 9:58:18 PM EST	Priscilla Alonzo	[REDACTED]	Of course why is this even a question??!!!
2018/12/12 12:59:01 PM EST	Lakisha	[REDACTED]	Yes I think itâ€™s a great idea to open another girls prep in the Bronx so that others girls including my daughter can have an opportunity to be able to go so yes I support the opening of a girls prep in the Bronx
2018/12/12 1:02:19 PM EST	Denise Furbert	[REDACTED]	
2018/12/12 1:05:34 PM EST	Lorelie Bautista	[REDACTED]	I support the idea
2018/12/12 1:08:41 PM EST	reina alvarez	[REDACTED]	I would like to see a second Girls Prep Bronx Elementary School open up because the teaching skills are very efficient .Having a great school leads our kids to being great and i'm all about greatness and success.
2018/12/12 1:08:50 PM EST	shanell oglesby	[REDACTED]	
2018/12/12 1:10:05 PM EST	Quinell Anglin	[REDACTED]	My older daughter goes to girls prep LES middle school. My younger daughter will attend next year Bronx location will be great since i reside in this borough i can switch my older daughter to the Bronx
2018/12/12 1:14:39 PM EST	Yejide Itobore	[REDACTED]	Yes! Education is the key.
2018/12/12 1:15:49 PM EST	Micheal Itobore	[REDACTED]	Yes! we want to build leaders of tomorrow.
2018/12/12 1:19:34 PM EST	Kalijatutrawally	[REDACTED]	School
2018/12/12 1:27:11 PM EST	Tania Lugo	[REDACTED]	I support it our girls need this type of school especially in our community.
2018/12/12 1:50:25 PM EST	Laura Diaz	[REDACTED]	Open the new school , itâ€™s whats best for our community .
2018/12/12 2:20:49 PM EST	Avasi Campos	[REDACTED]	I want my daughter in this school so bad. I have been applying for 3 years now and she has been offered a seat in the downtown Manhattan location but thatâ€™s just out of the way for me and rather inconvenient. An additional Bronx location is needed.
2018/12/12 2:33:25 PM EST	Ruth Thomas	[REDACTED]	I believe opening another Girl's Prep will help our young girls to a brighter future. They're so many opportunities for them to grow..
2018/12/12 2:49:54 PM EST	Deidre Matthews	[REDACTED]	

2018/12/13 1:17:02 AM EST	Amber gardner	[REDACTED]	It would be great to give all little girls from the Bronx a chance to experience a new educational atmosphere.
2018/12/13 8:53:24 AM EST	Ernestina Arthur	[REDACTED]	
2018/12/14 8:10:43 AM EST	Yahaira Lois	[REDACTED]	Girls Prep is Amazing. Our community need more schools like this.
2018/12/14 4:57:49 PM EST	Vanetta Gonzalez	[REDACTED]	Yes A new girls prep expansion will be great
2018/12/15 7:43:24 PM EST	Mariatou	[REDACTED]	that will be great opportunity for so many children. I am in.
2018/12/15 7:47:22 PM EST	Mariatou Diallo	[REDACTED]	I support . Thank you for it.
2018/12/15 8:44:20 PM EST	Angel alicea	[REDACTED]	I love Girls prep they are very professional and with another location the possibilities are endless.
2018/12/16 2:37:09 PM EST	Angelique Sherwood	[REDACTED]	
2018/12/16 8:06:50 PM EST	Tashonda Martin-Lewis	[REDACTED]	I support the opening of another Girls Prep in the Bronx. There are many girls in the Bronx that can benefit from the educational experience that is provided through Girls Prep.
2018/12/17 4:44:10 AM EST	Aquapay Ashley	[REDACTED]	We need better education in these parts. They have it for our vulnerable kids here
2018/12/17 5:59:26 AM EST	Altagracia Concepcion	[REDACTED]	Yessss to better EDUCATION!!!
2018/12/17 10:09:54 AM EST	Ebony fryar	[REDACTED]	Is this an all girls school it would be very nice if it is thank you
2018/12/18 11:10:14 AM EST	Dianna Hunt	[REDACTED]	The Hunt's would love to see another Girls Prep!!!
2018/12/04 7:49:22 PM EST	No	[REDACTED]	Yes
2018/12/04 7:49:48 PM EST	No	[REDACTED]	Yes
2018/12/04 9:46:07 PM EST	Lorenza paulino	[REDACTED]	Para que mas niÑas tengan mas oportunidad para aprender
2018/12/05 6:05:00 AM EST	Scarlit	[REDACTED]	Necesitamos escuelas como ustedes para preparar mejor nuestros niÑos
2018/12/05 10:57:21 AM EST	Catherine Garc�a	[REDACTED]	
2018/12/05 11:40:26 AM EST	Blanca Vilchis	[REDACTED]	Estar�a bien ser�a mas oportunidades para nuestros hijos
2018/12/05 12:16:19 PM EST	Andreina de la cruz	[REDACTED]	Hoy asisti a un tour en la escuela y me encanto. Muy buena escuela , se las recomiendo
2018/12/05 3:46:02 PM EST	Anastacia	[REDACTED]	Porque Todas las niÑas tiene Derecho a una educaci3n como la que ofrece girls prep en el Bronx y asegurarles un futuro mejor.
2018/12/06 3:30:10 PM EST	Ingrid pena lopez	[REDACTED]	Seria genial , necesitamos mas escuelas que ofrezcan calidad de ense�anzas
2018/12/06 3:30:28 PM EST	Ingrid pena lopez	[REDACTED]	Seria genial , necesitamos mas escuelas que ofrezcan calidad de ense�anzas
2018/12/06 3:52:26 PM EST	Katherine	[REDACTED]	Es muy importante para darle m�s oportunidades a los niÑos
2018/12/12 1:18:13 PM EST	Geysis Gonzalez	[REDACTED]	Excelente idea, bendiciones a todo el equipo de Girls Prep.
2018/12/12 2:02:36 PM EST	Biangy gil	[REDACTED]	Creo que todos los niÑo deben tener la misma oportunidad de aprender por eso me gustar�a y me favorecer�a que uviera una en el Bronx ya que vivo con mis dos bebes
2018/12/17 5:19:25 PM EST	Luz	[REDACTED]	

Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Andrew Stahub	[REDACTED]		
MARLENE COHEN	[REDACTED]	marlene cohen	
Issoufou Diabat	[REDACTED]		
Ramiro Diaz	[REDACTED]		
Donika Gonzalez	[REDACTED]	Donika Gonzalez	
Tykiem Stokes	[REDACTED]	Tykiem Stokes	
Jheny Urbane	[REDACTED]	Jheny Urbane	best school ever!
Niomara Chene	[REDACTED]	Niomara Chene	Love this school [REDACTED]
KATHY TAKAGS	[REDACTED]	K. Takags	



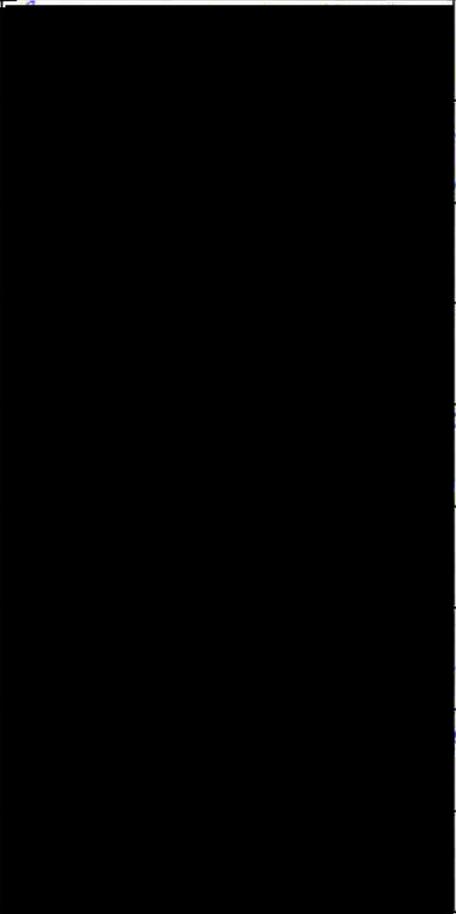
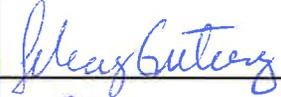
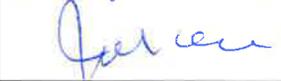
**Petition to Open Girls Prep Bronx II**

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Jaffranna Hingosa			
Kenia Marquez			
Napoleon Gonzalez			
Denise Lopez		D. Lopez	
Irene J Mariam		Irene Mariam	
Chia Mandrea Hargra			
Wanda Arias			
Teresa Garcia		T. Garcia	

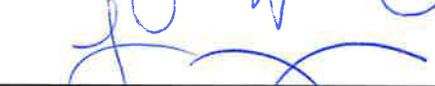
Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Renee Bathea			
Ricarda Perez			
Kiechuni Gholston			
Karla Moran			
Elanny Hanson			
Lilianne Gutierrez			
Johanna Aleg			
Tobayah Fellerodias			
Maryanite Lino			
Christy Martinez			

Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Amanda Sede	[REDACTED]		
Satyn Jenkins			
Melissa Sazz			
Emily Muñiz			
Latoya McCleary			
Marshed			
Luz Rojas			
C. Guess			
Markita Clark			

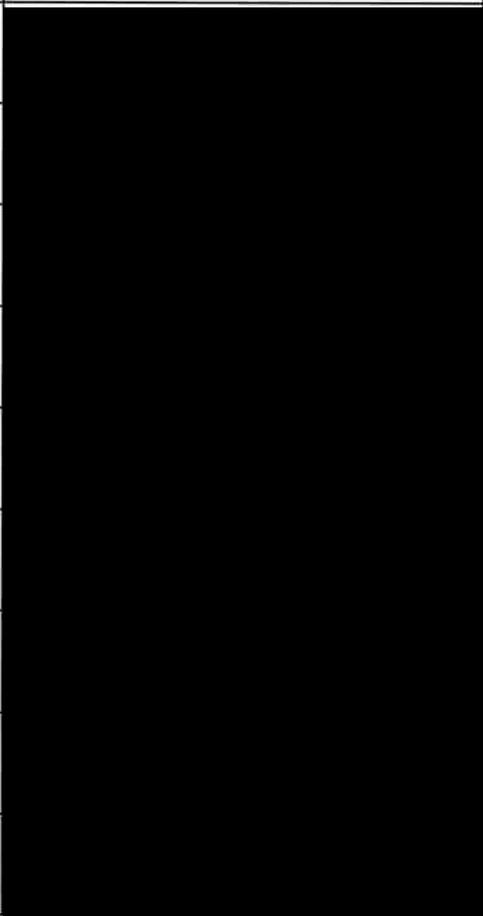
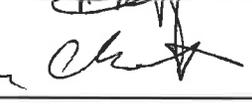
Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Jenny Spidy	[REDACTED]	[Signature]	I cannot wait!!
Virginia He		[Signature]	
Rocio Maldonado		[Signature]	
Diana Lague.		[Signature]	
Blainy Rojas		[Signature]	
Natasha Santana		[Signature]	
Nohe mi Lopez		[Signature]	
Elizabeth Alfaro		[Signature]	
Monique Fernandez		[Signature]	

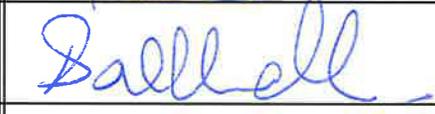
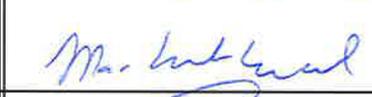
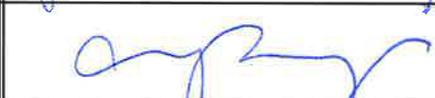
Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Laura Diaz			
Willy Diaz		Willy Diaz	
Kalila Shoffno			
Erica Christoph			
Anthony Thorne		Anthony Thorne	
Asia Scott		Anthony Thorne	
ChiyAnn Ardrey		ChiyAnn Ardrey	
Jose Madera			
Luis Perez			

Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Notasha Nylott Green			
Peggy Morales			Please make this happen
Pedro Ferreira			
Krusta DeLafior			The more girl only schools the better
Dallanora candelario			ASAP
Maribel Esme			Yes, More Girls prep!
Coleen Thomas			Yes
Iva Sklar			
Amanda Pung			yes

Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Tenisha		<i>Tenisha</i>	
Valarie Varquez		<i>Valarie Varquez</i>	
Kimberly DeLaCruz		<i>Kimberly DeLaCruz</i>	Good school
Jacob M. Smith		<i>Jacob M. Smith</i>	Good School
Harvey B.		<i>Harvey B.</i>	Excellent
F. Elwin		<i>F. Elwin</i>	
E. King		<i>E. King</i>	Exceed for the kids
Lakeisha Perryman		<i>Lakeisha Perryman</i>	Excellent school
Shamika Shirer		<i>Shamika Shirer</i>	Excellent School

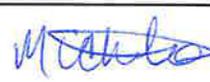
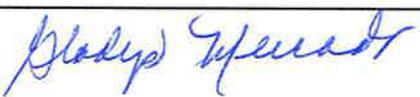
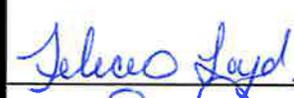
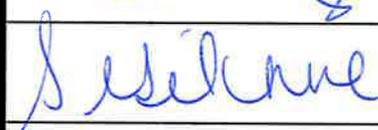
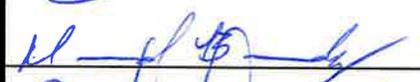
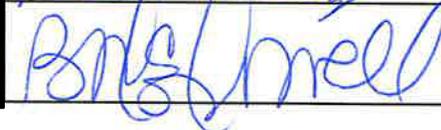
Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Jamele Baez		J. Baez	
Roberto Bustamante		[Signature]	
Yanis Rodriguez		Yanis Rodriguez	i
Darcelle E. Martinez		[Signature]	Best School ever!! 😊
Florencia Z		[Signature]	
Grice Fernandez		[Signature]	
Franchista Hernandez		[Signature]	
Monica Colon		M. Colon	
Simone Meyers		S. Meyers	

Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Michele Menoscal	[REDACTED]		
Glady's Hernandez			
Jennifer Avila			
Felicia Loyd			
Starr Dagan			
Shantel Gilmore			
Cina Antoine			Excellent environment for girls
Michael Bernudez			
Bridget McDowell			

**Petition to Open Girls Prep Bronx II**

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Wayne Townsend			
Jacklyn Hums			
Karon Wang			
Sandy Bruno			
Jessica Peña		J. Peña	
Krystal. C		Krystal. C	
Starr King			
Noemi Diaz			
Clarissa Roman		C. Roman	

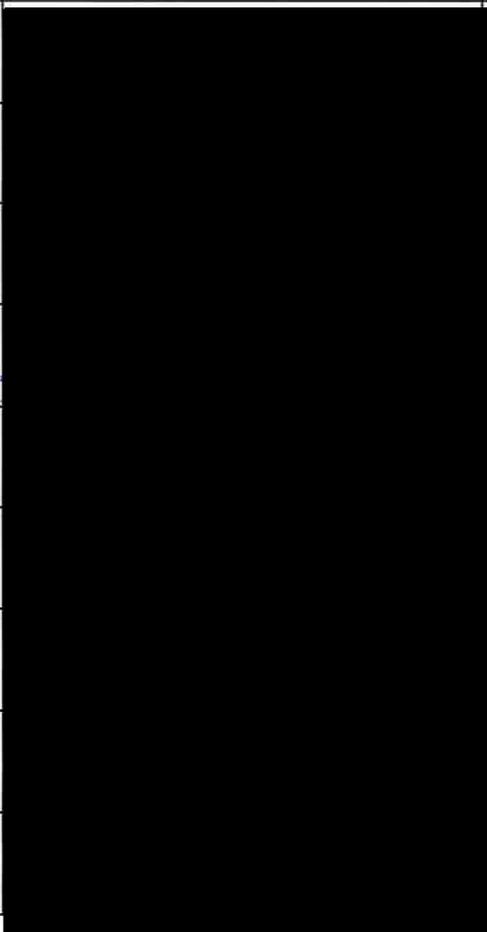
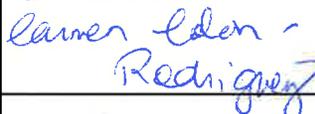
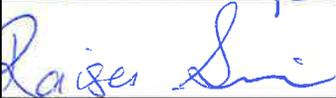
### Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Constance Brady	[REDACTED]	Constance Brady	Thank you
Tania Garcia		Tania Garcia	
Stacy Moran		Stacy Moran	
Wanda Young		Wanda Young	Thank you
Nicole Adams		Nicole Adams	
Dyron Con		Dyron Con	Recommend
Concepcion Altigracia		A. Concepcion	
Ricardo Concepcion		Ricardo Concepcion	Awesome idea and plan!
Maria Arce		Maria Arce	Thank you

**Petition to Open Girls Prep Bronx II**

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Larissa Smart			
Flora Torres			
MCGEE			
Carmen Eden-Rodriguez			
Idiah Primus			
Raisa Simmons			
Janice King			
Aissaton Niane			
Ray Uatsar			

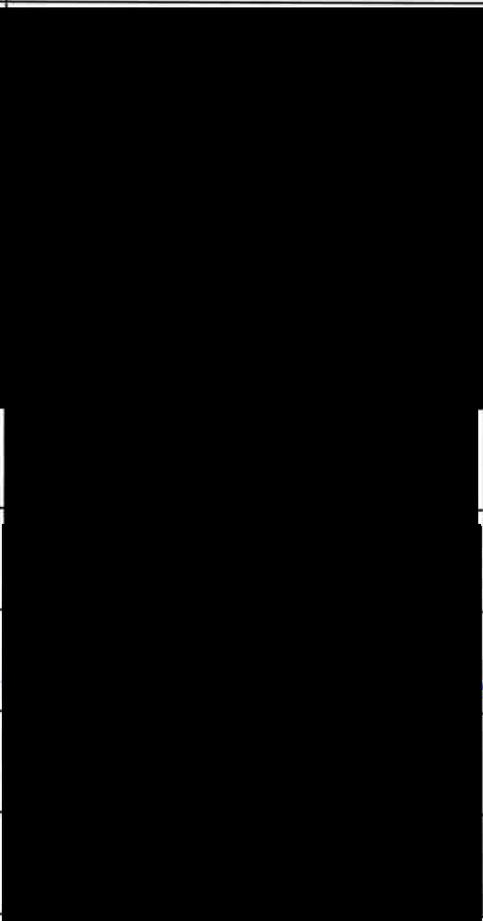
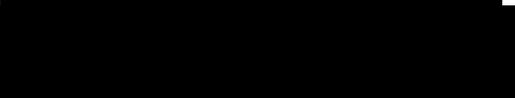
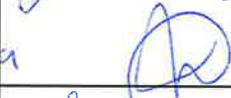
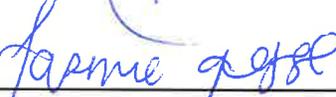
### Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Zanaya Diakite	[REDACTED]		[REDACTED]
Tamaro Rickel			
FESSA WILLI			
Alongo Hammond			
Joelys Gonzalez			
Akeem Salley			
Lakisha Sims			
Marilyn Baez			
Romine McDine			

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Aminata Sebaly			
Raven Nicholas			
Chris Robinson			
ROSALYN COLLARZO			
Miguel Quiroz			
KEE MARIA Colon			
Juan M. M. del			
Jasmine Grepps			
Bianca Brown			



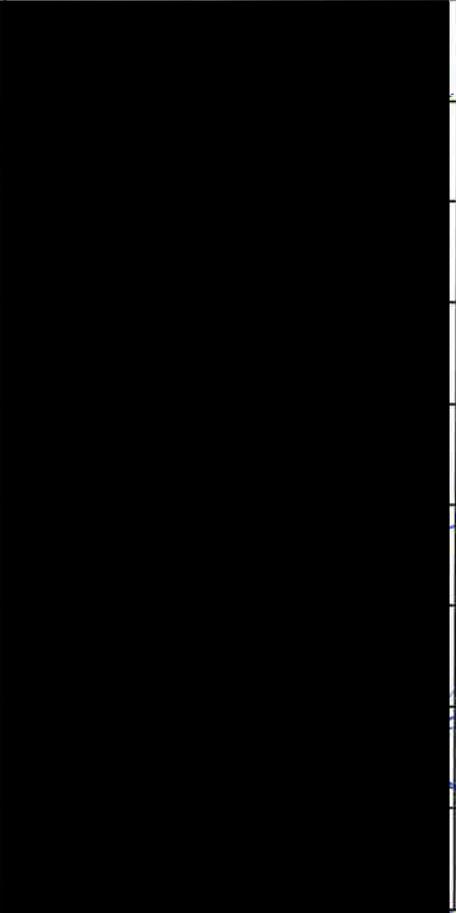
**Petition to Open Girls Prep Bronx II**

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Name	Address	Signature	Comments
Samantha Edwards		<i>S Edwards</i>	
Ann Grith			
V Chedue Sprank		<i>[Signature]</i>	
Antonette Lut		<i>A Lut</i>	
Denise Hannon		<i>Denise Hannon</i>	
Kadiatan Bah		<i>[Signature]</i>	

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Christina Serrano		Christina Serrano	
Crista Acosta		Crista Acosta	
Brittinae Samuel		B Samuel	
Yberkis Calderon		Yberkis Calderon	
Paul Diaz		Paul Diaz	
David Leary		David Leary	
Lillian Gaddy		L Gaddy	
Damary Rivera		Damary Rivera	
Julio Cruz		Julio Cruz	



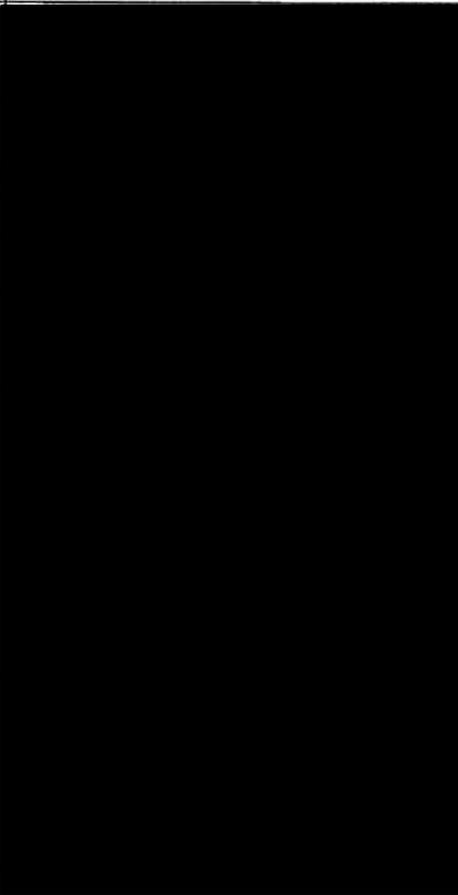
**Petition to Open Girls Prep Bronx II**

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Name	Address	Signature	Comments
Jonathan Walther	[REDACTED]	<i>Jonathan Walther</i>	I LOVE GIRLS Prep!!
Diana Walther		<i>Diana Walther</i>	Great school!!!
Shanta Talley		<i>Shanta Talley</i>	I love it

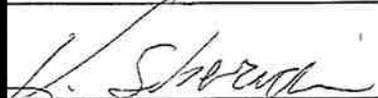
Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Maria Delvalle		M Delvalle	
Jasmine Robinson-Martinez		JRM	
Jason Robinson		J Rob	
Patricia Castillo		P. Castillo	
Cristina Rutaga		<del>Cristina</del>	
Christina Oyola		C Oyola	
Lequanda Pope		L Pope	
Isela M		Isela M	
Darlyn Bretonis		Darlyn Bretonis	

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Francis A. Mensah			Yes am in support
Anitz Rivera			Add high school
Francis Tejada Melissa Carrero		F. Tejada	add high school
Kerri Shihanyan			PISP ADD. High School
Jennifer Hernandez		Jennifer Hernandez	Families need more schools like Girls Prep
Erica Christoph			
Venus Perez		Venus Perez	
Abelmar Lopez		Abelmar Lopez	
Joy Grant R.		Joy Grant R.	

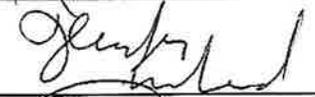
Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Mansela DIAZ		Mansela Diaz	Also consider a H.S. Girls + Boy prep
Suliana Paeon		Suliana Paeon	
Conu Symister		Conu Symister	Can we consider a bus company please!!
Evelyn Reyes		E Reyes	School buss
Melissa Bonilla		Melissa Bonilla	More schools to service bronx residents
Tawana Prince		Tawana Prince	
Joe Barone		Joe Barone	
Alexis Rivera		Alexis Rivera	High School <sup>not</sup> continuation
Donisha Jordan		Donisha Jordan	

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Marganta Roldan	[REDACTED]		Girls Prep is an amazing school, with great staff & culture.
megan Beckford	[REDACTED]		Great School
Thomas Fair	[REDACTED]	TF	Love the school
Loretta French	[REDACTED]		Love the 4 core values especially sisterhood.
Texy Texeira	[REDACTED]	Texy Texeira	G.P. is great for the community.
Jennifer Musher	[REDACTED]		I think there should be expansion, esp. High school
Tiffany Danowsky	[REDACTED]	T. Danowsky	High School
Arlene Dixon	[REDACTED]		High school
Sharece Proctor	[REDACTED]	Sharece Proctor	own Building Please and high school

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Eugenia Toxqui	[Redacted]	[Signature]	
Ruth Thomas		[Signature]	
Maranyelly Vega		[Signature]	Because it's a great school and I believe it is an asset. hopeful you will have a high school!
maria gasta		[Signature]	
Juan Nunez		[Signature]	
Jodiann Collier		[Signature]	
Jose Felkrow			
Mayra Ramirez		[Signature]	Porque las niñas reciben una educacion excelente. tambien es un gran espacio
Kendra Williams		[Signature]	The school is a great learning facility. I would like to see more kids get proper education

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Jazmin Agosto	[REDACTED]	JA	This school is amazing.
Leticia Byfield	[REDACTED]	L Byfield	We need more schools like this one. It's awesome.
Iris Herrera	[REDACTED]	Iris Herrera	
Athens Knox	[REDACTED]	Alexander	Scholarship & sisterhood needs spreading around Bronx
Cathy Rivera	[REDACTED]	Cathy Rivera	School is amazing great staff, teachers, work
Yolanda Lois	[REDACTED]	Yolanda Lois	
Rafael Lois	[REDACTED]	Rafael	Great school to have
Carlos Lopez	[REDACTED]	Carlos Lopez	Great school
Ianthea Carter	[REDACTED]	Ianthea Carter	Excellent school

Petition to Open Girls Prep Bronx II

Please add your name and leave your comments below if you support Public Prep opening Girls Prep Bronx II in either District 7 or 8. Please contact the Public Prep Network Office with questions at 212-346-6000.

Name	Address	Signature	Comments
Maryroel Sanchez	[REDACTED]	Maryroel Sanchez	We have too many girls!!!
Danielle McQueen		Danielle McQueen	I second that!!!
Martene Colon		Martene Colon	Girls prep is the Best!!!
Jacqueline Mata		Jacqueline Mata	Great School that is great for the community
Ricarda PEREZ		Ricarda PEREZ	We have way too many girls.
Devora Balbuena		Devora Balbuena	I want school girls II



January 3, 2019

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

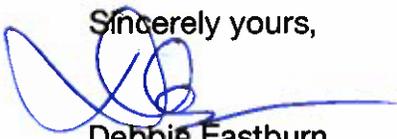
To whom it may concern

I heartily endorse the work of the Public Prep network of charter schools. Chess in the Schools has been fortunate to be a partner of Public Prep for almost two years. Public Prep is fulfilling its mission to teach its students to work hard, challenge themselves, and have aspirations to higher education. The schools are led by passionate educators and the teachers are exceptionally dedicated.

Chess in the School is a 32-year old NYC nonprofit organization with the mission to *foster the intellectual and social development of low-income youth through chess education*. We were honored to have been selected as a partner organization of Public Prep to teach chess during the school day and in an after-school chess club at Girls Prep Lower East Side Elementary in the school year 2017-18. That partnership expanded in the summer of 2018 to teaching chess at three sites in their summer enrichment program. In this school year, we expanded further to teaching in three schools for the full day plus two schools for after-school only. We now teach in Public Prep schools in both the Bronx and the Lower East Side.

We are proud to be working with Public Prep. More New York City children deserve to have access to a Public Prep education, and we hope they can expand their network by establishing more schools in the Bronx and beyond. **I am delighted to offer my full support for the application for Girls Prep Bronx II.**

Sincerely yours,



Debbie Eastburn  
President & CEO



CARMEN E. ARROYO  
 Assemblywoman 84<sup>th</sup> District  
 Bronx County

THE ASSEMBLY  
 STATE OF NEW YORK  
 ALBANY

CHAIR  
 Sub-Committee on Bilingual Education

CHAIR  
 Sub-Committee on Effective Treatment  
 for Alcohol and Drug Abuse

CHAIR  
 Office of State-Federal Relations

COMMITTEES

Aging  
 Alcoholism and Drug Abuse  
 Children and Families  
 Education

MEMBER

Black, Puerto Rican, Hispanic and Asian  
 Legislative Caucus  
 Puerto Rican/Hispanic Task Force  
 Women's Caucus

December 19<sup>th</sup>, 2018

Charter Schools Institute  
 State University of New York  
 41 State Street, Suite 700  
 Albany, NY 12207

To whom it may concern,

I am writing to express my support of Public Prep's application to open Girls Prep Bronx II. Their dedication to higher education is vital to the growth and development of our youth in the South Bronx. With the addition of a second school we can only strengthen the ever changing landscape of failing schools in our neighborhoods, their format is one that should be adopted throughout the public school system of New York City in order to better serve at risk youth in this and other communities I have stood frontline in this uphill battle for quality education for many years and although we have made some progress this war is far from over. With support from the State Assembly I foresee Girls Prep becoming the golden standard for higher education throughout the Bronx for generations to come.

Not only am I proud of the work we do together, am I also in awe of the academic achievement of Girls Prep scholars. For the 2017-2018 New York State exams, Girls Prep students outperformed District 7 and 8 students in both Math and English Language Arts. These results make Girls Prep an extraordinary option for South Bronx families. But don't just take my word for it - last year over 2,400 families applied for a seat at Girls Prep Bronx!

Based on the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep and the sheer demand from South Bronx families, I am thrilled to offer my full support for the application for Girls Prep Bronx II. I look forward to continuing the work of serving families in the South Bronx together.

Sincerely

*Carmen E. Arroyo*  
 Carmen E. Arroyo  
 NYS Assemblywoman 84<sup>th</sup> District

DISTRICT OFFICE  
2347 LAFAYETTE AVENUE, 2ND FL.  
BRONX, NY 10473

LEGISLATIVE OFFICE  
250 BROADWAY, SUITE 1804  
NEW YORK, NY 10007



THE COUNCIL  
OF  
THE CITY OF NEW YORK  
**RUBÉN DÍAZ, SR.**  
COUNCIL MEMBER, 18<sup>TH</sup> DISTRICT, BRONX

CHAIRPERSON  
FOR-HIRE VEHICLES

COMMITTEES  
AGING  
LAND USE  
PLANNING, DISPOSITIONS, AND CONCESSIONS  
PUBLIC HOUSING  
TRANSPORTATION

December 17, 2018

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

To Whom It May Concern,

I am writing to express my support of Public Prep's application to open Girls Prep Bronx II. Girls Prep has been part of the community for 10 years and I would love to see them serve more families than they are currently serving.

Not only am I proud of the work we do together, I am also in awe of the academic achievement of Girls Prep scholars. For the 2017-2018 New York State exams, Girls Prep students outperformed District 7 and 8 students in both Math and English Language Arts. These results make Girls Prep an extraordinary option for South Bronx families. But don't just take my word for it - last year over 2,400 families applied for a seat at Girls Prep Bronx!

Based on the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep and the sheer demand from South Bronx families, I am thrilled to offer my full support for the application for Girls Prep Bronx II. I look forward to continuing the work of serving families in the South Bronx together.

Sincerely,



Council Member Rev. Ruben Diaz, Sr.  
18<sup>th</sup> District



MARCOS A. CRESPO  
Assemblyman 85<sup>th</sup> District

THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

CHAIR  
Puerto Rican/Hispanic Taskforce  
CO-CHAIR  
Taskforce on Demographic Research  
and Reapportionment  
COMMITTEES  
Cities  
Energy  
Environmental Conservation  
Insurance  
Transportation  
MEMBER  
Black, Puerto Rican, Hispanic  
and Asian Legislative Caucus

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

December 14, 2018

To Whom It May Concern:

I am writing to express my support of Public Prep’s application seeking to open what would be known as: Girls Prep Bronx II in the South Bronx.

As a duly elected Member of the New York State Assembly, representing the 85th District, I am proud of the work we do together. I am constantly impressed in terms of the academic achievement of Public Prep as a whole. For example, reports from the 2017-2018 New York State exams show that students at Girls Prep outperformed a number of District 7 & 8 students in both Math and English Language Arts. In addition, last year- over 2,400 families applied for a seat at Girls Prep Bronx, which speaks for itself.

Because of the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep, and the sheer demand from South Bronx families for quality public education; I am thrilled to offer my support for the application for Girls Prep Bronx II.

Respectfully,

Hon. Marcos A. Crespo  
Member of Assembly  
85<sup>th</sup> District

**include nyc**

NEW YORK, NY 10003

December 14 2018

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

To Whom It May Concern:

My name is Barbara Glassman and I am the Executive Director of INCLUDEnyc, which is located at 116 East 16<sup>th</sup> Street, New York, NY 10003.

INCLUDEnyc has been helping young people with disabilities and their families in New York since 1983 by providing resources and support, such as free parent workshops, an active Help Line, and much more.

INCLUDEnyc is the New York State-funded Special Education Parent Center for New York City's four largest boroughs, a member of the federal Parent Training and Information Center (PTIC) collaborative for New York City and Long Island, a federally-funded Community Parent Resource Center (CPRC) for the South Bronx and northern Manhattan, and the lead partner for the Rehabilitative Services Administration PTIC for New York City and upstate New York.

Girls Prep and our agency have been partners for multiple years now with a common goal of providing services to children and to families in our community.

On behalf of INCLUDEnyc, I am writing to express my support of Public Prep's application to open Girls Prep Bronx II. We strongly believe that the community will benefit enormously from an additional Girls Prep. Based on the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep, and the sheer demand from South Bronx families, I am thrilled to offer my full support for the application of Girls Prep Bronx II. I look forward to continuing the work of serving families in the South Bronx together.

Thank you very much for your consideration.

Sincerely,



Barbara Glassman  
Executive Director  
INCLUDEnyc

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

1/4/2019

To whom it may concern,

I am writing to express my support of Public Prep's application to open Girls Prep Bronx II.

Last year, more than 2,400 families applied for a seat at Girls Prep Bronx. The consistent academic achievement of Girls Prep scholars is a point of pride for our community. During the 2017-2018 New York State exams, Girls Prep students were among the top performers in both Math and English Language Arts.

Based on the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep and the consistent demand from South Bronx families, I am proud to offer my full support of the application for Girls Prep Bronx II.

Sincerely,

A handwritten signature in black ink, appearing to read "Luis R. Sepúlveda", with a long horizontal flourish extending to the right.

Senator Luis R. Sepúlveda



**POLICE ATHLETIC LEAGUE, Inc.**  
**New South Bronx Center**

**Miriam Pena**  
**Center Director**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

December 7th, 2018

To whom it may concern:

I am writing to express my support of Public Prep's application to open Girls Prep Bronx II. Our relation with Girl's Prep 1 began when I was approached with a request to use our facility to hold their first lottery and when the school opened, we continued to develop our relationship. We work together to ensure that our kids are receiving the best services and that each child receives all the assistance that they need for their academic success. The Police Athletic League offers a variety of services to city kids confronted by high risk factors in New York City most challenging neighborhoods. The New South Bronx Center one of the Police Athletic League's sites is committed to the children of the South Bronx and together with Girls Prep we strive for them to succeed. We provide a pickup service from the school to our program where we provide the girls with a variety of activities that reinforces daily school lessons and academic achievement with a three prong curriculum PAL Smart, PAL Arts, and PAL Fit. The Police Athletic League offers children Summer day camp to help prevent summer learning loss with developmental activities for children which include literacy activities, arts projects, community service, sports and recreation with a citywide Cultural Day event.

Not only am I proud of the work we do together, I am also in awe of the academic achievement of Girls Prep scholars. For the 2017-2018 New York State exams, Girls Prep students outperformed District 7 and 8 students in both Math and English Language Arts. These results make Girls Prep an extraordinary option for South Bronx families. But don't just take my word for it - last year over 2,400 families applied for a seat at Girls Prep Bronx!

Based on the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep and the sheer demand from South Bronx families, I am thrilled to offer my full support for the application for Girls Prep Bronx II. I look forward to continuing the work of serving families in the South Bronx together.

Sincerely,

Miriam Pena, MSW  
Director  
New South Bronx Center



463 Hawthorne Avenue  
Yonkers, NY 10705

1529-35 Williamsbridge Road  
Bronx, NY 10461

**FORMERLY LEAKE & WATTS**  
Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

[RisingGround.org](http://RisingGround.org)

December 18, 2018

To whom it may concern,

I am writing to express my support of Public Prep's application to open Girls Prep Bronx II. We at Rising Ground have proudly partnered with Public Prep for the past two years to deliver the Parent Child Home program to Bronx families. Rising Ground is a leading nonprofit human services organization, providing children, adults, and families in the Greater New York City area with the resources and skills needed to rise above adversity and positively direct their lives. Across 55 programs at over 50 sites in NYC, we deliver innovative educational programs from early childhood through high school; dedicated support that facilitates safe environments for children and helps families thrive; result-focused programs that help youth involved in the juvenile justice system change the trajectory of their lives; caring services that help promote independence for children and adults with intellectual and developmental disabilities; and pro-active community health initiatives that foster physical and emotional well-being.

Together with Public Prep, we are proud to deliver the Parent Child Home Program to Bronx families, specifically to the younger siblings of Public Prep students. Parent Child Home is a nationally recognized evidence-informed, two-year home-visiting program for low-income families with children ages 16 to 48 months that focuses on closing the "achievement gap." The core model brings Early Learning Specialists to meet with families twice weekly to promote positive parent-child interactions, while focusing on the development of pre-literacy skills and school readiness. Longitudinal studies demonstrate that children who complete the two-year PCHP program nationwide are more ready to enter Kindergarten, entering school 10 months ahead of their chronological age; are 50% less likely to require special education services by third grade, when PCHP graduates outperform state averages on math assessments; and are 30% more likely to complete high school than their socio-economic peers.

Not only am I proud of the work we do together, I am also tremendously impressed by the academic achievement of Girls Prep scholars. For the 2017-2018 New York State exams, Girls Prep students outperformed District 7 and 8 students in both Math and English Language Arts. These results make Girls Prep an extraordinary option for South Bronx families. But don't just take my word for it - last year over 2,400 families applied for a seat at Girls Prep Bronx!

Based on the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep and the sheer demand from South Bronx families, I am delighted to offer my full support for the application for Girls Prep Bronx II. I look forward to continuing the work of serving families in the South Bronx together.

Sincerely,

Meredith Barber  
Executive Vice President of Institutional Advancement

**RAFAEL SALAMANCA, JR.  
17TH DISTRICT, BRONX**

COMMITTEES  
**LAND USE – CHAIR**  
EDUCATION  
GENERAL WELFARE  
OVERSIGHT & INVESTIGATIONS  
PUBLIC HOUSING  
TRANSPORTATION



**THE COUNCIL  
OF  
THE CITY OF NEW YORK**

**CITY HALL OFFICE**  
250 BROADWAY, SUITE 1847  
NEW YORK, NEW YORK 10007

**BRONX OFFICE**  
1070 SOUTHERN BLVD  
BRONX, NEW YORK 10459

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

January 4, 2019

To whom it may concern,

I am writing to express my support of Public Prep’s application to open Girls Prep Bronx II. I understand that the mission of Girls Prep Bronx is to build high-performing schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens. All children deserve a high-quality education, regardless of where they live or their socioeconomic status, race, or situation. I support new high-quality schools so that all families have the ability to send their children to a great school.

Not only am I proud of the work we do together, I am also in awe of the academic achievement of Girls Prep scholars. For the 2017-2018 New York State exams, Girls Prep students outperformed District 7 and 8 students in both Math and English Language Arts. These results make Girls Prep an extraordinary option for South Bronx families. But don’t just take my word for it - last year over 2,400 families applied for a seat at Girls Prep Bronx!

Based on the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep and the sheer demand from South Bronx families, I am thrilled to offer my full support for the application for Girls Prep Bronx II. I look forward to continuing the work of serving families in the South Bronx together.

Sincerely,

A handwritten signature in black ink, appearing to read "Rafael Salamanca, Jr.", written over a horizontal line.

Hon. Rafael Salamanca, Jr  
New York City Council Member  
17<sup>th</sup> District – Bronx



Aureo Ivan Cardona  
**Chairman**

William Austin  
**Vice Chairman**

Eduardo LaGuerre  
**Secretary**

Austin Smith  
**Treasurer**

**Board Members**  
Delmas Vernon Cole  
Akin Dorsett  
James Fukuda  
Genna Fukuda  
Manny Rivera

Alcee James  
**Executive Director**

**The Sports Foundation, Inc.**  
**871B Westchester Avenue**  
**Bronx, NY 10459**



Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

12/06/2018

To Whom It May Concern:

I am writing to express my support of Public Prep's application to open Girls Prep Bronx II. Sports Foundation, Inc. (SFI), is a community based drug prevention and intervention program, which has successfully serviced youth and families for more than forty years. SFI provides alcohol and substance abuse prevention services evidence based practices along with innovative programs, activities and events that are offered to foster the development of the youth and to strengthen families. SFI's services are provided year-round via after-school and summer programs.

SFI has partnered with Girls Prep for the past five years to provide free afterschool services to students and families. Students are escorted to our program where homework assistance is provided in addition evidenced based practices such as Life Skills, Too Good for Drugs, etc. The Strengthening Families Program is offered to families (includes parents and students) in ongoing weekly cycles.

I am proud of SFI-Girls Prep partnership. I am also impressed with the academic achievement of Girls Prep scholars. For the 2017-2018 New York State exams, Girls Prep students outperformed District 7 and 8 students in both Math and English Language Arts. These results make Girls Prep an extraordinary option for South Bronx families. But don't just take my word for it - last year over 2,400 families applied for a seat at Girls Prep Bronx!

Based on the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep and the sheer demand from South Bronx families, I am thrilled to offer my full support for the application for Girls Prep Bronx II. I look forward to continuing the work of serving families in the South Bronx together.

Sincerely,

A handwritten signature in blue ink that reads 'Alcee James'.

Alcee James  
Executive Director



# UNITAS

THERAPEUTIC COMMUNITY, INC.

Main Office: 830 Southern Blvd., 4<sup>th</sup> Floor • Bronx, NY 10459

General Prevention Office: 830 Southern Boulevard, 4<sup>th</sup> Floor • Bronx, NY 10459

Serving South Bronx Children & Families for Five Decades

December 12, 2018

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

To whom it may concern,

UNITAS Therapeutic Community is a community based organization that has been serving the South Bronx Community for more than five decades. As the former chairperson for Bronx Community Board #2, and the President of UNITAS, I am proud to report that I have known of the work and achievement of Girls Prep School in the Bronx and have supported their initiatives and their growth. As such, I am writing this letter to express my support of Public Prep's application to open Girls Prep Bronx II.

As our organizations work together, UNITAS will continue to provide Mental Health and social Work support to Girls Prep and will expand our support to this new initiative. In doing so, we will provide a safe and healthy environment that empowers our children to strive and achieve their academic goals. I proud of the work we have been doing together and applaud the academic achievement of Girls Prep scholars. For the 2017-2018 New York State exams, Girls Prep students outperformed District 7 and 8 students in both Math and English Language Arts. These results make Girls Prep an extraordinary option for South Bronx families. But don't just take my word for it - last year over 2,400 families applied for a seat at Girls Prep Bronx!

As a result of the stunning result that Girls Prep has produced in a community that is stricken with high academic failure and risk of violence, I believe the demand for better performing school in this School District is great and can be remedied by the replication of educational initiatives such as Girls Prep. Based on the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep and the sheer demand from South Bronx families, I am pleased to offer my full support for the application for Girls Prep Bronx II. I look forward to continuing the work of serving families in the South Bronx together.

Yours truly

Dr. Ian S. Amritt OD, PhD  
Executive Director

DISTRICT OFFICE  
1377 JEROME AVENUE  
BRONX, NY 10452

CITY HALL OFFICE  
250 BROADWAY, ROOM 1774  
NEW YORK, NY 10007



THE COUNCIL  
OF  
THE CITY OF NEW YORK  
**VANESSA L. GIBSON**  
COUNCIL MEMBER, 16<sup>th</sup> DISTRICT, BRONX

CHAIR  
SUB-COMMITTEE ON CAPITAL BUDGET

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RULES, PRIVILEGES AND ELECTIONS  
STANDARDS AND ETHICS

January 01, 2019

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207

To Whom It May Concern;

I am writing this letter in support of Public Prep's application to open Girls Prep Bronx II in the Bronx. For the past five years as the duly elected Council Member representing the 16<sup>th</sup> City Council District in the Bronx, I have witnessed the strong advancements of students attending the local Girls Prep Charter School in the Morrisania community of my district.

I am impressed by the academic achievements made by Girls Prep scholars. During the 2017-2018 New York State exams, Girls Prep students outperformed School District 7 and 8 students in both Math and English Language Arts. These results make Girls Prep an extraordinary option for South Bronx families. Girls Prep is a highly valued charter school with a record of 2,700 families applying for a seat just in the last year. I have had the distinct opportunity to visit Girls Prep on several occasions engaging educators and scholars and even talked to graduating seniors as they prepared for high school, college and beyond.

Based on the proven success of Girls Prep Bronx, the commitment of leadership at Public Prep and the sheer demand from South Bronx families, I offer my support for the application for Girls Prep Bronx II. I look forward to our continued partnership together and serving families in the South Bronx.

Sincerely,

A handwritten signature in black ink that reads "Vanessa L. Gibson".

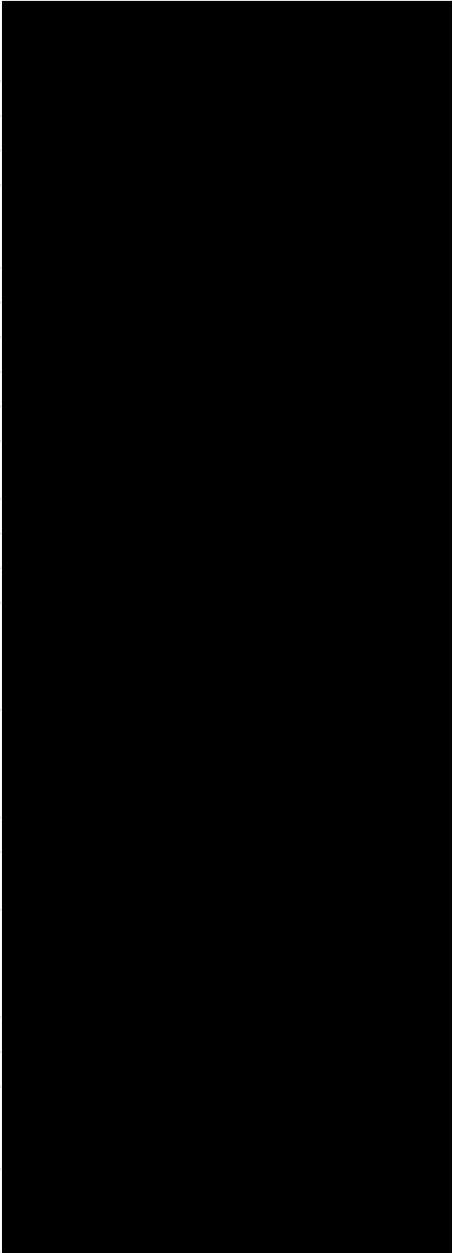
Vanessa L. Gibson  
Council Member, District 16, Bronx County

## **R-04f - Evidence of Demand**

Attached you will find over 500 signatures to a petition providing support for opening Girls Prep Bronx II. Additionally, we will reiterate the response from R-04abc regarding the demand for seats:

As noted in R-01-ac, in 2018-2019, families applied to Girls Prep Bronx at a rate that far exceeded our capacity to provide seats. Overall there were more than 1,8000 applications for 150 seats in our school, a rate of 12 applications per seat. Also critical to note, there were more than 800 applications for 80 Pre-K seats in our Joan Ganz Cooney Early Learning Program, a rate of 10 applications per seat. In past years, as we've moved through the waitlists to fill vacancies, it's taken approximately 10 applicants to fill a seat - meaning there would still be excess waitlisted families for our school.

Additionally, as noted in R-01-ac, the New York City Charter Center reported the number of applications received in every Community School District in New York City for the 2018-2019 school year. They found that CSD 7 received the most applications in the Bronx and the second-most across New York City with 6,731 applications. CSD 9 received the second-most applications in the Bronx and the third-most across New York City with 5, 328 applications total. CSD 8 received the third-most applications in the Bronx and the fourth-most across New York City with 5,183 applications total. This data underscores the need for even more high-quality charter school seats. So we know the demand across CSD 7 and CSD 8 for high-quality charter schools remains strong and far outpaces the current availability.

Timestamp	Name	Address	Comments	
2018/12/02 8:42:17 AM EST	Ozzy Ramirez		Girls Prep Bronx is a pleasure to have in the community, have a single sex model provides us with the opportunity of choice, where no other choice exists like this currently. If you have ever attended the school you will see how warm and inviting it is. You will also see how the girls are so focused and the teachers support not only their academic success but there emotional success as well.	
2018/12/02 11:00:20 AM EST	Greg Schneider			
2018/12/02 2:17:18 PM EST	Hanna Riege			
2018/12/02 4:46:14 PM EST	Chelsea Mosure			I would love to help in any way!
2018/12/04 12:42:11 AM EST	Shai Stephenson			Girls Prep Bronx has a very long waiting list. This shows the demand for high quality, single sex, education in this area. The families deserve another school to fill this need.
2018/12/04 5:37:44 PM EST	Jasmine Mejia			
2018/12/04 5:51:08 PM EST	Shaniqua Mcdonald			
2018/12/04 5:51:29 PM EST	Elsie Roker			
2018/12/04 7:10:39 PM EST	iman mohammed			Yes this would be amazing and give us who are on the waiting list a chance too.
2018/12/04 7:11:13 PM EST	Iman faisal			
2018/12/04 7:11:20 PM EST	Anni Keane			My children deserve high-quality education to develop themselves and the community.
2018/12/04 7:11:43 PM EST	Da ky Velez			YES and a Middle School
2018/12/04 7:11:53 PM EST	Diana Cabrera			
2018/12/04 7:12:17 PM EST	Michael Malcolm			
2018/12/04 7:14:02 PM EST	Denia			Coming from a district with such low performing schools and having to do most of the work to compensate for the lack of attention and resources in the classroom, I would be happy if a second school can be opened to provide an opportunity for a higher quality education for our girls and future women of the Bronx.
2018/12/04 7:14:09 PM EST	Julissa Pagan			My daughter is blessed to live near and accepted into Girls Prep Bronx Elementary. I think it would be an amazing idea to open up another at a different convenient location where even double the girls get an opportunity for an outstanding education amd network.
2018/12/04 7:15:35 PM EST	Natasha Robinson			Yes please open up another school
2018/12/04 7:16:51 PM EST	Wanda			having more space would mean kids would be able to have access to a good education
2018/12/04 7:17:29 PM EST	Crystal Cecchi			As a parent of two public prep kids, an alumni of GPLEMS & boys prep scholar, I would definitely support having another public prep school. It would be great if they extend to High School and also open a boys prep in LES. The education public prep provides along with the college readiness is outstanding.
2018/12/04 7:18:29 PM EST	Lenora Alvarado			
2018/12/04 7:18:48 PM EST	Bianca redondo		We need more school for our kids	
2018/12/04 7:20:09 PM EST	Ruth Thomas		I think it's a FANTASTIC idea. It gives our daughter's a chance at a great education, and the more the better. Public Schools are not what they use to be. Girls Prep 2 would be great..	
2018/12/04 7:20:44 PM EST	Ruth		I think it's a FANTASTIC idea. It gives our daughter's a chance at a great education, and the more the better. Public Schools are not what they use to be. Girls Prep 2 would be great..	

2018/12/04 7:21:44 PM EST	Juanita Williams	[REDACTED]	For every child should have a chance to make it out the hood !
2018/12/04 7:22:18 PM EST	Laetitia kumassi	[REDACTED]	Letâ€™s open a new girlâ€™s prep in the bronx
2018/12/04 7:22:33 PM EST	Laetitia kumassi	[REDACTED]	Letâ€™s open a new girlâ€™s prep in the bronx
2018/12/04 7:23:27 PM EST	Tasha Amaro	[REDACTED]	Yes open a new one for new opportunities
2018/12/04 7:23:37 PM EST	LoriAnn Reid	[REDACTED]	
2018/12/04 7:24:20 PM EST	Amanda Sanchez	[REDACTED]	
2018/12/04 7:24:55 PM EST	Danica	[REDACTED]	
2018/12/04 7:25:10 PM EST	Andreina De La Cruz	[REDACTED]	
2018/12/04 7:29:05 PM EST	Yanelly	Guzman	Opening another school location would be ideal.
2018/12/04 7:29:50 PM EST	Barbara Brimah	[REDACTED]	
2018/12/04 7:31:02 PM EST	Gloria Rodriguez	[REDACTED]	I love both girls prep n boys prep. I have kids in both schools. They are so good and I hope they do open another girls prep since my youngest will join them in another year. Good luck
2018/12/04 7:34:02 PM EST	NicoleMoore	[REDACTED]	We are estastic about the Girls Prep curriculum. We hope that Public Prep will open a new school to allow more girls to receive a rich and exciting educational environment to help them excel in the future.
2018/12/04 7:34:05 PM EST	Tirza Garcia	[REDACTED]	Yes
2018/12/04 7:34:58 PM EST	Dayesean israel	[REDACTED]	Yes open another girls prep in the bx
2018/12/04 7:35:00 PM EST	Anika Nelson	[REDACTED]	Children are the future, our little girls develop a fair chance to thrives. More schools mean more education ; be pro education
2018/12/04 7:35:18 PM EST	Monique	[REDACTED]	This would be great to have another location that way more girls can attend it would be even better if it went all the way to high school
2018/12/04 7:35:20 PM EST	Arlene valentin	[REDACTED]	Yes. Very good idea. We been applying every year for about 6 years. Still no luck.
2018/12/04 7:35:34 PM EST	Sintera Lewis	[REDACTED]	I think its a good idea because the school has helped my daughter academically a lot !
2018/12/04 7:36:56 PM EST	Kathleen Carroll	[REDACTED]	Families could use this option.
2018/12/04 7:37:07 PM EST	Karla Moran	[REDACTED]	
2018/12/04 7:37:22 PM EST	Kisha Johnson	[REDACTED]	This will give more girls an opportunity to apply
2018/12/04 7:37:57 PM EST	Cynthia Rosario	[REDACTED]	This would be great ðŸ˜ˆ
2018/12/04 7:39:18 PM EST	Jose	[REDACTED] 38	This Network has brought joy to my daughter. Her progress is visable in so many ways. I believe there needs to be more Girls Prep schools in the city of New York.
2018/12/04 7:40:41 PM EST	Kimberly	[REDACTED]	
2018/12/04 7:41:27 PM EST	Lashon	[REDACTED]	I been trying to get my daughter please come to the Bx we need to be part of your family!
2018/12/04 7:42:18 PM EST	Jessica Rodriguez	[REDACTED]	I definitely support a second girls prep being opened
2018/12/04 7:42:49 PM EST	Latasha Frisco	[REDACTED]	Girls Prep II means thank young girl will have the opportunity to embrace knowledge coupled with sisterhood. The curriculum and resources of another public prep community means empowering the future female leaders.
2018/12/04 7:43:30 PM EST	Evy Gross	[REDACTED]	I really think it is an excellent idea to open a second GPBXE campus here in the Bronx. It will help to service many more families.
2018/12/04 7:45:02 PM EST	Shirley Amponsah	[REDACTED]	This will enable more girls living within Bronx to have amazing teaching and learning experiences

2018/12/04 7:47:07 PM EST	Shirley Amponsah	[REDACTED]	This will enable more girls living in Bronx amazing teaching and learning experiences
2018/12/04 7:47:15 PM EST	Bella Ruiz	[REDACTED]	Girls prep bronx II is an excellent idea
2018/12/04 7:49:13 PM EST	Yolanda	[REDACTED]	I'm here to support the opening Girls prep II
2018/12/04 7:51:19 PM EST	Cristi Espada	[REDACTED]	
2018/12/04 7:56:08 PM EST	Alexia Rosario	[REDACTED]	Girls Prep provides a great education
2018/12/04 7:56:10 PM EST	Aysha Farmer	[REDACTED]	The Manhattan school doesn't accommodate the children traveling from the Bronx and doesn't offer bus services for the students coming from the Bronx
2018/12/04 7:58:57 PM EST	Crystal Jones	[REDACTED]	
2018/12/04 7:59:05 PM EST	Cecilia Wedzi	[REDACTED]	Good initiative to give more young girls opportunity that empowers them
2018/12/04 7:59:10 PM EST	Tiffany	[REDACTED]	Yes it would be awesome! The Bronx needs better schools.
2018/12/04 7:59:42 PM EST	Hawa Diaoune	[REDACTED]	Looking forward to more girls prep
2018/12/04 8:00:53 PM EST	Krystal Pine	[REDACTED]	
2018/12/04 8:01:26 PM EST	Gwen baah	[REDACTED]	Good idea
2018/12/04 8:03:13 PM EST	Francia Almanzar	[REDACTED]	I would really like for my daughter to get in this school.
2018/12/04 8:03:23 PM EST	Gina Delgado	[REDACTED]	Awesome Idea GREAT SCHOOL
2018/12/04 8:03:39 PM EST	Allasia ricketts	[REDACTED]	I would love to attend girls prep , but I'm waiting list for a really long time because there's no space . So a new school would be a better chance that I'll attend the school of my dreams
2018/12/04 8:04:56 PM EST	Lina Luna	[REDACTED]	Another site would be amazing. As long as the curriculum and staffing stays the same or better. Also, closer to the upper part of the Bronx would be essential.
2018/12/04 8:05:00 PM EST	Kayla pine	[REDACTED]	I like the school
2018/12/04 8:06:13 PM EST	JACQUELINE	[REDACTED]	New Bronx Location
2018/12/04 8:07:20 PM EST	Yamally Maisonet	[REDACTED]	
2018/12/04 8:07:30 PM EST	Ana Medina	[REDACTED]	I would really love for my daughter to have the opportunity to learn at your Academies! This will be a great chance for me to enroll her.
2018/12/04 8:07:31 PM EST	Litisha	[REDACTED]	
2018/12/04 8:09:29 PM EST	Rashann Melton	[REDACTED]	Closer to home.
2018/12/04 8:09:39 PM EST	Katherine Vasquez	[REDACTED]	We need more school
2018/12/04 8:10:36 PM EST	Talisa	[REDACTED] East	It would uplift the bronx community having more charter school options for our children
2018/12/04 8:10:36 PM EST	Khadijah Alston	[REDACTED]	I would love to see a Public Prep in the north Bronx section. Would make my family's commute less tedious.
2018/12/04 8:12:15 PM EST	Mia A. Sanchez	[REDACTED]	
2018/12/04 8:12:22 PM EST	Nilsia Peralta	[REDACTED]	More space and more opportunities for more girls to be enrolled in the school
2018/12/04 8:23:13 PM EST	Christine Rios	[REDACTED]	
2018/12/04 8:25:13 PM EST	Rafiat Aromire	[REDACTED]	It will give more families the chance to give kids a secured and best learning opportunity they strive for
2018/12/04 8:26:34 PM EST	Christina Padilla	[REDACTED]	Opening up a new school will help girls in our community receive a better education . Being around strong women and other classmates
2018/12/04 8:27:17 PM EST	Lourdes Perez Perez	[REDACTED]	Please let's make this happen

2018/12/04 8:35:54 PM EST	giselle ortiz	[REDACTED]	
2018/12/04 8:39:13 PM EST	Ingrid Feliz	[REDACTED]	I believe that girls prep is amazing because the main focus is education, and for the future of our future presidents this is a better opportunity to have our children teen to learn. Charter schools in general make kids matter and focus on their needs the right way and time.
2018/12/04 8:40:42 PM EST	Melissa saez	[REDACTED]	Great mission great values overall great literature as well as support
2018/12/04 8:40:44 PM EST	Maurisha	[REDACTED]	The Bronx has poor access to quality schools- worse than average than the other boroughs. Another Girlsâ€™ Prep School would be a wonderful opportunity for additional students to gain access to a quality education and positive resources.
2018/12/04 8:41:15 PM EST	Nadia Johnson	[REDACTED]	Open another location please
2018/12/04 8:47:34 PM EST	Janette Jurado	[REDACTED]	Girls Prep is a very functional, nurturing and organized environment where the scholars can really learn and thrive. I highly recommend opening a second school so that more students can have an opportunity to a great education.
2018/12/04 8:53:31 PM EST	Maria Delvalle	[REDACTED]	
2018/12/04 9:04:36 PM EST	Marsha	[REDACTED]	Yes I feel another school would benefit the community especially district 8
2018/12/04 9:05:34 PM EST	Marsha	[REDACTED]	Need to get school transportation
2018/12/04 9:11:41 PM EST	Djenebou Sanou	[REDACTED]	Very helpful
2018/12/04 9:17:28 PM EST	Claudia De La Cruz	[REDACTED]	
2018/12/04 9:26:40 PM EST	Natasia Haddock	[REDACTED]	Opening another location would provide more girls with an opportunity to experience quality education and develop a sisterhood with her fellow classmates.
2018/12/04 9:28:17 PM EST	Constance Seale	[REDACTED] ue	Please open up another branch
2018/12/04 9:32:04 PM EST	Condia Daley	[REDACTED] 0469	it's a great area to put the school so other kids can experience great education
2018/12/04 9:36:39 PM EST	Sonnia	[REDACTED] 0453	Single Sex schools allow for children to become confident learners.
2018/12/04 9:44:40 PM EST	Kiesha Carmichael	[REDACTED] ad	Need more of this school. Great education
2018/12/04 9:44:56 PM EST	Jazmine Velez	[REDACTED]	Yes
2018/12/04 9:45:42 PM EST	Tamara Page	[REDACTED]	Please open another Bronx Prep Elementary
2018/12/04 9:46:37 PM EST	Megan	[REDACTED]	Girls prep is a great school. I'm so happy, I pick this school.
2018/12/04 9:48:42 PM EST	Chenica Lee	[REDACTED] NY	
2018/12/04 9:54:54 PM EST	Meriangie andino	[REDACTED]	More girls need this opportunity
2018/12/04 10:01:54 PM EST	Angela Reid	[REDACTED]	Education is the key to success to our kids future more prep schools should be expanded
2018/12/04 10:16:30 PM EST	Lily seto	[REDACTED]	Girls prep is a wonderful concept where girls can empower each other and learn from their peers that anything is possible.
2018/12/04 10:33:55 PM EST	karen Waldron	[REDACTED]	i believe that having a Girls prep in the Bronx will gave Girls in the Bronx an opportunity to get an excellent is education that is par excellence, i have had my daughter in a Charter School, in a Public School and i also had her in a Private Catholic School and in the last Month we transition to Girls prep at her first evaluation i was heart broken at her assessment results and in less than a month later she is performing at grade level and i know this is just the begining the same pride and i feel as a parent , when i receive her second assessment i want that for every parent especially parents in the Bronx Good education is the key to brighter and bigger future and opportunities
2018/12/04 10:38:05 PM EST	Indira Turner	[REDACTED]	lâ€™m a resident of the South Bronx and would love a Girlâ€™s Prep in our neighborhood

2018/12/04 10:38:39 PM EST	Indira Turner	[REDACTED]	Iâ€™m a resident of the South Bronx and would love a Girlâ€™s Prep in our neighborhood
2018/12/04 10:41:10 PM EST	Esther Bargyei	[REDACTED]	[REDACTED]
2018/12/04 10:42:55 PM EST	Esther Bargyei	[REDACTED]	[REDACTED]
2018/12/04 10:43:42 PM EST	Esther Bargyei	[REDACTED]	[REDACTED]
2018/12/04 10:44:02 PM EST	Esther Bargyei	[REDACTED]	[REDACTED]
2018/12/04 11:10:16 PM EST	Esther	[REDACTED]	Supported
2018/12/04 11:22:55 PM EST	Jocelyn Vasquez	[REDACTED]	I think it would b awesome I love girls prep I also think giving our future a chance to live by core values I say make more space our girls need this
2018/12/04 11:24:20 PM EST	Nancy Torres	[REDACTED]	I would love to bring more structured charter schools for girls in the bronx so that our little ones have a better chance at succeeding and going to college
2018/12/04 11:51:24 PM EST	Renata Bonnette	[REDACTED]	There is a shortage of quality education in the bronx. Many residents like myself have to travel outside of the borough to give our children a head start to college completion.
2018/12/04 11:51:34 PM EST	Renata Bonnette	[REDACTED] 7	There is a shortage of quality education in the bronx. Many residents like myself have to travel outside of the borough to give our children a head start to college completion.
2018/12/05 12:01:35 AM EST	Araceli	[REDACTED]	Super excited for a new school
2018/12/05 12:11:18 AM EST	Ariel	[REDACTED]	We need another girls prep!!
2018/12/05 1:15:18 AM EST	Francis Ade	[REDACTED]	Am okay with it and it will be of a great theology to a lot aid of students and families. I have kids in both preps, they are doing better on a daily basis.
2018/12/05 1:25:12 AM EST	Keshia McKenzie	[REDACTED]	
2018/12/05 3:59:44 AM EST	Starr dargan	[REDACTED]	Great school for the girls!
2018/12/05 6:07:08 AM EST	DeShaunda S. Wilson	[REDACTED]	Opening up a second Girls Prep Bronx Elementary School would increase the learning for the children. Its about having the ability for the children to have more than one school to apply too, if they wanted to attend the school.
2018/12/05 6:15:32 AM EST	James L. Gilliam	[REDACTED]	Women are often undervalued in our society, as a result not empowered. Giving young women a voice and the tools to feel valued at a very young age will greatly shift that dynamic and generate a whole new breed of women, I feel that this is what your school could instill in these young women. Each one Teach one! So go for it!
2018/12/05 6:24:32 AM EST	Yan bel Rosario	[REDACTED]	More options and opportunity
2018/12/05 6:36:48 AM EST	yuberky vargas	[REDACTED]	I hope that you can open another school to give a chance to our community to enroll our kids and such a great school
2018/12/05 7:08:25 AM EST	Jessenia Torres	[REDACTED]	Please open one near us we can use one close by
2018/12/05 7:35:37 AM EST	Christine	[REDACTED]	I believe that all young girls from the Bronx deserve the education and sisterhood that girls prep offers. Our girls self esteems and confidence deserve caring teachers in the community just as districts with rich zip codes
2018/12/05 7:42:44 AM EST	Sayaret Chavarria	[REDACTED]	
2018/12/05 8:48:39 AM EST	latia rogers	[REDACTED]	yes a girls prep II is definitely needed this is a great school
2018/12/05 9:25:02 AM EST	Venus perez	[REDACTED]	Yes
2018/12/05 10:06:20 AM EST	Tanisha	[REDACTED]	This is greatly needed in such an underserved neighborhood. The staff are terrific and do more for our children than a traditional school. More girls would benefit from this expansion.
2018/12/05 10:15:23 AM EST	Joanne Carpenter	[REDACTED]	It would be nice to put that much needed school in the 10460 zip code area.

2018/12/05 10:54:04 AM EST	S Tirado	[REDACTED]	Yes I would!
2018/12/05 10:55:06 AM EST	Ronnie y osorto	[REDACTED]	Aplicar
2018/12/05 11:00:28 AM EST	Elizabeth Moran	[REDACTED]	This school should be opened to grant children a chance to a better education!
2018/12/05 11:02:21 AM EST	Mahasin spivey	[REDACTED]	I would love to see another Girls Prep open up in the bronx. I have a 4yr old daughter who i want to attend Girls Prep because it teaches solidary and pride amongst girls. The school focuses on science for the girls and most of the time thats not a subject that little girls are really pushed toward. The careers these young ladies can consider and the education is outstanding. We need another Girls Prep so my daughter and others who dont meet the priorities can have a chance to attend.
2018/12/05 11:04:01 AM EST	Jasmin Collier	[REDACTED]	It's a great idea and it opens up more opportunities for more girls to get a quality education. Overcrowded schools is a big downfall in our city so opening another location will prevent that. Our girls need this!
2018/12/05 11:31:37 AM EST	KAREN HENDERSON	[REDACTED]	Girl prep 2 would be good for parents.who would like to.send they girls there with out boys and to learn better.
2018/12/05 11:34:45 AM EST	Chasity Banks	[REDACTED]	
2018/12/05 11:47:31 AM EST	Delaris Gonzalez	[REDACTED]	
2018/12/05 12:00:38 PM EST	Betzandy Gonzalez	[REDACTED]	More Schools Offer More Opportunities
2018/12/05 1:22:12 PM EST	Angelica Torres	[REDACTED]	Yes I will like my daughter to attend
2018/12/05 1:51:58 PM EST	Stephanie Delacruz	[REDACTED]	
2018/12/05 1:55:30 PM EST	Balde	[REDACTED]	It would be great
2018/12/05 2:57:27 PM EST	Yvonne Vale	[REDACTED]	I currently have to drive down to Girls Prep Lower everyday to bring my grand daughter to school. We live in the Bronx and work in the Bronx, NY. Every year we have applied to the Girls Prep Bronx so that we can transfer my grand daughter to Girls Prep Bronx. But to no avail because there is never a space available for her. We really appreciate the curriculum and my grand daughter really appreciates the environment and the spirit of sisterhood that Girls Prep offers. It is very unfortunate that we have to transfer my grand daughter to a completely new school and environment because Girls Prep in the Bronx has no space to place my her in the 4th grade in the Bronx campus. It is has been very challenging getting my grand daughter to and from school. We have kept her in the Girls Prep Lower all this time because making new friends and potentially going to a coed school may come with new social challenges that we are trying to avoid at this stage of my grand daughter's life.  PLEASE PLEASE PLEASE invest on Girls Prep Bronx II. It is much needed for the sake of our children who live in the Bronx.
2018/12/05 4:12:02 PM EST	Gladys Igbodudu	[REDACTED]	I'm in support of opening a new branch of girls prep to create more opportunities for our girls in South Bronx
2018/12/05 4:24:22 PM EST	Yasmiri	Mateo	
2018/12/05 6:26:23 PM EST	Yaremi Polanco	[REDACTED]	Gives more opportunities
2018/12/05 6:36:55 PM EST	Jennifer Nunez	[REDACTED]	Yes I wouldlove for another girls prep school open hopefully my daughter can get I seat at the new school
2018/12/05 8:42:27 PM EST	Rosi suazo	[REDACTED]	
2018/12/05 9:30:04 PM EST	Yahaira	[REDACTED]	
2018/12/05 9:30:10 PM EST	Yahaira	[REDACTED]	

2018/12/05 11:00:00 PM EST	Maria reyes	[REDACTED]	As a mother of 3 girls living in the community I have a hard time finding or getting an opportunity for my daughters to be part of such great educational programs like the ones Girls Prep provides . I am excited for the possibility for all the girls on the Borough.
2018/12/06 7:37:36 AM EST	Justina	[REDACTED]	
2018/12/06 8:17:09 AM EST	lexy d morel	[REDACTED]	
2018/12/06 9:41:48 AM EST	Shaunte Martin	[REDACTED]	I would love for another little girl in this community to receive the education and love my daughter does at Girls Prep
2018/12/06 10:23:06 AM EST	Dorixa Gonzalez	[REDACTED] ue	Please open another school. Please open another middle school together with the elementary school.
2018/12/06 10:26:15 AM EST	Gretel Acosta	[REDACTED]	This Is an excellent idea. Public Prep Network is committed to reach students and help them grow emotionally and academically. A second GPBX will be amazing in this community that needs so much. Thank you!!!
2018/12/06 12:06:14 PM EST	Glendaly Gonzalez	[REDACTED]	Yes
2018/12/06 12:07:39 PM EST	Anassa Miller	[REDACTED]	I am in support of this
2018/12/06 1:30:21 PM EST	Joela	[REDACTED]	The Bronx needs more quality schools. This facility is necessary for the community.
2018/12/06 1:31:34 PM EST	Joela	[REDACTED] k	The Bronx needs more quality schools. This facility is necessary for the community.
2018/12/06 2:46:12 PM EST	Alison Newell	[REDACTED] 25	
2018/12/06 3:12:02 PM EST	Erika	[REDACTED]	
2018/12/06 3:13:18 PM EST	Rubina	[REDACTED] 467	Please help them increase there networks so that other kids get opportunity to study in the great school.
2018/12/06 3:14:40 PM EST	Barbara Brimah	[REDACTED] 472	Please open the 2nd school
2018/12/06 3:16:59 PM EST	Khaalida Sacasa	[REDACTED] 3	I support this idea
2018/12/06 3:17:33 PM EST	Wi bert Elias	[REDACTED]	Let's open another school.
2018/12/06 3:17:35 PM EST	Zasha Ortiz	[REDACTED]	As a mother of three girls, I feel we need more schools like this. Giving our girls an opportunity to grow and become well educated women. An all girls school for me seems like a brilliant idea for the bronx.
2018/12/06 3:18:21 PM EST	Dorcas Nunoo	[REDACTED]	application
2018/12/06 3:20:13 PM EST	Anthony Barcene	[REDACTED]	
2018/12/06 3:21:22 PM EST	Rosse Morris	[REDACTED]	
2018/12/06 3:21:32 PM EST	KRISTEN ESTEVEZ	[REDACTED]	
2018/12/06 3:21:53 PM EST	Buresha Carson	[REDACTED]	Yes please!!
2018/12/06 3:23:21 PM EST	Balde	[REDACTED]	Is good idea
2018/12/06 3:23:27 PM EST	Deshaun Knox	[REDACTED]	Another school would allow more girls from the Bronx get the best education in the district for free
2018/12/06 3:24:33 PM EST	Flor Minaya	[REDACTED]	SerÁ-a buena idea porque en lo personal me encantarÁ-a aplicar para mi hija y asÁ- habrÁ-a una escuela en mi condado y serÁ-a una gran oportunidad para mi ...
2018/12/06 3:34:40 PM EST	Shanell Pettitway	[REDACTED]	
2018/12/06 3:35:11 PM EST	Amanda moreno	[REDACTED]	
2018/12/06 3:43:07 PM EST	Jahliyah Joseph	[REDACTED]	Yes I do believe because I love girls prep but the manhattan was too much traveling for me and also still on waiting list for girl prep bronx

2018/12/06 3:43:38 PM EST	Janester Isaac	[REDACTED] ue	
2018/12/06 3:43:49 PM EST	Samantha Molina Cruz	[REDACTED]	My son is in boys prep and an girls prep in the Bronx would be amazing!!
2018/12/06 3:45:44 PM EST	Amber Laspina	[REDACTED]	
2018/12/06 3:52:04 PM EST	iman mohammed	[REDACTED]	I think this would be a great opportunity for people on the waiting list
2018/12/06 3:52:47 PM EST	DamarisDelgado	[REDACTED] 2B	Yes they should open another elementary and another middle school my daughter is learning so much more its great .
2018/12/06 3:53:35 PM EST	Diana	[REDACTED] 5	Our neighborhoods need schools like this.
2018/12/06 4:05:29 PM EST	Ina diaby	[REDACTED] 459	Yes we will be happy
2018/12/06 4:07:17 PM EST	DeShaunda S. Wilson	[REDACTED]	It would be a great idea to open up a second Girls Prep Bronx Elementary School, because it would give each and every child the opportunity to know that they have more support out here. It would also give the children the opportunity to know that they have more than one school to call their home away from their home. Knowledge is Power.
2018/12/06 4:08:40 PM EST	Iman	[REDACTED]	Good
2018/12/06 4:11:11 PM EST	Verleese Mulraine	[REDACTED]	Speaking from experience, opening up another girls prep school in the Bronx is a great idea because these are not just regular schools. The teachers that work at the schools really show a lot of dedication to your childâ€™s education. They donâ€™t just come from anywhere. They support your kids they donâ€™t be little or put your child down like most other schools. They even have college funds where you can actually save up for your childâ€™s college and you can put as little as a dollar. My child attitude and vocabulary changed so much going to girls prep school.
2018/12/06 4:16:13 PM EST	Barbara Amonoo	[REDACTED] 458	I support the proposal opening new School will help the community to grow and development
2018/12/06 4:17:15 PM EST	Royanna Walters	[REDACTED]	My daughter was in girls prep Lower Eastside and i loved it but once i had a baby i couldnâ€™t do the travel so i had to remove her. She was on waiting list for girls prep Bronx for 2 years. So opening up another girls prep in the Bronx she may get picked faster. I support the decision to open up girls prep Bronx 2
2018/12/06 4:18:17 PM EST	Joanna Figueroa	[REDACTED]	I think it will be a great idea to open another location specially in the south Bronx
2018/12/06 4:35:02 PM EST	Laetitia Kumassi	[REDACTED] 9	please open a new girls prep in the bronx
2018/12/06 4:44:36 PM EST	Celeste	[REDACTED]	I support this ðŸ˜Š
2018/12/06 4:57:20 PM EST	ashley Robinson	[REDACTED]	
2018/12/06 4:58:03 PM EST	Vanessa Robinson	[REDACTED] 4	
2018/12/06 5:06:23 PM EST	Yan bel Garcia	[REDACTED]	
2018/12/06 5:16:38 PM EST	Darline	[REDACTED] 0451	I think they should open another school because kids need more education and charter schools are the best for that.
2018/12/06 5:21:03 PM EST	Gifty Habbeshaw	[REDACTED]	Girls prep is a good school but itâ€™s so full. Opening another one will help other girls the chance to attend.
2018/12/06 5:21:14 PM EST	Carean Guess	[REDACTED]	The new location should be closer to the boys prep location.
2018/12/06 5:29:31 PM EST	Chary	[REDACTED]	Yes is a good idea
2018/12/06 5:30:11 PM EST	Patricia gonzalez	[REDACTED]	Great idea
2018/12/06 5:38:39 PM EST	Shumika Gunter	[REDACTED]	
2018/12/06 5:50:51 PM EST	Victoria Araujo	[REDACTED]	
2018/12/06 6:13:05 PM EST	Startisha Whitaker	[REDACTED] 53	I think is important to give each child a chance to have a greater education and to have role models within their school to motivate them

2018/12/06 7:06:40 PM EST	Selina Simmons	[REDACTED]	
2018/12/06 7:18:07 PM EST	Susan Mejia	[REDACTED]	
2018/12/06 7:28:55 PM EST	Kalijatutrawally	[REDACTED]	
2018/12/06 7:32:26 PM EST	Kalijatitrawally	[REDACTED]	School
2018/12/06 7:44:08 PM EST	Diamond Canteen	[REDACTED]	
2018/12/06 7:46:03 PM EST	Sade sullivan	[REDACTED]	Yes I support the opening of a new Girls Prep Bronx location
			Girls prep is a phenomenal school. This coming June 2019 my daughter will graduate from 8th grade at Girls Prep Middle school. She has been in this family since kindergarten. I say family because once you get in the school, everyone is one big happy family. My niece is now at Girls Prep and she loves it. The teachers and staff are very dedicated to what they do. I have never meet a staff member there that didn't go over and beyond for a family. You guys deserve another school, so every little girl out there can have a wonderful experience and get a amazing start on their future!!!!
2018/12/06 8:11:37 PM EST	Tiffany Mitchell	[REDACTED]	
2018/12/06 8:24:50 PM EST	Shantae Renfroe	[REDACTED]	yes
2018/12/06 9:13:20 PM EST	Cheryl	[REDACTED]	Girls Prep is the best school I have picked for my daughter.
2018/12/06 9:15:56 PM EST	Madison valera	[REDACTED]	
2018/12/06 9:20:57 PM EST	Sharon Casiano	[REDACTED]	
2018/12/06 9:45:00 PM EST	Sayda	[REDACTED]	I live in south bronx, I would love to have a school I can send my daughter to... specially close enough for my family to pick her in case of emergency in case I can't.
2018/12/06 10:46:16 PM EST	Jeanelin Mercado	[REDACTED]	Opening a new Girls Prep Bronx II would give many more girls the opportunity to get better education especially in our borough. I think it would be a great investment in our girls future. I hope that this amazing dream becomes a reality. Working together we can achieve it!! Pls pls give our girls in the Bronx, the opportunity they need and deserve! Thank you.
2018/12/06 10:52:53 PM EST	Iesha Lane	[REDACTED]	I believe girls prep Bronx will be an amazing not only for the girls of the Bronx but us a whole community. It will give us so much hope and joy to bring such a wonderful uplifting addition to the borough. I sure wish when I was a young girl I would have had an amazing opportunity as such.
2018/12/06 11:25:20 PM EST	Afua Gyamfuah	[REDACTED]	
2018/12/06 11:26:54 PM EST	Kristen Toledano	[REDACTED]	The waitlist at the current Bronx school is ridiculous. And the commute to the lower east side is hard. Furthermore the education provided to our students is very good
2018/12/06 11:33:35 PM EST	Wynee Severino	[REDACTED]	My daughter and I would be so happy if the possibility of having a second Girls prep in the Bronx. My daughter was attending the one on the lower side but I had to transfer her back to her old public school because of the commute every morning was very difficult. Having a second school in the Bronx would give my daughter an opportunity to attend the school she really loved going to.
2018/12/06 11:43:45 PM EST	Dana Covington	[REDACTED]	
2018/12/07 12:27:20 AM EST	Elaine Daly	[REDACTED]	
2018/12/07 12:46:48 AM EST	Youssouf Katari	[REDACTED]	opening a new schools will be wonderful because more girls will have a seat, and that will be awesome for the south bronx.
2018/12/07 1:26:42 AM EST	Latisha Ingram	[REDACTED]	I believe single sex schools are beneficial to young kids. I feel it's less distracting as well as teachers can employ instruction techniques geared toward specific genders.

2018/12/07 4:32:09 AM EST	Cphelpd	[REDACTED]	Yes it's a great idea
2018/12/07 4:32:38 AM EST	Claudia Phelps	[REDACTED]	Yes it's a great idea
2018/12/07 11:16:37 AM EST	Abdou Fall	[REDACTED]	It is long overdue and it would be a great relief for the families in the Bronx. It would a prayer come true for me and my daughter since I have applied for her for Girls Prep for the past 2 years. od work!
2018/12/07 4:10:25 PM EST	Josephine McGhee	[REDACTED]	
2018/12/07 11:58:48 PM EST	Talitha Washington	[REDACTED]	Opening an additional girls prep school is a great idea and will serve a dual purpose. First it will give our young girls a second home to learn, nourish and flourish academically, socially and emotionally to acquire the tools needed to be successful in their lives. Second, the environment that will cater to the needs of our young girls is difficult to create in co-ed settings, leaving room for clashes of gender specific development and progress. An additional Girls prep can cater to the needs of our young girls in one of the most needed times of society.
2018/12/08 11:02:42 AM EST	Javilette Rivera	[REDACTED]	I agree girls prep Bronx II is a good idea
2018/12/08 5:02:07 PM EST	Tiffany Mitchell	[REDACTED]	Girls prep is a phenomenal school. This coming June 2019 my daughter will graduate from 8th grade at Girls Prep Middle school. She has been in this family since kindergarten. I say family because once you get in the school, everyone is one big happy family. My niece is now at Girls Prep and she loves it. The teachers and staff are very dedicated to what they do. I have never meet a staff member there that didn't go over and beyond for a family. You guys deserve another school, so every little girl out there can have a wonderful experience and get a amazing start on their future!!!!
2018/12/08 8:11:37 PM EST	Cordelia Waite	[REDACTED] 55	
2018/12/08 9:50:12 PM EST	Tarita Walton	[REDACTED]	Please Open another Girls Prep to educate more Girls in our community
2018/12/09 7:42:26 AM EST	Stephanie Milian	[REDACTED]	I've applied to girls prep 2 years in a row with no success I would love for my daughter to be able to get quality education that there's no tuition involved we are currently paying for parochial school and it's tough on us financially.
2018/12/09 1:49:40 PM EST	Larissa rosa	[REDACTED]	I live closeby GPB but am not able to send my daughter because it is not accessible. I would love another Bronx location close to my home and accessible for my daughter to attend and I could send my baby girl once she gets older as well <3
2018/12/09 3:30:48 PM EST	Atiyah Brown	[REDACTED]	Public Prep is an amazing network that provides quality education to young boys and girls. Not many of our Bronx neighborhood have many options for great choices of schools. I think it is an awesome idea to expand the network with a Girls Prep Bronx II. This would help so many more families and scholars in search of a new school to call home.
2018/12/10 7:46:46 AM EST	Sheila Grovell	[REDACTED]	Yesss open another girls prep in the Bronx we deserve it..
2018/12/10 7:49:57 AM EST	Roseanne Vargas	[REDACTED]	Already being famailar with public preps culture I know for sure more great schools are needed in the Bronx. To many kids are left behind in most schools. We can help more kids get a better opptunity.
2018/12/10 8:13:51 AM EST	Michelle Torres	[REDACTED]	I had my daughter in a waiting list for 3 year. I I would love to have my daughter attend to girls prep.
2018/12/10 8:21:39 AM EST	Chaneisly Gonzalez	[REDACTED]	The future of Girls Depends on it.
2018/12/10 9:30:16 AM EST	Demitrice Welch	[REDACTED]	I support your decisions to make a Girls prep II
2018/12/10 10:40:04 AM EST	Milagros Escobar	[REDACTED]	I would be honored plead for an opening of a new prep school for girls. My daughter will be turning three and I pray by next year the school will have a chance to be open. I would apply for her to start next year.

2018/12/10 11:43:06 AM EST	Sharell Hampden	[REDACTED] 455	In favor for another school
2018/12/10 3:49:26 PM EST	Brenda Montalvo	[REDACTED]	Opening up another Girls Prep is a wonderful idea! It would give more girls an opportunity to experience a very unique charter school experience as well as a more advanced education. Girls Prep provides a safe environment for girls to learn and flourish.
2018/12/10 6:34:48 PM EST	Tamika	[REDACTED]	Will this be a middle school as well?
2018/12/11 7:54:40 PM EST	Kia green	[REDACTED]	This school is amazing and opening a new more will really benefit the girls in our community.
2018/12/11 8:04:20 PM EST	Angelita Rivera	[REDACTED]	Girls prep is an amazing school with an amazing curriculum for girls. The school allows the best opportunities for our urban youth. Opening another Girls Prep would permit more girls in our community the opportunity of an excellent education. I wish it were opening a Girls Prep High School!
2018/12/11 8:50:17 PM EST	Sherry McLaughlin	[REDACTED]	I believe that opening a new school would be beneficial to other children like my granddaughter who deserve to have a great education with educators who want to educate. Our children are deserving of an excellent education that is free. We want them to excel and be the best they can be. The sister schools have been very successful and this one can be also Thank you
2018/12/11 9:41:20 PM EST	Elida vigil	[REDACTED]	
2018/12/11 9:58:18 PM EST	Priscilla Alonzo	[REDACTED]	Of course why is this even a question??!!!
2018/12/12 12:59:01 PM EST	Lakisha	[REDACTED]	Yes I think itâ€™s a great idea to open another girls prep in the Bronx so that others girls including my daughter can have an opportunity to be able to go so yes I support the opening of a girls prep in the Bronx
2018/12/12 1:02:19 PM EST	Denise Furbert	[REDACTED]	
2018/12/12 1:05:34 PM EST	Lorelie Bautista	[REDACTED]	I support the idea
2018/12/12 1:08:41 PM EST	reina alvarez	[REDACTED]	I would like to see a second Girls Prep Bronx Elementary School open up because the teaching skills are very efficient .Having a great school leads our kids to being great and i'm all about greatness and success.
2018/12/12 1:08:50 PM EST	shanell oglesby	[REDACTED]	
2018/12/12 1:10:05 PM EST	Quinell Anglin	[REDACTED]	My older daughter goes to girls prep LES middle school. My younger daughter will attend next year Bronx location will be great since i reside in this borough i can switch my older daughter to the Bronx
2018/12/12 1:14:39 PM EST	Yejide Itobore	[REDACTED]	Yes! Education is the key.
2018/12/12 1:15:49 PM EST	Micheal Itobore	[REDACTED]	Yes! we want to build leaders of tomorrow.
2018/12/12 1:19:34 PM EST	Kalijatutrawally	[REDACTED]	School
2018/12/12 1:27:11 PM EST	Tania Lugo	[REDACTED]	I support it our girls need this type of school especially in our community.
2018/12/12 1:50:25 PM EST	Laura Diaz	[REDACTED]	Open the new school , itâ€™s whats best for our community .
2018/12/12 2:20:49 PM EST	Avasi Campos	[REDACTED]	I want my daughter in this school so bad. I have been applying for 3 years now and she has been offered a seat in the downtown Manhattan location but thatâ€™s just out of the way for me and rather inconvenient. An additional Bronx location is needed.
2018/12/12 2:33:25 PM EST	Ruth Thomas	[REDACTED] e	I believe opening another Girl's Prep will help our young girls to a brighter future. They're so many opportunities for them to grow..
2018/12/12 2:49:54 PM EST	Deidre Matthews	[REDACTED]	

2018/12/13 1:17:02 AM EST	Amber gardner	[REDACTED]	It would be great to give all little girls from the Bronx a chance to experience a new educational atmosphere.
2018/12/13 8:53:24 AM EST	Ernestina Arthur	[REDACTED]	
2018/12/14 8:10:43 AM EST	Yahaira Lois	[REDACTED]	Girls Prep is Amazing. Our community need more schools like this.
2018/12/14 4:57:49 PM EST	Vanetta Gonzalez	[REDACTED]	Yes A new girls prep expansion will be great
2018/12/15 7:43:24 PM EST	Mariatou	[REDACTED]	that will be great opportunity for so many children. I am in.
2018/12/15 7:47:22 PM EST	Mariatou Diallo	[REDACTED]	I support . Thank you for it.
2018/12/15 8:44:20 PM EST	Angel alicea	[REDACTED]	I love Girls prep they are very professional and with another location the possibilities are endless.
2018/12/16 2:37:09 PM EST	Angelique Sherwood	[REDACTED]	
2018/12/16 8:06:50 PM EST	Tashonda Martin-Lewis	[REDACTED]	I support the opening of another Girls Prep in the Bronx. There are many girls in the Bronx that can benefit from the educational experience that is provided through Girls Prep.
2018/12/17 4:44:10 AM EST	Aquapay Ashley	[REDACTED]	We need better education in these parts. They have it for our vulnerable kids here
2018/12/17 5:59:26 AM EST	Altagracia Concepcion	[REDACTED]	Yessss to better EDUCATION!!!
2018/12/17 10:09:54 AM EST	Ebony fryar	[REDACTED]	Is this an all girls school it would be very nice if it is thank you
2018/12/18 11:10:14 AM EST	Dianna Hunt	[REDACTED]	The Hunt's would love to see another Girls Prep!!!
2018/12/04 7:49:22 PM EST	No	Yes	Yes
2018/12/04 7:49:48 PM EST	No	Yes	Yes
2018/12/04 9:46:07 PM EST	Lorenza paulino	[REDACTED]	Para que mas niÑas tengan mas oportunidad para aprender
2018/12/05 6:05:00 AM EST	Scarlit	[REDACTED]	Necesitamos escuelas como ustedes para preparar mejor nuestros niÑos
2018/12/05 10:57:21 AM EST	Catherine Garc�a	[REDACTED]	
2018/12/05 11:40:26 AM EST	Blanca Vilchis	[REDACTED]	Estar�a bien ser�a mas oportunidades para nuestros hijos
2018/12/05 12:16:19 PM EST	Andreina de la cruz	[REDACTED]	Hoy asisti a un tour en la escuela y me encanto. Muy buena escuela , se las recomiendo
2018/12/05 3:46:02 PM EST	Anastacia	[REDACTED]	Porque Todas las niÑas tiene Derecho a una educaci3n como la que ofrece girls prep en el Bronx y asegurarles un futuro mejor.
2018/12/06 3:30:10 PM EST	Ingrid pena lopez	[REDACTED]	Seria genial , necesitamos mas escuelas que ofrezcan calidad de ense�anzas
2018/12/06 3:30:28 PM EST	Ingrid pena lopez	[REDACTED]	Seria genial , necesitamos mas escuelas que ofrezcan calidad de ense�anzas
2018/12/06 3:52:26 PM EST	Katherine	[REDACTED]	Es muy importante para darle m�s oportunidades a los niÑos
2018/12/12 1:18:13 PM EST	Geysis Gonzalez	[REDACTED]	Excelente idea, bendiciones a todo el equipo de Girls Prep.
2018/12/12 2:02:36 PM EST	Biangy gil	[REDACTED]	Creo que todos los niÑo deben tener la misma oportunidad de aprender por eso me gustar�a y me favorecer�a que uviera una en el Bronx ya que vivo con mis dos bebes
2018/12/17 5:19:25 PM EST	Luz	[REDACTED]	

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Andrew Stahub	[REDACTED]		
MARLENE COHEN		marlene cohen	
Issoufou Diabat			
Ramiro Diaz			
Donika Gonzalez		Donika Gonzalez	
Tykiem Stokes			
Shensy Urbane		Shensy Urbane	best school ever!
Kiomara Chene			Love this school [REDACTED]
KATHY TAKAGS			



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Name	Address	Signature	Comments
Jaffranna Hingosa			
Kenia Marcano			
Napoleon Gonzalez			
Denise Lopez		D. Lopez	
Irene J Mariam		Irene Mariam	
Chi' Mandrea Hargra			
Wanda Arias			
Teresa Garcia		T. Garcia	



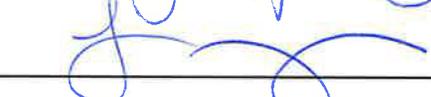
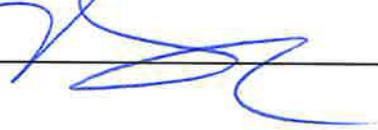
**Petition to Open Girls Prep Bronx II**

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Name	Address	Signature	Comments
Renee Bathea	[REDACTED]		
Ricarda Perez			
Kiechuni Gholston			
Karla Moran			
Elanny Hanson			
Lilianne Gutierrez			
Johanna Aleg			
Tobayah Fellerodias			
Maryanite Lino			
Christy Martinez			

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Amanda Sede	[REDACTED]		
Satyn Jenkins			
Melissa Sazz			
Emily Muñiz			
Latoya McCleary			
Marshed			
Luz Rojas			
C. Guess			
Markita Clark			

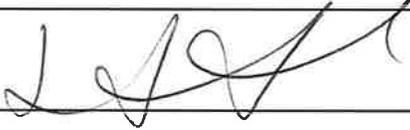
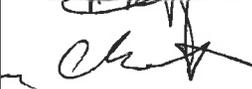
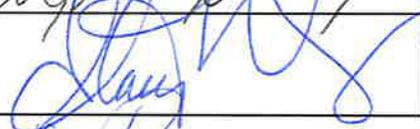
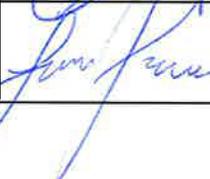
Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Jenny Spidy	[REDACTED]	[Signature]	I cannot wait!!
Virginia He		[Signature]	
Rocio Maldonado		[Signature]	
Diana Lague.		[Signature]	
Blainy Rojas		[Signature]	
Natasha Santana		[Signature]	
Nohe mi Lopez		[Signature]	
Elizabeth Alfaro		[Signature]	
Monique Fernandez		[Signature]	

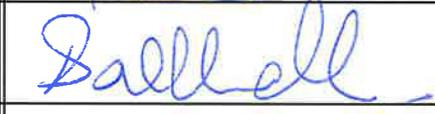
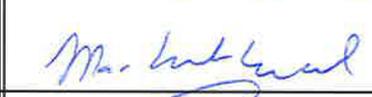
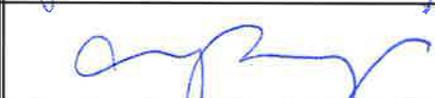
Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Laura Diaz	[REDACTED]		
Willy Diaz		Willy Diaz	
Kalila Shoffno			
Erica Christoph			
Anthony Thorne		Anthony Thorne	
Asia Scott		Anthony Thorne	
ChiyAnn Ardrey		ChiyAnn Ardrey	
Jose Madera			
Luis Perez			

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Notasha Nylott Green			
Peggy Morales			Please make this happen
Pedro Ferreira			
Krusta Delafior			The more girl only schools the better
Dallanora candelario			ASAP
Maribel Esme			Yes, More Girls prep!
Coleen Thomas			Yes
Iva Sklar			
Amanda Pungj			yes

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Tenisha		<i>Tenisha</i>	
Valarie Vazquez		<i>Valarie Vazquez</i>	
Kimberly DeLaCruz		<i>Kimberly DeLaCruz</i>	Good school
Jacob M. Smith		<i>Jacob M. Smith</i>	Good School
Harvey B.		<i>Harvey B.</i>	Excellent
F. Elwin		<i>F. Elwin</i>	
E. King		<i>E. King</i>	Exceed for the kids
Lakeisha Perryman		<i>Lakeisha Perryman</i>	Excellent school
Shamika Shirer		<i>Shamika Shirer</i>	Excellent School

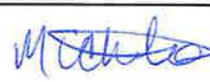
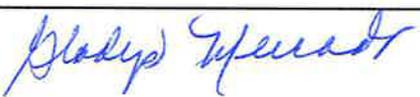
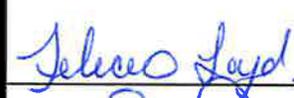
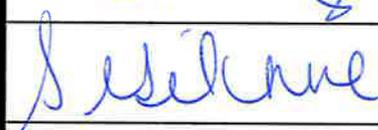
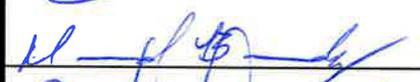
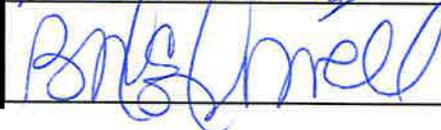
Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Jamele Baez		J. Baez	
Roberto Bustamante		[Signature]	
Yanis Rodriguez		Yanis Rodriguez	i
Darlene E. Martinez		[Signature]	Best School ever!! 😊
Florencia Z		[Signature]	
Graciela Fernandez		[Signature]	
Franchista Hernandez		[Signature]	
Monica Colon		M. Colon	
Simone Meyers		S. Meyers	

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Name	Address	Signature	Comments
Michele Menoscal	[REDACTED]		
Glady's Hernandez			
Jennifer Avila			
Felicia Loyd			
Starr Dagan			
Shantel Gilmore			
Cina Antoine			Excellent environment for girls
Michael Bernudez			
Bridget McDowell			

**Petition to Open Girls Prep Bronx II**

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Name	Address	Signature	Comments
Nayhe Townsend			
Jacklyn Hums			
Karon Wang			
Sandy Bruno			
Jessica Peña		J. Peña	
Krystal. C		krystal. C	
Starr King			
Noemi Diaz			
Clarissa Roman		C. Roman	

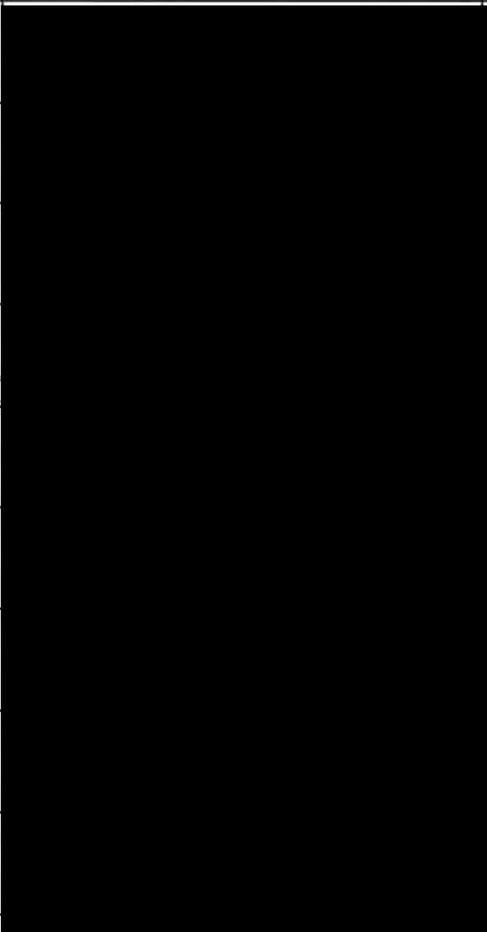
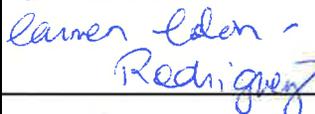
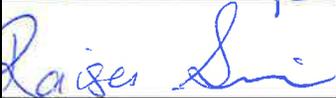
Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Constance Brady	[REDACTED]	Constance Brady	Thank you
Tania Garcia		Tania Garcia	
Stacy Moran		Stacy Moran	
Wanda Young		Wanda Young	Thank you
Nicole Adams		Nicole Adams	
Dyron Con		Dyron Con	Recommend
Concepcion Altagracia		A. Concepcion	
Ricardo Concepcion		Ricardo Concepcion	Awesome idea and plan!
Maria Arce		Maria Arce	Thank you

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Name	Address	Signature	Comments
Larissa Smart			
Flora Torres			
MCGEE			
Carmen Eden-Rodriguez			
Idiah Primus			
Raisa Simmons			
Janice King			
Aissaton Niane			
Ray Uatsar			

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Name	Address	Signature	Comments
Zanaya Diakite	[REDACTED]		[REDACTED]
Tamaro Rickel			
FESSA WILLI			
Alongo Hammond			
Joelys Gonzalez			
Akeem Salley			
Lakisha Sims			
Marilyn Baez			
Romine McDine			

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Name	Address	Signature	Comments
Aminata Sebaly	[REDACTED]	Aminata Sebaly	
Raven Nicholas		[Signature]	
Chris Robinson		[Signature]	
ROSALYN COLLARZO		Roselyn Collarzo	
Miguel Quiroz		[REDACTED]	
KEE MARIA Colon		Jen Mander	
Juan M. M. [unclear]		[Signature]	
Jasmine Grepps		Jasmine Grepps	
Bianca Brown		[Signature]	



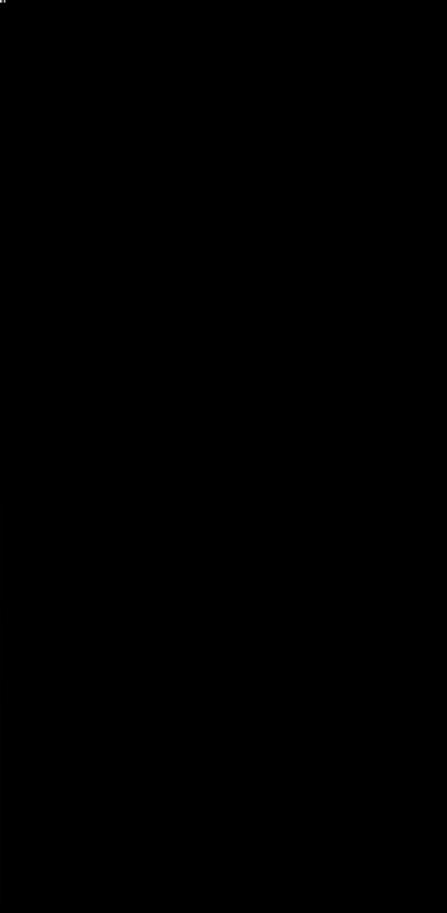
**Petition to Open Girls Prep Bronx II**

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Name	Address	Signature	Comments
Samantha Edwards		<i>S Edwards</i>	
Ann Grith			
V Chedue Sprank		<i>[Signature]</i>	
Antonette Lut		<i>A Lut</i>	
Denise Hannon		<i>Denise Hannon</i>	
Kadiatan Bah		<i>[Signature]</i>	

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Christina Serrano		Christina Serrano	
Crista Acosta		Crista Acosta	
Brittinae Samuel		B Samuel	
Yberkis Calderon		Yberkis Calderon	
Paul Diaz		Paul Diaz	
David Leary		David Leary	
Lillian Gaddy		L. Gaddy	
Damary Rivera		Damary Rivera	
Julio Cruz		Julio Cruz	



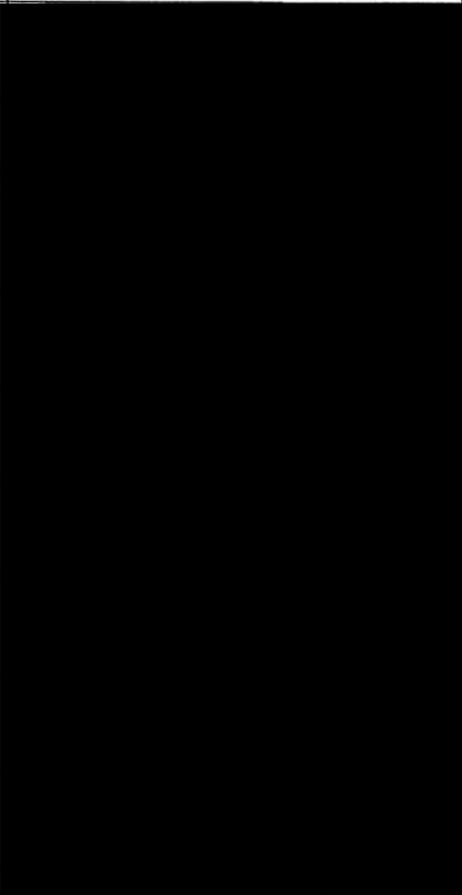
Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Jonathan Walther	[REDACTED]	Jonathan Walther	I LOVE GIRLS Prep!!
Diana Walther		Diana Walther	Great school!!!
Shanta Talley		Shanta Talley	I love it

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Maria Delvalle		M. Delvalle	
Jasmine Robinson-Martinez		JRM	
Jason Robinson		J. Rob	
Patricia Castillo		P. Castillo	
Cristina Rutaga		<del>Cristina</del>	
Christina Oyola		C. Oyola	
Lequanda Pope		L. Pope	
Isela M		Isela M	
Darlyn Bretons		Darlyn Bretons	

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Name	Address	Signature	Comments
Francis A. Mensah			I am in support
Anitz Rivera			Add high school
Francis Tejada Melissa Carrero		Fite	add high school
Kerri Shrivastava			PLSP ADD. High School
Jennifer Hernandez		Jennifer Hernandez	Families need more schools like Girls Prep
Erica Christoph			
Venus Perez		Venus p.	
Abelmar Lopez		Abelmar L.	
Joy Grant R.		Joy Grant R.	

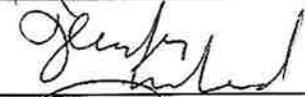
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Name	Address	Signature	Comments
Mansela DIAZ		Mansela Diaz	Also consider a H.S. Girls + Boy prep
Suliana Paeon		Suliana Paeon	
Conu Symister		Conu Symister	Can we consider a bus company please!!
Evelyn Reyes		E Reyes	School buss
Melissa Bonilla		Melissa Bonilla	More schools to service bronx residents
Tawana Prince		Tawana Prince	
Joe Barone		Joe Barone	
Alexis Rivera		Alexis Rivera	High School <sup>not</sup> continuation
Donisha Jordan		Donisha Jordan	

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Name	Address	Signature	Comments
Marganta Roldan	[REDACTED]		Girls Prep is an amazing school, with great staff & culture.
megan Beckford	[REDACTED]		Great School
Thomas Fair	[REDACTED]	TF	Love the school
Loretta French	[REDACTED]		Love the 4 core values especially sisterhood.
Texy Texeira	[REDACTED]	Texy Texeira	G.P. is great for the community.
Jennifer Musher	[REDACTED]		I think there should be expansion, esp. High school
Tiffany Danowsky	[REDACTED]	T. Danowsky	High School
Arlene Dixon	[REDACTED]		High school
Sharece Proctor	[REDACTED]	Sharece Proctor	own Building Please and high school

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Name	Address	Signature	Comments
Eugenia Toxqui	[REDACTED]	[Signature]	
Ruth Thomas		[Signature]	
Maranyelly Vega		[Signature]	Because it's a great school and I believe it is an asset. hopeful you will have a high school!
maria gasta		[Signature]	
Juan Nunez		[Signature]	
Jodiann Collier		[Signature]	
Jose Felkrow			
Yajaira Ramirez		[Signature]	Porque las niñas reciben una educación excelente. También sería un gran beneficio para la comunidad.
Kendra Williams		[Signature]	The school is a great learning facility. I would like to see more kids get proper education.

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Name	Address	Signature	Comments
Jazmin Agosto	[REDACTED]	JA	This school is amazing.
Leticia Byfield	[REDACTED]	Leticia Byfield	We need more schools like this one. It's awesome.
Iris Herrera	[REDACTED]	Iris Herrera	
Athens Knox	[REDACTED]	Athens Knox	Scholarship & sisterhood needs spreading around Bronx
Cathy Rivera	[REDACTED]	Cathy Rivera	School is amazing great staff, teachers, work
Yolanda Lois	[REDACTED]	Yolanda Lois	
Rafael Lois	[REDACTED]	Rafael Lois	Great school to have
Carlos Lopez	[REDACTED]	Carlos Lopez	Great school
Ianthea Carter	[REDACTED]	Ianthea Carter	Excellent school

Petition to Open Girls Prep Bronx II

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Name	Address	Signature	Comments
Maryroel Sanchez	[REDACTED]	Maryroel Sanchez	We have too many girls!!!
Danielle McQueen		Danielle McQueen	I second that!!!
Martene Colon		Martene Colon	Girls prep is the Best!!!
Jacqueline Marrero		Jacqueline Marrero	Great School that is great for the community
Ricarda PEREZ		Ricarda PEREZ	We have way too many girls.
Devora Balbuena		Devora Balbuena	I want school girls II

**R-05ac - Enrollment**

Girls Prep Bronx II will open in the Fall of 2020 serving 104 kindergarten scholars (26 students in each of the 4 classrooms). GPBX II will have four classes per grade and add a grade each year until it reaches capacity. In year five, GPBX II will serve Kindergarten-4th grades, with 520 students. All female students who are eligible for enrollment in public schools in New York State in these grades will be eligible to enroll in GPBX II, subject to availability and the process set forth in our admissions policy. Per New York City’s public school eligibility requirements, all kindergarten students will turn 5 by December 31st of 2020.

As the school grows, we will add students in kindergarten and backfill our classes to counteract the modest levels of attrition we anticipate due to students’ families moving out of the area. The low attrition rates we project at GPBX II are based on our experience at GPBX I.

Please note that GPBX II also plans to offer the Joan Ganz Cooney Early Learning Universal Pre-K Program, a Universal Pre K program, starting in year one. The program will serve four classes of 18 students (72 students) each year.

The below table displays the proposed enrolment for GPBX II through year five, not including Pre K.

Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-205
K	104	104	104	104	104
1		104	104	104	104
2			104	104	104
3				104	104
4					104
Total	104	208	312	416	520

Because of the overwhelming need and still unmet demand from families for high-quality education options in the Bronx, Public Prep has made the strategic decision to concentrate all of its future growth in the Bronx. Our five-year growth plan includes this proposal to open Girls Prep Bronx Elementary II in 2020 and a proposal to open Boys Prep Bronx Elementary II in 2022.

**5(b) Target Population Enrollment**

Girls Prep Bronx II, aligned with PPA, will be equally committed to recruiting, serving and retaining students with disabilities, English Language Learners, and economically disadvantaged students. According to the standards developed by Regents and SUNY, our targets will be as follows:

Category	Enrollment Target	Retention Target
Economically Disadvantaged	89%	93%
English Language Learners (ELLs)	12%	93%
Students with Disabilities	18%	94%

Below is an overview of our proposed efforts to recruit and retain students with disabilities, ELLs and economically disadvantaged students.

	Recruitment Efforts	Retention Efforts
<b>Economically Disadvantaged</b>	<p><i>Public Prep Academies will continue to ensure we are recruiting and serving economically disadvantaged populations by:</i></p> <ul style="list-style-type: none"> <li>- Marketing in New York City Housing Authority (NYCHA) developments and community centers, daycares, head start programs, free or low-cost healthcare facilities (including urgent care offices) and local community-based organizations including after-school programs and social service agencies.</li> <li>- Developing partnerships with local community-based organizations and head start programs to provide applications, marketing materials, and hands-on support to families interested in applying.</li> <li>- Canvassing in blocks surrounding the school area in the South Bronx, including going door-to-door in NYCHA developments. We will recruit current families as volunteers to lead regular canvass efforts.</li> <li>- Providing an enrollment priority to high-need populations via NYCHA preference, defined as Students who reside in selected NYCHA Housing Developments will be awarded “NYCHA” preference at the time of the lottery.</li> <li>- Providing helpful services to this population</li> </ul>	<p><i>Public Prep Academies will continue to ensure we are retaining students who are economically disadvantaged by:</i></p> <ul style="list-style-type: none"> <li>- Continuing efforts to provide families with free and reduced-price lunches.</li> <li>- Creating opportunities for families to receive a free backpack before school starts via partnerships with STATE bags, ShopBop and Barclay’s.</li> </ul>

	such as free MetroCards, subsidized school uniforms, scholarships to enrichment programs and the opportunity to open an NYS 529 college saving account (with yearly contributions from the school).	
<b>ELL</b>	<p><i>Public Prep Academies will continue to ensure we are recruiting and serving English Language Learners by:</i></p> <ul style="list-style-type: none"> <li>- Producing all marketing materials (including our website), advertisements, applications, and presentations in both English and Spanish.</li> <li>- Expanding our recruitment team to include 2 Spanish-speaking associates.</li> <li>- Marketing in neighborhoods that serve a large number of families who do not speak English as their first language.</li> <li>- Conducting Home Language surveys during the application process and conducting home visits to all families before the end of the first trimester.</li> <li>- Ensuring members of each school’s main office provide information in multiple languages.</li> </ul>	<p><i>Public Prep Academies will continue to ensure we are retaining students who are English Language Learners by:</i></p> <ul style="list-style-type: none"> <li>- Continuing to provide high-quality, intensive support services to ELL students in both push-in and pull-out settings.</li> <li>- Providing professional development of staff who support ELL students.</li> <li>- Making resources and assistance available to teachers and families who are looking for strategies to better support ELL students.</li> </ul>
<b>Students with Disabilities</b>	<p><i>Public Prep Academies will continue to ensure we are recruiting and serving Students with Disabilities by:</i></p> <ul style="list-style-type: none"> <li>- Including information about inclusive classrooms and our continuum of special education programs and related services in our marketing materials.</li> <li>- Coordinating recruitment and enrollment strategies with our Director of Student Support to ensure we are providing inclusive and accurate information to all families.</li> <li>- Continuing to ask about special education services, evaluations and IEPs during the enrollment process and making special education support staff available during family orientations.</li> <li>- Seeking out partnerships with head starts and local organizations that serve students with disabilities for recruitment purposes.</li> </ul>	<p><i>Public Prep Academies will continue to ensure we are retaining Students with Disabilities by:</i></p> <ul style="list-style-type: none"> <li>- Continuing to build a staff that monitors and supports services provided to students with IEPs. Our network-wide Director of Student Support will continue to standardize these efforts and ensure we are delivering high-quality support.</li> <li>- Adding professional development opportunities for all staff to increase our capacity to serve students with disabilities.</li> <li>- Continuing to utilize our ICT model in classrooms.</li> <li>- Continuing to differentiate instruction and use flexible grouping for individualized support.</li> <li>- Continuing to participate in the NYC Charter School Special Education Collaborative.</li> </ul>

**5(c) Student Enrollment Table**

<b>CHARTER ENROLLMENT BY GRADE</b>							
<b>GRADES</b>	<b>LEVEL</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>AGE RANGE</b>
Kindergarten	Elementary School	104	104	104	104	104	5-6
1st Grade	Elementary School		104	104	104	104	6-7
2nd Grade	Elementary School			104	104	104	7-8
3rd Grade	Elementary School				104	104	8-9
4th Grade	Elementary School					104	9-10
<b>TOTAL</b>		<b>104</b>	<b>208</b>	<b>312</b>	<b>416</b>	<b>520</b>	

## **R-05d - Admissions Policy**

### Requirements for Enrollment

Public Prep Charter School Academies (PPA) are single-gender public schools for students in kindergarten through eighth grades. No PPA site requires tuition or admission tests and they are open to any student who is eligible for the grades and gender served at the site and eligible under the laws of New York State for admission to a public school. GPBX II, like other PPA schools, shall comply with the requirements of Education Law §2854(2) and all other applicable laws. Admission to any PPA school shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other ground that would be unlawful.

In 2020-21, admission will be open to female students wishing to enroll in Kindergarten. In 2021-22, the school will accept applications for eligible students of the grades to be served (GPBX II will add one additional grade per year) until the school has grown to capacity and can accept applications from students in kindergarten through eighth grades.

All female students who would be eligible for enrollment in public schools in New York State in these grades will be eligible to enroll in GPBX II, subject to availability and the process set forth below.

### Application and Enrollment Process

#### *Advertising and Information*

GPBX II, with the support of Public Prep Network, will engage in robust communication and outreach initiatives to attract students of diverse cultural and academic backgrounds representative of the target community. GPBX II will concentrate efforts first on the immediate communities of the school site, with outreach to neighboring communities to ensure the application process is available to all interested families.

#### *Application/Lottery/Wait List*

GPBX II will admit each eligible student who submits a timely application (the deadline is typically April 1<sup>st</sup>), unless the number of applications exceeds the capacity of the student's requested grade level or of the school building (in which case the lottery process will be initiated as described below).

1. Interested families will be required to complete and submit an application form. Such forms will be made available digitally on the publicprep.org website and the NYC Charter Schools Common Application. It will also be available in paper form at the school's open houses, continuously at all PPA schools, at Public Prep Network and at accessible locations throughout the community. The application requests basic biographical information (name, age, etc.), contact information, and other important facts (e.g., the school currently attending).

2. GPBX II makes staff available to any parent or guardian who needs help completing the application. Completed applications are required to be submitted online or to GPBX II/Public Prep Network anytime during the application season (typically October 1<sup>st</sup> through April 1<sup>st</sup>). The deadline for all applications is April 1<sup>st</sup> of each year (or the Monday immediately following April 1<sup>st</sup> should this date fall on a weekend). GPBX II may extend the application submission period if the need exists, and may hold a supplemental summer enrollment period at the principal's discretion.
3. GPBX II holds a separate, random admission lottery drawing for each grade if the number of eligible applications for admission exceeds the spaces available for students. Such a lottery will be open to the public and audited by a representative of an objective third-party organization following all applicable guidelines.
4. Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission also will serve to place students in preferential order on these waiting lists.
5. Prior to the lottery, a member of the Public Prep staff will ensure:
  - a. All applicants turn at least five years of age by December 31<sup>st</sup> of the school year that they are entering;
  - b. Every application received within the October to April 1<sup>st</sup> (which may be adjusted to allow more time in newer schools) timeframe is included in the lottery process, which will likely entail being included among the list of applicants that will receive lottery numbers based on the random number generator.
6. All online applications will be collected through an independent, unaffiliated third party vendor: SchoolMint. This same vendor will be used to conduct the random lottery. During the lottery, a member from the school as well as a PPN employee will ensure that the following standards were met:
  - a. The procedures for the lottery were read aloud to the public and available for public viewing.
  - b. Each eligible application for each grade was included in the lottery process.
  - c. Each applicant was assigned a random number.
  - d. The names of accepted students are read aloud.
  - e. The names of all applicants and the results of the lottery are recorded accurately in the file and open to the public.

### *Enrollment Preferences*

GPBX II offers the following enrollment preferences in this order: siblings of current students, approved NYCHA residents, in-district residents, and children of current staff.

1. Sibling Preference: Preference is given to students with siblings enrolled in the Public Prep school to which they are applying. Applicants will be considered siblings if they share at least one biological parent/legal guardian, OR live in the same home and custodial care has been transferred to the same guardian(s). The following documents can be submitted as proof for sibling preference:

- Proof for biological sibling preference can include: Birth Certificate or Certificate of Adoption
  - Proof for a transfer of custodial care must include a Birth Certificate, non-custodial parent affidavit (signed by the custodial parent) and a parent affidavit (signed by the parent)
2. NYCHA Preference: Students who reside in approved New York City Housing Authority (NYCHA) Developments (w/in a two-mile radius of the school) are eligible to receive NYCHA preference at the time of the lottery. A list of approved NYCHA Housing Developments will be listed on our website and paper FAQ forms which are to be kept at every school throughout the enrollment season. In order to receive NYCHA preference, families need to submit a NYCHA Household Composition letter or NYCHA Lease Addendum as proof for NYCHA preference.
  3. District Preference: Enrollment preference is given to students who live in the same community school district as GPBX II. The following documents can be submitted as proof of address for district preference:
    - A residential utility bill (gas or electric) in the resident's name issued by National Grid, Con Edison, or the Long Island Power Authority; must be dated within 60 days
    - Documentation or letter on letterhead from a federal, state, or local government agency, including the Internal Revenue Service (IRS), City Housing Authority, Human Resources Administration (HRA), the Administration for Children's Services (ACS), or an ACS subcontractor indicating the resident's name and address; must be dated within the past 60 days
    - An original lease agreement, deed, or mortgage statement for the residence
    - A current property tax bill for the residence
    - A water bill for the residence; must be dated within the past 60 days
    - Official payroll documentation from an employer such as a form submitted for tax withholding purposes or payroll receipt; a letter on the employer's letterhead will not be accepted; must be dated within the past 60 days
  4. Children of Staff Preference: Enrollment preference is given to students who have a parent or guardian that works at any Public Prep school (or network office) at the time of the lottery. The parent does not need to work at the school to which the student is applying. Proof for this preference includes the child's birth certificate and confirmation of the parent's current employment.

#### *Preference Documentation Submission*

All documentation for sibling, NYCHA, district, or children of staff preferences must be submitted by the April 1<sup>st</sup> application deadline. Documents can be submitted to any school or to Public Prep via mail, fax, email or in person.

#### *Enrollment Process*

Upon selection via the lottery or waiting list, parents will be notified of their student's eligibility to attend GPBX II. Parents will be given adequate time to provide all necessary enrollment documents, which may include forms developed or required by the school to support student needs (Home

Language Questionnaire, records release form, emergency contact forms, etc.). The following enrollment documentation that will be required of all students in the network prior to attendance at the school:

- Documentation of legal proof of guardianship (for those students with legal guardians other than parents) which must be one of the following:
  - Birth certificate, with name of parent submitting an application listed on the certificate
  - Court documentation verifying legal guardianship
- Documentation of proof of residence which may include:
  - Apartment lease or deed, with name of parent submitting an application listed on the certificate
  - An original, notarized letter from a landlord or management company attesting that the applicant lives at the residence in question
  - Two current billing statements, with the name of the parent submitting an application listed on the proof of guardianship. The following constitute acceptable forms of billing statements:
    - Gas utility bill
    - Electricity utility bill
    - Cable television bill
    - Receipt of rent payment
    - Paystub from employer
    - Bank statement

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, GPBX II will contact the parent or guardian of the student next on the waiting list.

Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at the charter school before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of attempts made to contact the parents/guardians of any student removed from the waiting list shall be maintained by the school.

Waiting lists will not be carried over from year to year, but instead, the annual admission lotteries will be used to create new random waiting lists. The school will notify the parents/guardians of each child on the prior year's waiting list of the new application once available.

#### Voluntary Withdrawal

GPBX II is a school of choice and it is critical that all students and their parents examine the schools closely before deciding to enroll. The process of applying for admission will provide parents and guardians with the information they need to make a good choice; however, there may be circumstances

in which a parent or guardian wishes to transfer their child to a different school. In these instances, school personnel will offer to meet with the family and discuss the reasons for withdrawal and seek solutions to any challenges within the GPBX II community. This initial meeting will serve both to help staff address common stakeholder challenges and to receive direct feedback from families who are opting for alternatives.

If the parent or guardian still wishes to transfer their child to another school after this meeting, staff at GPBX II will make every reasonable effort to help the student find a school that better serves the family. Families will complete a withdrawal form (at the end of the year in lieu of an “intent to return” form for those families who will opt into another school the subsequent year or at the time of withdrawal for those students who withdraw during the school year). If a withdrawal form with parent/guardian’s signature cannot be obtained, then the student is considered officially withdrawn only after enrollment at the new school is confirmed.

In the case that returning students do not attend the first day of school, they will be subject to the same rule that applies to families being called from the waitlist. Following the first absence, the school will call the families of absent students and gives them a specific time frame (of at least 24 hours) within which to report to school or confirm their enrollment in the school. If the student does not report to school and the family does not confirm enrollment within that timeframe, the returning student is considered to have withdrawn.

GPBX II will ensure the timely transfer of any necessary school records to the student’s new school.

## Transfer Procedures

### *Intra-Network Transfers*

Students enrolled in a school within the network of PPA will have the option of transferring to GPBX II under certain circumstances. Intra-network transfers can be initiated by a school staff member or the student’s parent/guardian. There are 3 specific circumstances that could potentially result in an intra-network transfer:

1. Student requires a school with different services or offerings (as confirmed by both school’s principals)
2. Student’s ability to regularly get to school is hindered by the school’s geographic location, and another in-network school is more conveniently located
3. Student requires school setting with a different behavioral approach (as confirmed by both school’s principals)

No student is eligible for transfer without the written consent of parents/guardians, principals at each of the schools involved, and the Superintendent or the Chief Executive Officer (“CEO”) of Public Prep Network.

Should a student transfer from one school to another within the network be authorized, the following prioritization on the waitlist applies:

1. The applicant is placed on the waitlist of transfer school in the order received
2. Enrollment preferences applied per guidelines stated above for the lottery/waitlist
3. Transfer student when selected via lottery or waitlist

If there are no available seats in the PPA school to which a current Public Prep student has been granted a transfer, leadership at the current and transfer schools may obtain permission from the Public Prep Network Superintendent or CEO to review the case and make the final decision of over-enrolling at the transfer school to accommodate the specific circumstance (assuming there are no applicants on the waitlist of the transfer school who are eligible for the above-mentioned preferences.) If over enrolling is not an option, the scholar will be placed on the waitlist based on the aforementioned order.

#### Entry Grade Placement Policy

Once a scholar is offered a seat at GPBX II, the offer is final and irrevocable, regardless of a student's academic performance. When accepted, all students in Grades 2-8 will complete academic assessments. Results of these assessments, along with a student's academic history, will be used to determine the most appropriate grade placement. In some cases, this may be one grade lower or higher than the grade that student would have joined in his or her previous school. The goal of this adjustment would be to maximize that student's learning.

**R06af – Curriculum and Instruction**

*Girls Preparatory Charter School of the Bronx II Curriculum and Instruction*

Girls Preparatory Charter School of the Bronx II will be supported by the Public Preparatory Network (PPN) in implementing the Curricular and Instructional Design already in place at all Public Prep Academies (PPA), and particularly at the Girls Preparatory Charter School of the Bronx, which serves a similar community. The Network has demonstrated a strong track record of success. The school’s academic program will replicate the key elements of the academic programs at our other schools serving students in Pre Kindergarten – 8th grade, Girls Prep NY and Girls Prep Bronx. Our schools have exhibited commendable achievement over their current charter terms, meeting or coming close to meeting our key academic Accountability Plan goals in ELA and mathematics. Notably, our schools exceeded the targets for all comparative and growth measures in 2017-18. Accordingly, it is instructive to begin by examining the academic results of these existing schools.

*Establishing an Educational Model*

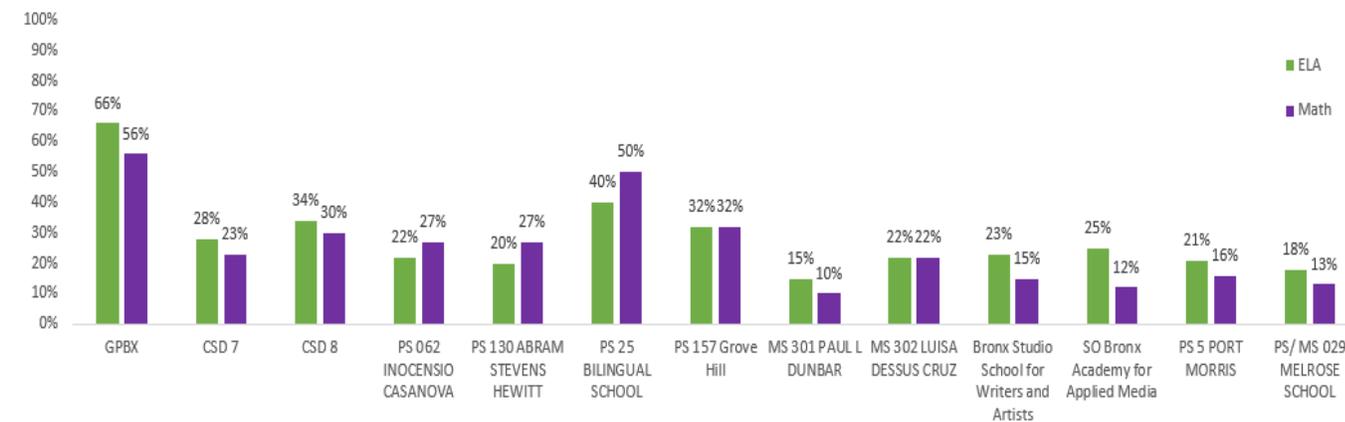
Statewide in 2012-13, schools and districts established new baselines for performance in relation to New York State’s new Common Core aligned testing program for ELA and Mathematics. In the six years since the establishment of that baseline, Girls Prep LES and Girls Prep Bronx consistently outperformed both New York City and New York State, despite serving a significantly more vulnerable population of students.

More tellingly, Girls Prep LES and Girls Prep Bronx exhibited almost double the proficiency rate of Community School District 7 and Community School District 8, the communities that Girls Prep Bronx II aims to serve. This demonstrates that the curricular and instructional model utilized by Public Prep Academies has a clear and consistent track record of producing superior academic outcomes for the students of the South Bronx.

	English Language Arts			Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>NY State</b>	38%	40%	42%	39%	40%	45%
<b>NY City</b>	38%	41%	47%	36%	38%	43%
<b>Girls Prep LES</b>	53%	57%	67%	47%	47%	61%
<b>Girls Prep Bronx</b>	38%	49%	66%	33%	38%	56%
<b>District 7 (Bronx)</b>	19%	22%	28%	23%	18%	23%
<b>District 8 (Bronx)</b>	26%	28%	34%	22%	24%	30%

The chart below demonstrates the gap between the academic outcomes of students served by Girls Prep Bronx and those served by the ten public schools in closest geographic proximity. While we are

dissatisfied that our results fall below the SUNY Accountability Benchmark of 75% proficiency, our curriculum and instructional program offers superior results to those of nearby schools, and we are eager to open a new school GPBX II that could deliver this academic program to a wider population of students.



Although Girls Prep Bronx I is providing a superior educational option for the families of the South Bronx, Public Prep is committed to raising our students' performance far above this baseline, and we are poised to make aggressive and sustained growth in the years to come by focusing our efforts on key strategic elements of our program design, including curriculum and instruction, professional learning, and assessment and data analysis.

### *6(a) Curriculum Selection and Process*

#### **Public Prep's Guiding Principles Regarding Curriculum & Instruction**

##### **1. Start from Students:**

A Girls/Boys Prep alumni will be a resilient young woman/man of bold intellect. She/He will be an empathetic leader, knowledgeable and curious about the world. She/He will be a goal-oriented decision-maker empowered to make choices that will lead to life success. Students at Public Prep will maximize their content understanding by developing listening, critical thinking, and conversational skills. They will use these skills to guide discussions, and drive towards the deeper meaning of concepts and ideas. Our students take ownership of their learning by actively participating in discussions, speaking audibly, asking questions, and responding to their peers.

##### **2. Savor Productive Struggle:**

Students at Public Prep will engage in critical thinking and approach challenging situations as opportunities to learn. Mistakes made along the way are times for feedback and reflection, not representative of personal failure. We provide students with opportunities to take risks and to participate in productive struggle as they grapple to uncover the deeper meaning of a text or how to solve a problem. Students will receive targeted feedback through questioning and discourse in order to

encourage deeper understanding and mastery of content. We encourage a growth mindset for students as they develop and improve upon their academic and social emotional skills.

3. **Build Balance:**

Students at Public Prep will engage in holistic experiences that thoughtfully build independence and empower them to take ownership of their learning and goals. We believe in a balanced approach that builds a solid foundational skill set for all Public Prep students, sparks curiosity and cultivates a joy for and love of learning. We understand that standardized exams are the gateway to high student achievement. To be college and career ready, we must set our scholars up for success in this realm. These exams, however, mark the floor for student achievement. Our instructional mission is to ensure our students are prepared, not simply for tests, but for being citizens of the world. Thus, we frame test readiness at Public Prep as an opportunity to provide the ultimate (but scaffolded, targeted and individualized) push toward student independence.

4. **Use Data to Drive Instruction:**

We believe that classroom time offers a unique opportunity for students to think, problem solve, and reason together. Data collected from a variety of learning experiences will be the backbone to the instructional decisions that are made to help students develop their literacy skills. Data collection will not only be gathered from traditional standardized assessments, but also from day to day and in the moment formative assessments, through which the teacher will form real time instructional decisions to guide students' learning.

Public Prep is determined to graduate 8th grade scholars who thrive in "right-fit," high-performing public, private, or parochial high schools, and ultimately earn a degree on time from a four-year college or university. Curriculum is a key lever to achieving this central goal of our mission Accordingly, we are committed to implementing curricula that is:

- Aligned with our mission, vision, and expectations for student achievement.
- Aligned to the NYS Common Core Learning Standards (CCSS), Next Generation Science Standards (NGSS), NYS Learning Standards and Core Curriculum Guidance, and NYS Science and Social Studies standards.
- Designed to support our students in achieving success on NYS assessments in Grade 3-8 ELA, math, science, and the Regents exams.
- Research-based, purposefully differentiated, and rich with opportunities for both intervention and extension to ensure that the needs of students across the learning continuum are being met.
- Culturally relevant to the students we serve.
- Vertically aligned to create coherence within and across grade levels.

We are particularly eager to seek opportunities within our curriculum to reinforce the specific mission and unique themes of our schools. For example, GPBX II will deliberately ensure that students are exposed to texts with strong female protagonists (e.g. The Paper Bag Princess, Stargirl, Esperanza Rising) in order to reinforce our guiding vision of opportunity and empowerment for young women. We will also deliberately build into our curriculum opportunities to reinforce our core values of Scholarship, Merit, Responsibility, and Sisterhood/Community.

Our curricular vision is also deliberately based on the principles of Understanding by Design (UbD) and Universal Design for Learning (UDL). As articulated by Wiggins and McTighe, UbD is based on the principle of backwards planning, meaning that “curriculum selection and development begins with identifying what students should know, understand, and be able to do with content, course, and grade-level targets.” UDL complements UbD by ensuring that students have multiple means of representation, expression, and engagement to participate with and learn from the curriculum. This aligns with our deeply-held commitment to serving diverse learners in an inclusive setting.

We are committed to offering a well-rounded curriculum that both meets and exceeds the expectations of the CCSS. This includes five days a week of science, starting in kindergarten, as well as robust programming in social studies (delivered through our interdisciplinary literacy curriculum), visual arts, music, physical education, and yoga. We are also committed to integrating authentic field learning into our curriculum in order to provide students with opportunities to see, understand, and impact the world outside the walls of our school.

### **Process for Curriculum Selection, Revision, and Improvement**

We recognize and believe that curriculum can never be “finished,” but must instead be continually examined, revised, and improved in response to data, research, and the evolving needs of the students that we serve. Accordingly, our curriculum is composed of a combination of commercial and internally developed materials, with additional resources continually being adopted and developed to address gaps in the curriculum and to meet the specific needs of the student population.

The Public Prep Academic Team is responsible for providing the overall curricular vision and resources for all Public Prep Academies. The team accomplishes this through a) analyzing current student data, b) vetting research-based commercial or open-sourced options that target areas in need of growth, and c) calling upon teams of teachers who have demonstrated expertise in curricular design, subject-specific content knowledge and instruction to weigh in on and iterate upon grade level curriculum/units of study. The Public Prep Academic Team leverages these teacher teams to build internal, school-based, capacity regarding curriculum development, and to ensure that teacher voice is integrated into the network-wide design process. Primarily, these teams audit and revise existing curriculum based on the results of student data, action research projects, and real-time experience. This process includes upgrading units of study including revising unit goals and objectives, revising assessments, changing the pacing/objectives guide, writing lesson plans, and creating additional resources such as anchor charts, text annotations, field trip opportunities, or scaffolds and supports for students with special needs.

Key factors that we consider in making decisions about curriculum include (a) our past results, and particularly data on the academic outcomes of students; (b) outside research on the efficacy of various commercial curricula and curricular approaches; and (c) the results of other schools and networks using specific curricula. For example, Cognitively Guided Instruction (CGI) informs the math curriculum at all Public Prep Academies, including GPBX II. We chose to adopt it due to the strong results achieved by Uncommon Schools and Success Academies after their own implementation of the program, as well as CGI’s strong alignment with our student-centered vision for mathematics instruction.

### **Supporting Teachers with Curriculum Implementation**

GPBX II will provide a diverse array of supports for teachers in implementing our curricula. These include, but are not limited to, year-long curriculum maps, scopes and sequences, and unit-specific pacing guides. Teachers are expected to internalize big ideas in units and objectives in daily lesson through Intellectual Prep Planning meetings which occur alongside teachers and leaders on a regular basis to ensure strong student mastery of the standards. In addition, teachers will also participate in “unpacking,” “mid-point check-in” and “reflection” meetings led by the school’s instructional leadership team to ensure deep understanding of the unit, reflect on data, and make adjustments based on the needs of specific groups of students. Finally, all teachers will participate in ongoing coaching and feedback cycles that ensure, among other objectives, that the units are being implemented with fidelity.

In July of 2017, our network’s Academic Team (in conjunction with network senior leadership and school leadership teams) wrote and committed to the following set of content-specific guiding principles, which serve as the foundation of our network-wide curriculum:

### **ELA-Specific Curricular Vision**

For students to enter, thrive in, and graduate from college, they must have a command of reading, writing, speaking and listening skills and a holistic understanding of literature and its purpose. Just as the ability to read gives students access to knowledge across all disciplines, strong writing and critical thinking skills empower students to articulate themselves and to critique and affect change in the world around them.

A well-prepared Public Prep student will:

- (1) Develop a robust foundational skill set focused on phonemic awareness, phonics, word solving, fluency and developmental spelling skills and concepts.
- (2) Approach all text with a lens of meaning mindset, and develop main idea understanding through reading, writing, and conversation.
- (3) Transfer and apply foundational and comprehension skills to diverse text across content areas in order to understand and engage with the world around them.
- (4) Apply the writing process to a variety of genres in order to develop the ability to effectively convey and support ideas across subject areas in writing.

We believe that literacy is the gateway to opportunity. In the English Language Arts classroom at Public Prep Network, students develop independence and take ownership of their learning. Empowerment through literacy is integral to success in today’s complex world. We ensure Public Prep students have the tools they need to excel in any and all professions through use of a balanced literacy model that provides access to world-class literature and content rich informational text while simultaneously developing habits of discourse and 21st century skills.

### **Guiding Principles of Public Prep Network’s English Language Arts Vision:**

#### **1. Start from Students:**

Students at Public Prep will maximize their literacy understanding by developing listening, critical thinking, and conversational skills. They will use these skills to guide discussions, and drive towards the deeper meaning of text. Students will use the building blocks of literacy (habits of discussion, foundational skills, comprehension development) as the key to unlocking content in all disciplines.

- We will ensure that students develop the skills to choose independent reading books based on interest and fit. We will give them the tools to find “just right books” that are in the zone of proximal development.
- We will ensure students take ownership of their learning by actively participating in discussions, speaking audibly, asking questions, and responding to their peers.
- We will ensure discourse is student-driven and used to build a shared understanding of main idea and deeper meaning through targeted teacher coaching and opportunities for feedback.

2. **Savor Productive Struggle:**

Students at Public Prep will engage in critical thinking including exploration of author’s message, craft and structure moves, genre and themes with a focus on reading for meaning as the foundation for approaching all text. We will provide students with opportunities to take risks and to participate in productive struggle as they grapple to uncover the deeper meaning of a text. Students will receive targeted feedback through questioning and discourse in order to encourage deeper understanding and mastery of content.

- We will facilitate individual and collective learning experiences and approach challenging situations as opportunities to learn. Mistakes made along the way are times for feedback and reflection, not representative of personal failure.
- We will ensure that students develop a productive disposition and are provided with tools for critical thinking in order to pose and discuss challenging questions that are contextualized and based in the text.
- We will encourage a growth mindset for students as they develop and improve upon their literacy skills with which will they approach complex texts as challenging adventures.

3. **Build Balance:**

Students at Public Prep will engage in a Balanced Literacy Approach that thoughtfully builds independence and empowers students to take ownership of their learning and goals. We believe in a balanced approach that builds a solid foundational skill set for all Public Prep students, sparks curiosity and cultivates a joy for and love of learning. In order to develop well-rounded and empowered readers and writers, the Public Prep Balanced Literacy program seeks to balance multiple approaches and instructional areas including but not limited to:

- Foundational Skills (Phonemic Awareness, Phonics, Vocabulary Development, Fluency, Developmental Spelling)
- Guided Reading
- Independent Reading
- Close Reading
- Units of Study
- Habits of Discussion (Speaking and Listening Standards)

We seek balance in the Public Prep Network ELA program regarding the choices we make as educators in our approach to guide student learning (i.e. time allotment, text selection, genre, student supports, ratio of teacher vs. student talk and cognitive heavy-lifting).

4. **Use Data to Drive Instruction:**

We believe that classroom time offers a unique opportunity for students to think, problem solve, and reason together. Data collected from a variety of learning experiences will be the backbone to the instructional decisions that are made to help students develop their literacy skills. Data collection will not only be collected from traditional standardized assessments such as, STEP, ELA IAs, and MAP Assessments, but also from day to day exit tickets and classroom observations, through which the teacher will form real time instructional decisions to guide students' learning.

Our literacy curriculum is vertically aligned, interdisciplinary, and based in rich, complex texts that represent a diverse body of knowledge and cultural experiences. Our curriculum represents the floor for what we expect our students to know and be able to do, not the ceiling; it provides a road that creates a framework of expectation within which teachers plan, instruct, and assess, pushing students to achieve at levels defined by the school rather than those defined as minimum expectations in state policy documents or textbooks. These expectations for what students know and be able to do drive our internal assessment systems and establish exit criteria for specific grades.

Our ELA curriculum reflects a balanced literacy approach, including several distinct and essential elements:

- Reader's workshop
- Writer's workshop
- Independent reading
- Guided reading
- Close reading of short texts
- Foundational reading skills

## Math-Specific Curricular Vision

For students to get to and thrive in and through college, they must be able to make sense of the complex world through a mathematical lens. We believe that students learn important mathematical content by being asked to think critically about it. A well-prepared Public Prep student will:

- (1) Conceptually understand mathematical content (per NYSCCSM and NYS Algebra 1 Regents) and develop a network of relationships amongst these ideas
- (2) Develop procedural fluency/skill-mastery and
- (3) Develop problem solving habits of mind and dispositions that result in productive learning behaviors.

We believe that the mathematics classroom is a place to support students in developing independence and ownership of their learning which will serve them well in high school[1], college, and beyond.

Aligned with our mission and the communities we serve, through a co-ed Pre-K and single-sex K-8 education, we prepare our students to break down barriers and ensure they have the tools they need to excel in any and all professions, especially in mathematics, where our students are currently underrepresented.

## Guiding Principles of Public Prep Network's Mathematics Vision:

1. **Start from Students:** Students at Public Prep will maximize their understanding by building on what they learned in past units and previous grades. Students will see math as a landscape of learning whereby they head in a particular direction, but do not assume there is a single, linear path. Math is not a set of isolated events or concepts.
  - We will ensure that when new content is presented, students are required to use what they already know about math to access the new concept.
  - We will ensure students take ownership of their learning by actively participating in discussions, speaking up, asking questions, and seeking help when they need to clarify or advance their learning.
  - We will ensure discourse is utilized to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
  - We will use evidence of student thinking to assess progress toward mathematical understanding and to continually adjust instruction in ways that support and extend learning.
2. **Savor Productive Struggle:** Students at Public Prep will engage in problem solving as the foundation for their mathematics learning. Students will engage in productive struggle as they grapple with mathematical ideas and relationships. This will be coupled with a belief in diligence and one's own efficacy.
  - We will facilitate students individually and collectively approaching challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure.
  - We will ensure, on a daily basis, students develop a productive disposition, critical thinking skills, flexible thinking, the ability to choose appropriate tools for a given situation, the ability to use and connect mathematical representations, and are able to justify their thinking, through individual and collaborative experiences.

3. **Build Balance:** We believe that students need to build conceptual understanding [2] alongside procedural skill and fluency[3].
  - In Pre-K-8, through a vertically aligned curriculum and program components, we will support students through opportunities to discover how to solve problems, considering why those strategies work, and reinforce the deeper understanding. In understanding multiple strategies, students will use procedures flexibly based on the problem presented.
  
4. **Utilize Educational Technology:** We believe that classroom time offers a unique opportunity for students to think, problem solve, and reason together. As such, we believe that education technology does not replace robust, whole-group inquiry and discourse about mathematics. We do believe, however, that educational technology can help students develop procedural fluency, personalize learning, practice and reinforcement of skills and concepts. Technology can also give students more agency over their own learning, allowing for self-directed exploration, enrichment and skill practice. To this end, the Public Prep Data and Technology team will identify math programs that support classroom instruction, and teachers will encourage students to take advantage of those programs at home, before or after school, or during other free time in the school schedule.

Our math curriculum will utilize a combination of TERC's Investigations Math, Context for Learning, Dr. Stephanie Smith's Cognitively Guided Instruction, and teacher-created materials. However, it is open to constant refinement and improvement in response to data and the needs of our students.

**Balanced and Comprehensive Assessment Strategy (see R-23b - Supplemental Attachments-B)**

Public Prep has an assessment system that supports teaching and learning. It includes regularly administering nationally standardized and network created assessments and leads teachers through a structured process to analyze assessment data and monitor student growth. The system is comprised of:

- Regularly administering valid and reliable assessments aligned to the school's curricula and state standards that serve to monitor progress as well as measure absolute growth. Public Prep schools administer the Northwest Evaluation Association MAP ("MAP") assessment in reading and mathematics and the Strategic Teaching and Evaluation of Progress ("STEP") in ELA three times a year. Additionally, GPBXII will administer network designed ELA interim assessments and biweekly mathematics assessments, mock state tests (in grades 3 and above), as well as teacher created exit tickets and other classroom formative assessments.
- A reliable process for scoring and analyzing assessments. For example, after every STEP and interim assessment, teachers come together to collaboratively norm grading practices. Academic directors lead teams of teachers through a data analysis process that involves disaggregating data and identifying standards and students in need of improvement. Through this process, teachers create an action planning template that allows them to tailor future instruction to student needs.
- Teachers using data to decide which standards to reteach, make adjustments in small groups, differentiate class instruction, and modify future lessons. In order to meet the needs of students at the beginning of the year while new data are being collected, the school uses the prior year's administration of the STEP assessment and other qualitative data to inform the initial creation of reading groups. This cycle is replicated each time the STEP and or MAP assessments are given to ensure student groups are fluid and focused on targeted instruction.
- Relying on a variety of data to evaluate teacher effectiveness and determine professional development topics. All leaders, school based and network, use the Danielson Framework for Teaching to inform teacher ratings from informal and formal observations to determine teacher progress toward the school's goals for teacher proficiency based on the school's evaluation framework, which includes areas that rate teachers based on their use of assessment data to drive instructional decisions. For the rest part of the school year, leaders review state surveys and observational data trends to determine professional development topics, and mainly focus on developing and improving teachers' classroom management skills for the first month of the school year. As the year progresses leaders meet to discuss topics based on a roadmap provided by the network as well as data collected from student assessments.
- Regular communication to families about their students' academic performance. We will send home three formal report cards and three progress reports annually. In addition, every student receives a home visit during the summer and teachers are expected to be in regular contact with families. The school encourages teachers to make positive phone calls to students' families to ensure regular communication between the school and families occurs.

Assessment	Format	Who	When	How is the Data Used
<b>NWEA MAP Growth (Reading and Math)</b>	Online (individualized, computer adaptive)	All students K-8	September, January, May	-Measuring student growth -Assessing college readiness -Assigning reading groups and interventions -Assigning math groups and interventions -Predicting NYS Exam results
<b>Teaching Strategies GOLD</b>	Teacher-student 1:1 conference; observation	All PrePrep (PK) students	September, January, May	-Measuring student growth -Informing and adjusting instruction
<b>STEP</b> Purple/ Yellow: STEP Pre-12 Gray/ Burgundy: STEP 13-21	Teacher-student 1:1 conference	All students in PrePrep through Grade 8	September/October, December, May  (additional progress monitoring for select students in February/March)	-Measuring student developmental literacy achievement -Measuring student growth -Assigning reading groups and interventions -Informing and adjusting instruction
<b>Mock State Test (ELA &amp; Math)</b>	Multiple choice and open response  Released NYS Items	All students in Grades 3-8	ELA: January 13-14 Math: January 20-21	-Evaluating standards mastery over time -Informing and adjusting instruction, including re-teaching of specific skills -Measuring student growth
<b>ELA Interim Assessments</b>		All students in Grades 2-8	September 10 October 30 March 12 June 4	-Preparation for NY State Test and NWEA MAP -Evaluating standards mastery over time
<b>Math Bi-weekly Quizzes</b>		All students in Grades 3-8	October 9 October 23 November 6 November 20 December 20 February 12 March 5 June 11	

<b>Math Progress Monitoring Quizzes</b>	Multiple choice and open response	All students in Grades K-2	October 30 January 29 April 16 June 11	-Monitoring student progress towards EOY goals and proficiency on major CCSS cluster standards -Informing and adjusting instruction, including re-teaching of specific skills
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\*All network-wide assessments will be uploaded into Illuminate and other online platforms like steptool.org to support analysis and data transparency.

### Interim Assessments & Bi-Weekly Quizzes

Schools also use aligned test prep materials in ELA and Math. To best prepare our students for the exams, 'regular' instruction will transition to a test prep unit approximately one month in advance of the test. Test prep instruction will concentrate on both the core/high frequency standards likely to appear on the test but will also include explicit instruction on test-taking habits/procedures.

ELA Interim Assessment Overview				
Assessment	Date	Content	Passages	Questions
IA #1	September	RI, RL, MC, SR	3	12-14 MC; 2 SR
IA #2	October	RI, RL, MC, SR	3	12-14 MC; 2 SR
IA #3: Mock State Test	January	RI, RL, MC, SR, ER	7-8	Day 1: 28-35 MC Day 2: 6-7 SR; 1 ER
Test Prep Unit	Feb-April	RI, RL, MC, SR, ER	1-5/day	TBD; daily MC and OR
IA #4	March	RI, RL, MC, SR	3	12-14 MC; 2 SR
IA #5	June	RI, RL, MC, SR	3	12-14 MC; 2 SR

Key:

- RI = Reading of Informational Texts
- RL = Reading of Literature
- MC = Multiple Choice
- SR = Short Response
- ER = Extended Response

Math Bi-Weekly Quiz Overview			
Assessment	Date	Content	Questions
Weekly Quiz #1	October	Per PPN ES Scope and Sequence for Grades 3&4 (see R-23b - Supplemental	Multiple Choice and Constructed Response
Weekly Quiz #2	October		

Weekly Quiz #3	November	Attachments-C ), and per PPN Calendar of Objectives for Grades 5-8 (see R-23b - Supplemental Attachments-D).	
Weekly Quiz #4	November		
Weekly Quiz #5	December		
Mock State Test	January		
Weekly Quiz #6	February		
Weekly Quiz #7	March		
Math Spring Review	March - April		
Weekly Quiz #8	June		

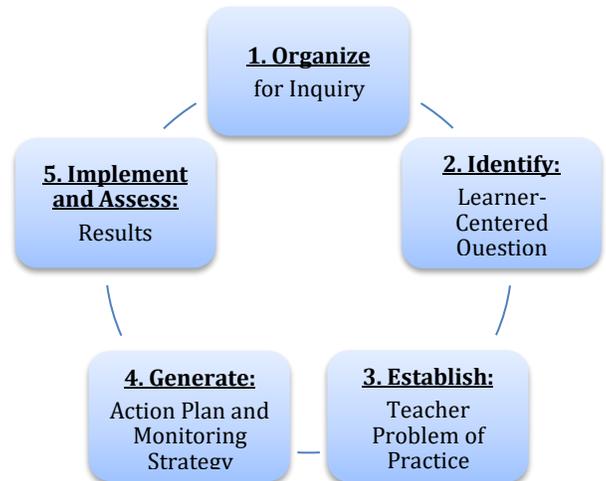
## Data Inquiry

For Public Prep, data inquiry is a collaborative process through which teachers and instructional leaders work together in teams to make sense of student learning outcomes and other data and to own and test solutions through rigorous use of data and ongoing reflective discussions. Through the data inquiry process, grade level teacher teams at GPBXII will meet regularly to collaborate over multiple data sources including student work, common and formative assessments, unit tests, and non-instructional data to make critical, research-based instructional improvements and to monitor their effect.

Data inquiry is a disciplined process through which data are used continuously and collaboratively to improve teaching and learning school-wide and throughout the Public Prep Network. Data inquiry teams eliminate the inconsistent or isolated use of data common in many schools.

Public Prep's collaborative data inquiry process utilizes teams to engage in the critical and recursive steps outlined at right.

Our grade level teacher teams will examine multiple sources of data (e.g. quantitative assessment scores, student work, attendance, observation of teacher practice) and consult research to investigate learner-centered questions, teacher-centered problems of practice, and best practices. They will meet regularly and communicate with staff and key stakeholders about their findings and plans.



## Communication of Assessment Data to Students and Families

We believe that it is imperative that students and families understand and “own” their academic results. Transparency around academic results not only enlists families as allies and partners in the education of their children, but also helps us build a more open, trusting, and collaborative educational community.

All parents receive formal written communication regarding their students' academic progress at six points in the year: three times for progress reports and three times for report cards. In addition, family-teacher conferences are held at the time of the first and second report cards in order to provide teachers, families, and students a chance to meet, reflect on the data, and build collaborative plans to improve their learning in the future.

These formal windows are supplemented by ongoing communication throughout the year. Teachers are expected to be in regular communication with families to discuss growth, progress, highlights, and areas in need of improvement. Families are always welcome to schedule one-on-one meetings with teachers, and teachers will regularly contact families to schedule meetings to discuss specific issues. Families also have access to teachers' gradebooks via an online portal where they can see evidence of their students' work in real-time.

Finally, and most importantly, students are made constantly aware of their progress through ongoing real-time feedback. Teachers share rubrics and scoring criteria with students prior to each assessment to increase students' understanding and ownership of their academic goals, and once assessments are administered, teachers share the results with students so that they can celebrate their successes and reflect upon and correct their mistakes. Indeed, we believe that students must be deeply aware of their academic goals and understand their progress towards achieving them, since these conditions have been found based on research to improve student investment, engagement, and achievement.

### **Communication of Assessment Data to the Board of Trustees**

Public Prep Academies Trustees are made aware of our academic results through the production of our school-specific and network-wide dashboards. These dashboards are produced monthly by the network Data and Technology team, and include a balance of data based on absolute performance and growth across multiple measures. In addition, each bi-monthly public board meeting includes a robust academic section in which school and network team members share with the board our most recent academic outcomes and actions that we intend to take in response to the data. An Academic Subcommittee of the Board also meets quarterly in advance of full board meetings to review the most recent dashboards and address academic issues.

### *6(c) Instructional Methods*

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#### **Vision for Teaching and Learning**

Rethinking public education means better understanding the import of 21st Century skills (per Tony Wagner) such as critical thinking/problem solving, collaboration/leadership, effective oral/written communication, and curiosity/imagination. For students to enter, thrive in and graduate on time from a four year college, they must engage in a holistic pre-K to grade 8 learning experience that balances the healthy tension between an authentic learning agenda and a content-driven testing curriculum. Public Prep provides scholars with transferable, 21st Century skills, across content areas and grade levels. In this model, teachers facilitate the development of student choice and independence so students can make meaning of their own learning. We creatively meet student needs while maintaining the integrity of our research-based curricula. We prioritize student voice and choice during instructional time and provide ample opportunities for students to learn from their peers. To make meaningful contributions to their communities and beyond, we believe students must consistently be exposed to real-world problems, and be empowered to find solutions by applying big intellectual ideas to current issues. Ultimately, we aim to foster a life-long love of learning in our scholars, while developing them to become contributing members of a democratic society.

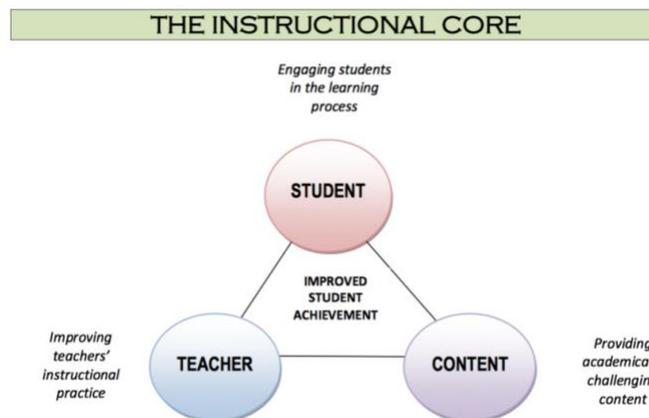
The pedagogical vision at GPBX II will be a replication of the pedagogical vision at the other Public Prep schools, and particularly the Girls Preparatory Charter School of the Bronx, which serves a similar community. Our goal is to consistently deliver rigorous, joyful, inclusive instruction that results in measurable improvement in student achievement. We believe in a balanced pedagogical strategy that strategically integrates constructivist, student-centered learning and more direct instruction where appropriate. Our vision also recognizes the importance of continuous adaptation and in-the-moment flexibility in response to the evolving needs of our community and specific groups of students.

We will use the Danielson Framework as an overall organizing vision to guide and inform instruction across our classrooms. This research-based framework provides a clear set of expectations for excellent instruction across four domains: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. The Danielson Framework has been validated by external researchers, meaning that studies have shown that teachers who receive higher ratings on their evaluations produce greater gains in student test scores. In addition to serving as a tool for feedback, coaching, and evaluation, we will also use the Danielson Framework as an organizing framework for our school-wide professional development and learning communities.

Instructional approaches seen across classrooms include the use of learning centers, tiered lessons (particularly in ICT classrooms), project based learning experiences, and the Workshop Model. These approaches align to our mission to support our scholars to master the ability to read, write, listen, speak, create, and think deeply across disciplines. Per Charlotte Danielson’s Framework, we encourage our students to “mentally sweat” and to work both independently and in teams to solve problems collaboratively. Through these approaches, we embed the Habits of Discussion across grades and content areas to underscore our belief that every child’s voice deserves to be heard. Integrating the Speaking and Listening Standards in this way will provide the girls at GPBXII with the confidence to speak out and the agency to make change.

Our vision for instruction is particularly shaped by Richard Elmore’s research and writings describing the instructional core and instructional rounds. We firmly believe in the principles outline by Elmore’s research, specifically:

1. Increases in student learning occur only as a consequence of improvements in the level of content, teachers’ knowledge and skill, and student engagement.
2. If you change any single element of the instructional core, you have to change the other two to affect student learning.
3. If you can’t see it in the core, it’s not there.
4. Task predicts performance.
5. The real accountability system is in the tasks that students are asked to do.
6. We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work.
7. Description comes before analysis, analysis before prediction, prediction before evaluation.



We utilize and reinforce these principles through our practice of internal learning walks, which are modeled after Elmore's instructional rounds. In these learning walks, teams of teachers, school leaders, and network leaders collect low-inference observations of classroom instruction, the pool them to create summary statements describing the state of teaching and learning in the school. These learning walk summary statements then guide school-wide professional development and improvement.

### **Inclusive Instruction**

Our program's inclusive model allows us to service our students with special educational needs in a general education setting with the appropriate supports of either the Integrated Co-Teaching (ICT) or Special Education Teacher Support Services (SETSS). Inclusive schools are places where students, regardless of ability, race, language and income, are integral members of classrooms. All students feel a connection to their peers, have access to rigorous and meaningful general education curricula and receive collaborative support to succeed. A compelling body of research documents that students with and without disabilities, as well as students who are learning English, benefit both socially and academically from inclusive services. Students also receive related services according to mandates on the IEP. Public Prep is committed to partnering with families and the district CSE to ensure that all students receive high quality services. If you feel like your child needs to be evaluated for special services, please speak directly with school leadership to begin the referral process. Additionally, the school will collaborate to develop 504 plans to ensure that individuals with diagnosed health needs are accommodated in the school environment. These require annual renewal and a visit to a physician. Families can initiate the process of developing a 504 plan by contacting school leadership.

We will also invest in hiring a Student Academic Support Team to provide push-in and pull-out services in order to meet students' IEP needs, supply ELL services, or provide remediation or extension support in response to formative data. Like our sister schools and brother school, GPBX II will utilize a Multi-Tiered System of Support (MTSS) model to ensure that students are met where they are across the continuum and that student needs regarding both enrichment and intervention are quickly addressed. The Student Support Team will be led by a Learning Support Coordinator. Other members of the team will include a Reading Specialist, a SPED-certified Learning Specialist who offers Special Education Teacher Support Services (SETSS), a Licensed Clinical Social Worker and an English Language Learner Specialist (determined based on the number of ELL students). GPBX II will also partner with talented Speech Therapists, Occupational Therapists, and Physical Therapists to meet students' needs. The instructional leadership team at the school, with ultimate oversight by the Principal, will support teachers in giving feedback to students and advancing learning so that struggling, on-grade level, and advanced proficiency students can grow and thrive.

The Learning Support Coordinator, will coordinate and guide GPBX II's implementation of MTSS and Child Study Teams by creating plans that support student needs and build capacity of faculty to improve outcomes for all students. The Learning Support Coordinator will connect with all students with a range of social, emotional, behavioral, and academic supports. In addition, the Learning Support Coordinator will act as the administrator for special education and English Language Learner plans and services within the school, and will serve as the liaison to DOE Special Education offices and providers. Finally, the Learning Support Coordinator may directly provide specialized instruction to students as specified under their IEPs.

Duties and responsibilities of the Learning Support Coordinator include:

- Directly coach integrated co-teaching pairs to effectively differentiate instruction through a variety of team teaching models for planning and delivering high-quality instruction
- Lead capacity building PD so that all teachers have the tools to support diverse learners (e.g. effective co-teaching models)
- Support the ELL specialist through scheduling and testing coordination
- Lead the monitoring of the ELL students scoring at the Commanding Level through direct services or capacity building
- Oversee the implementation of processes and structures for ensuring compliance and effective participation in decision making forums (Leading Child Study Team Meetings, IEP Reviews, 504 Team Meetings) from all special service providers and teachers.
- Facilitate evidence-based decision making by guiding teams in the consistent use of data within all meetings for students who are identified for special services within the continuum of Response to Intervention as well as all students with IEP-mandated services.
- Ensure appropriate accommodations are given to students during assessments and meeting with all other related service providers.
- Directly provide some small-group and individual mandated services to students with IEPs.
- Actively engage in individual and network-wide learning of best practices that facilitate effective team functioning and case management while seeking feedback and coaching that supports their own improvement as practitioners.
- Design and implement systems that ensure strategic and equitable management of resources, i.e. scheduling of student services, communicating with families, maintaining school records of IEP files, 504 plans, and student interventions.
- Collaborate with teachers to individualize instruction and to discuss students' access to curriculum and learning goals.
- Ensure that modifications, scaffolds and interventions align with pre-designed, content standards and Common Core State Standards and address students' individual needs and learning styles.
- Provide continuous feedback and evaluation for themselves and students based on the development of individualized goals for performance that are specific, measurable, action-oriented, realistic and time-bound including but not limited to students' formal IEP goals.

### **Instructional Coaching via School-Based Academic Directors**

Public Prep has developed a needs-based professional development agenda focused on helping teachers increase the rigor of their instruction and engage all learners in lessons that develop critical thinking and deep comprehension. Work with complex texts, accountable talk, and higher order tasks form the key focus of our professional development and academic supports.

In addition to network-wide professional development initiatives, Public Prep has developed a coaching model led by the school's Academic Directors that prioritizes year-long coaching goals for individual teachers and identifies school-wide needs based on initial observations of instructional

practice and assessed student performance results. Coaching and progress against goals is documented and monitored throughout the year by the Instructional Leadership Team (ILT).

Instructional Coaching through school-based leaders serves as embedded professional development at Public Prep :

- 1) to improve instruction by supporting teachers' planning, execution, assessment, and reflection on lessons and units of study as a means to strengthen the rigor of instruction and improve student learning.
- 2) to support the school's professional culture and emphasize that the school is a multi-generational learning community in which all teachers are continuous learners seeking to enhance their practice, and

The dual function of the Academic Director means that coaching is woven into both school leadership and classroom practice.

Will Dobbie and Roland Fryer's research into highly effective charter schools finds that "The typical teacher at a high achieving elementary school receives feedback 15.89 times per semester, compared to 10.23 times at other charter schools. The typical teacher at a high achieving middle school receives feedback 16.50 times per semester, over twice as much as teachers at other charter schools." Accordingly, Public Prep's evaluative framework for coaching focuses on the following key questions:

- **Frequency:** How often are teachers observed and given high-quality feedback?
- **Quality:** How do we know the feedback is targeted, valuable and impacting improvement of practice?, and
- **Results:** What are the student results that are directly impacted by the coaching cycle/feedback?

To that end, our Principal, Academic Directors, the PPN Academic Team , and high-performing teachers serve as coaches within a cycle that emphasizes feedback and support of teachers' planning, teaching, reflection, and application of new ideas. All coaches receive training in the Danielson framework and receive continuous coaching and feedback from the network Academic Team to support them in implementing coaching cycles, informal observations and highly effective feedback.

#### *6(d) Course or Subject Overview*

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### **English Language Arts**

GPBX II will utilize a balanced literacy curriculum designed to help students master and exceed the NYS Common Core Learning Standards (CCSS) and the expectations enumerated in the NYS Learning Standards and Core Curriculum Guidance. GPBX II's literacy program will consist of the following distinct but essential elements:

- Reader's workshop
- Writer's workshop
- Independent reading
- Guided reading
- Close reading of short texts
- Foundational reading skills

GPBX II's literacy curriculum will also be interdisciplinary in nature. Social studies content and skills will be deliberately integrated into our literacy units through the use of year-long social studies themes. These themes will challenge students to continually grapple with complex and relevant social studies topics and ideas, including through the examination of primary and secondary sources, completion of authentic projects, and frequent outside-of-school learning expeditions.

The attached documents contain more detailed examples of our ELA course of study. These include:

- **R-23b - Supplemental Attachments-E (ELA Scope and Sequence)**- A more detailed scope and sequence for the interdisciplinary ELA units taught in each grade. This document also includes the priority standards taught in each unit (priority standards are the Common Core ELA standards that our teacher-led curriculum audit teams have selected as highest priority for student mastery in each grade).
- **R-23b - Supplemental Attachments-F (Sample ELA Interim Unit Assessment)**– A sample of our ELA interim assessments for our third grade: an on-demand summative assessment designed to evaluate students' ability to independently transfer the skills and knowledge taught during the unit. The culminating assessment is accompanied by a scoring rubric, student-facing checklist, and student work exemplar to support planning and norming.

In addition to the assessments described in section R06b above, we will evaluate the success of our ELA curriculum through students' mastery on the annual New York State English Language Arts Assessment. We believe that our curriculum and instruction should empower all students to meet and exceed the rigorous expectations set by these exams.

## Mathematics

GPBX II's mathematics curriculum is designed to help students master and exceed the NYS Common Core Learning Standards (CCSS) and the expectations enumerated in the NYS Learning Standards and Core Curriculum Guidance. Our math curriculum will utilize a combination of TERC's Investigations Math, Context for Learning, Dr. Stephanie Smith's Cognitively Guided Instruction, and teacher-created materials. However, our curriculum is open to constant refinement and improvement in response to data and the needs of our students.

The following contain more detailed examples of our math course of study. These include:

- **R-23b - Supplemental Attachments-G (Math Curricular Calendar)** – An inventory of the math units for each grade, including when in the year they are taught. Also included is a year-long assessment calendar for each grade.
- **R06ae - 09 - Curriculum and Instruction - Course or Subject Overview (Math Scopes and Sequences)** – More detailed scopes and sequences for each grade. These include the big ideas, standards, and resources for each unit.

In addition to the internal assessments described above, we will evaluate the success of our ELA curriculum through students' mastery on the annual New York State Mathematics Assessment. We believe that our curriculum and instruction should empower all students to meet and exceed the rigorous expectations set by these exams.

## Science

In a rapidly changing world of the 21st century, science literacy is an essential goal for all our students. For students to get to and thrive in and through college, they must be able familiar with the natural world and understand key facts, concepts, principles, laws, and theories of science. Scientific literacy also encompasses understanding the use of scientific principles and ways of thinking to advance our knowledge of the natural world as well as the use of science to solve problems in real-world contexts. We believe that students develop scientific literacy by being immersed in it and asked to think critically about it. A well-prepared Public Prep student will:

- (1) Conceptually understand scientific core ideas (per NGSS and NYS Living Environment Regents) and apply cross-cutting concepts amongst these ideas
- (2) Actively engage in scientific and engineering practices, and
- (3) Develop scientific and engineering investigative habits of mind and dispositions that result in productive learning behaviors.

We believe that the science classroom is a place to support students in developing independence and ownership of their learning which will serve them well in high school, college, and beyond. Aligned with our mission and the communities we serve, through a co-ed Pre-K and single-sex K-8 education, we prepare our students to break down barriers and ensure they have the tools they need to excel in any and all professions, especially in science, where our students are currently underrepresented.

Thus, science is an essential element of GPBX II's curriculum. Unlike the vast majority of public schools, our students have science class five days a week with a specialized, certified science teacher starting in Kindergarten. We use FOSS r science curriculum for this work. Given our mission to create doorways of empowerment and opportunity for young woman, we believe it is particularly important for us to build science knowledge, skills, excitement, and energy for the community we serve. We believe that our science curriculum, paired with high quality construction, can help us produce the next generation of female scientists and engineers. We are committed to this goal and communicate it openly and enthusiastically to our students, families, and community.

GPBX II's science curriculum is designed to help students master and exceed the Next Generation Science Standards (NGSS) and New York State Science Standards. In addition, our science curriculum's interdisciplinary nature is designed to reinforce student mastery of the NYS Common Core Learning Standards (CCSS) and the expectations enumerated in the NYS Learning Standards and Core Curriculum Guidance. For example, skills like measuring and converting between kilometers and astronomical units (AUs) dovetails easily between math and science, and will be taught and reinforced across both subjects.

The attached document, **R-23b - Supplemental Attachments-I (Science Course Overview)**, provides an overview of the science units taught each year, including key ideas and essential questions

In addition to the internal assessments described in section R06b above, we will evaluate the success of our science curriculum through students' mastery on the annual New York State Science Assessment. We believe that our curriculum and instruction should empower all students to meet and exceed the rigorous expectations set by these exams.

## **Social Studies**

Social studies will be deliberately integrated and taught through GPBX II's interdisciplinary literacy curriculum. Our literacy units will provide targeted opportunities for students to acquire essential historical, sociological, and economic content knowledge, as well as to practice and reinforce key social studies skills. Each year's literacy curriculum will be organized around year-long themes that challenge students to continually grapple with complex and relevant social studies topics and ideas, including through the examination of primary and secondary sources, completion of authentic projects, and frequent outside-of-school learning expeditions.

Our K-5 year-long social studies themes are:

- Kindergarten – Communities
- First Grade – Social Justice
- Second Grade – Culture Around the World
- Third Grade – Cultures Now and in the Past
- Fourth Grade – What is America?

For example, students will explore the 4<sup>th</sup> grade year-long theme, "What is America?" by first studying colonial American, then the American Revolution, and finally the women's suffrage movement. Over the course of these units of study, students will explore ideas related to community, equality, social justice, activism, and citizenship. The year will end with an authentic social justice action project in which students choose and research a social justice issue that is relevant to their lives (e.g. pay equity for women, criminal justice reform, access to affordable healthcare), then create a written report and oral presentation for a panel of peers, teachers, and community members.

## **Character Education**

GPBX II will teach character using the Second Step Curriculum, a curriculum centered on self-knowledge, emotional regulation, and empathy. Lessons are supported by music and videos, take-home activities, and stories kids relate to, and are developmentally appropriate for each age group. Second Step skills will also be reinforced during our school Unity Meetings in which classes present skits, songs, or other presentations on the Core Value of the month. The Second Step curriculum provides Girls Prep with a universal language to build our community.

## **Visual Arts**

GPBX II will offer students a comprehensive art education that will incorporate a variety of art-making practices, expose students to historic works of art and provide opportunities to analyze and interpret artwork made by peers and masters alike.

Works of art from a breadth of historical periods will serve as the lens through which students will learn to identify the elements of art and the materials used in art-making. Their own art practice

will focus on skill mastery as a vehicle for self-expression. The year will be broken into discipline-based units of study including drawing, collage, printmaking, painting, ceramics, and sculpture.

Because GPBX II will be fortunate enough to be located in close proximity to many art museums and galleries, its students will gain valuable first-hand knowledge of fine arts and art history through field trips to the Metropolitan Museum of Art, the Queens Museum, The Brooklyn Museum, The Guggenheim, The Whitney Museum of American Art, The Cloisters, and the Museum of Modern Art during their course of study. A chance to view these world-class art collections will supplement classroom learning in which students will engage in on-going study of fine arts through personal practice and experimentation. The school's art teacher will work in conjunction with the regular classroom teachers in order to integrate the arts curriculum with other classroom units of study including sciences, history, mathematics, music and literature.

## **Music**

GPBX II's Performing Arts curriculum and standards will focus on music. Students will be exposed to the elements of music (rhythm, melody, harmony, form, etc.), learn how to read music, identify different types of music, and understand a variety of musical settings. Students will be expected to identify major works, distinguish genres, and identify and play a number of musical instruments.

The classroom curriculum will be supplemented with opportunities to hear a range of musicians perform live both in the classroom and on field trips around the city. New York's rich musical heritage will serve as a backdrop for student exposure to the musical traditions from many cultures and time periods.

Using instruments and song as a vehicle to teach students about other cultures, the school's musical curriculum will dovetail with classroom learning in other subjects including social studies and literature.

## **Physical Education and Yoga**

Through Physical Education, GPBX II will provide the building blocks for students to adopt a physically active lifestyle and to understand the relationship between physical activity and health throughout their lives. In addition, Physical Education enables students to work together socially, allowing them to develop their communication skills while working together with their peers.

GPBX II will offer traditional Physical Education along with yoga classes for all students. Given the research showing the benefits of yoga on children's ability to self-manage stress, relax, and develop a sense of compassion, GPBX II is committed to providing students with all tools available to aid in building self-regulation skills and creating an awareness of others. Students will have gym or yoga class every day, enabling physical activity to become a regular part of their lives from a young age.

In Grades K-2, students will learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students are engaged in activities that develop basic levels of strength, endurance and flexibility. In addition, students learn to work safely in group and individual movement settings.

In Grades 3-5, students will continue to develop strength, endurance and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. In the upper grades, identifying personal fitness goals and developing an understanding of how exercise affects different parts of the body will be emphasized in the curriculum.

### **Communication to Families**

GPBX II will continually enlist and empower families are essential partners in advancing student learning and achievement. As one mechanism to help achieve this goal, we will send home bi-monthly syllabi outlining for families what their children are learning and how they can help reinforce those skills at home. The attached document, **R05ae - 13 - Curriculum and Instruction - Course or Subject Overview” (Sample bimonthly Syllabus)**, is an example of the English- and Spanish-language syllabi that we will share with families.

### *6(e) Promotion and Graduation Policy*

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GPBX II offers highly personalized and differentiated instruction to all learners, including accelerated learners. Should a student struggle to meet the academic demands of a specific grade level, she would first be recommended for support through the Response to Intervention (RTI) process, which may include remediation from specialists or teachers from a lower grade-level team. However, in some cases students may require an additional year of learning in the same grade level in order to be on a predictive path to graduation from a four-year university. Our grade placement policy is designed to help identify and appropriately place those students.

## **K-8 Grade Placement Policy**

Public Prep is committed to providing all students with equitable and effective learning opportunities. We believe that all students learn differently, and thus provide a continuum of interventions and accelerations to meet students where they are and help them achieve. We use an evidence-based, tiered framework of support to ensure positive educational, socio-emotional, and behavioral outcomes for all students. Inclusive schools are places where students, regardless of ability, race, language and income, are integral members of classrooms. All students feel a connection to their peers, have access to rigorous and meaningful general education curricula and receive collaborative support to succeed.

As a network, our mission is to ensure the academic success of all students. The early childhood grades are critical for preparing students for success in the later grades. We take a student-centered and individualized approach to grade placement. In addition to getting to know each child's social and emotional development (social maturity), we use a variety of academic data in order to determine the grade placement that will put each child on a path to college completion and success in life.

We spend an incredible amount of time and energy consulting with each child's teachers and reviewing student work and experiences in order to determine grade placement. In some cases, we may determine that a student requires additional time in a grade in order to be fully prepared for success in the next grade level and beyond. If we determine that this decision is in the best interest of the child, it is because we believe this gift of time is the best choice for the child's educational career.

When we believe that a student may benefit from an additional year of learning, we inform families by no later than February 15th. Within one week of being notified that a student may need additional time, teachers will contact families to discuss their child's individual learning needs and the steps the school has taken and will take in order to fully support the child. On the March report card, families will receive an update on whether an additional year of learning may be necessary. The final decision will be made by the school principal and teams of teachers upon completion of the final marking period in June.

Once the decision for an additional year of learning has been made, we contract with families to ensure that there is an actionable intervention plan in place that meets the child where s/he is and progress-monitors to close the gap between current state and the desired state. Together, the school, the student and the family will commit to a program that collaboratively supports the student's growth and development.

Public Prep Grade Transition Guiding Criteria

**Please note:**

Anything over a 52, as scored on [Light's Retention Scale](#)<sup>1</sup>, indicates a poor candidate for retention. In these cases, research shows that AYOL will likely not benefit the child. Once the child is scored through this scale, use the criteria below to continue the decision-making process. These are guidelines. Each case should be treated individually.

Grade	Report Card Grades	NWEA MAP	Achieved STEP Level (June)	Attendance	Additional Factors (including social emotional well-being)
K	Average of 2 in all core academic subjects, with no 1s on his or her report card	30th percentile or higher on end-of-year ELA and Math MAP	Achieved STEP 3	90% or higher	<ul style="list-style-type: none"> <li>● Light's Retention Scale score*</li> <li>● Rate of progress Individual Student Profile report</li> <li>● IEP Status and progress towards annual goals</li> <li>● Students far below grade-level and in need of a clear, actionable intervention plan to accompany AYOL</li> <li>● NYS Test Performance</li> </ul>
1			Achieved STEP 5		
2			Achieved STEP 7		
3			Achieved STEP 9		
4			Achieved STEP 9		
5			Achieved STEP 10		
6			Achieved STEP 10		
7			Achieved STEP 11		
8			n/a		

**Second Trimester Report Card Indicators for an Additional Year of Learning**

Students who meet any of the below criteria at the second trimester report card will receive letters indicating that they may benefit from an additional year of learning.

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<sup>1</sup> H. Wayne Light, Ph.D., discovered there are 19 different aspects of a child's life that need **to be considered before deciding to use retention**: age, sex, knowledge of the English language, physical size, present grade placement, previous retention, brothers and sisters, parents' school participation, child's life experiences, family moves, school attendance, intelligence, history of learning disabilities, present level of academic achievement, student's attitude about possible retention, student's interest in schoolwork, immature behavior, emotional problems, and history of serious behavior problems.

Kindergarten	First	Second
<ul style="list-style-type: none"> <li>● STEP at or below level 2</li> <li>● Below 30th percentile on Mid-Year MAP Reading or Math</li> <li>● At least one 1 on report card in core academic subjects</li> <li>● More than 8% missed instructional days</li> </ul>	<ul style="list-style-type: none"> <li>● STEP at or below level 4</li> <li>● Below 30th percentile on Mid-Year MAP Reading or Math</li> <li>● At least one 1 on report card in core academic subjects</li> <li>● More than 8% missed instructional days</li> </ul>	<ul style="list-style-type: none"> <li>● STEP at or below level 6</li> <li>● Below 30th percentile on Mid-Year MAP Reading or Math</li> <li>● At least one 1 on report card in core academic subjects</li> <li>● More than 8% missed instructional days</li> </ul>
Third	Fourth	Fifth
<ul style="list-style-type: none"> <li>● STEP at or below level 8</li> <li>● Below 30th percentile on Mid-Year MAP Reading or Math</li> <li>● At least one 1 on report card in core academic subjects</li> <li>● More than 8% missed instructional days</li> </ul>	<ul style="list-style-type: none"> <li>● STEP at or below level 8</li> <li>● Below 30th percentile on Mid-Year MAP Reading or Math</li> <li>● At least one 1 on report card in core academic subjects</li> <li>● More than 8% missed instructional days</li> </ul>	<ul style="list-style-type: none"> <li>● STEP at or below level 8</li> <li>● Below 30th percentile on Mid-Year MAP Reading or Math</li> <li>● At least one 1 or D on report card in core academic subjects</li> <li>● More than 8% missed instructional days</li> </ul>
Sixth	Seventh	Eighth
<ul style="list-style-type: none"> <li>● Below 30th percentile on Mid-Year MAP Reading or Math</li> <li>● At least one D on report card in core academic subjects</li> <li>● More than 8% missed instructional days</li> </ul>	<ul style="list-style-type: none"> <li>● Below 30th percentile on Mid-Year MAP Reading or Math</li> <li>● At least one D on report card in core academic subjects</li> <li>● More than 8% missed instructional days</li> </ul>	<ul style="list-style-type: none"> <li>● Below 30th percentile on Mid-Year MAP Reading or Math</li> <li>● At least one D on report card in core academic subjects</li> <li>● More than 8% missed instructional days</li> </ul>

### Mid-Year to End of Year Process-Monitoring

Month	Action Steps
December	Data and assessment team sends updated templates, mail merges, exemplars, and trackers to Ops teammates to assist with AYOL planning accompanied with Report Card 1.
January	Teachers review whether a student may benefit from an additional year of learning based on Mid-Year academic criteria. School principal reviews teacher recommendations to finalize list of students.

<b>February</b>	Teachers contact families to schedule an opportunity to meet, discuss the student’s academic progress, and share the relevant classroom supports and interventions. In addition, families must be offered tools and resources to support their child at home. Letters will be sent home to the families of all students who may benefit from an additional year of learning on February 9.
<b>March</b>	Report cards update families on whether students may require an additional year of learning. Families meet with teachers during conferences.
<b>May</b>	Progress Reports go home. After spring MAP testing, teachers update families whether a student may need an additional year of learning.
<b>June</b>	School principal, teachers, and support staff review each student’s progress to determine whether he or she may benefit from an additional year of learning in the same grade. Families will be asked to meet with teachers and the principal to discuss final determination.

*6(f) Programmatic Audits*

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**Internal Programmatic Audits:**

- Learning Walks
- A-Team Calibration Walks
- Ongoing Curriculum Review as described above

**External Programmatic Audits:**

In addition to internal programmatic Audits, Public Prep Academies utilizes a variety of measures to assess the implementation and effectiveness of the school’s educational program. Since the 2016-2017 school year, Public Prep Academies has participated in TNTP “Insight” Staff Satisfaction Survey. This tool provides a comprehensive data point from teachers about the effectiveness of our school program. The survey provides data on curriculum and instruction, professional development, and school based operations. School leadership teams review data on a semi-annual basis and create action plans based on priority targets. GPBXE II would, as a member of Public Prep Academies, participate in this process as well.

Public Prep Network also partners with outside consultants to provide a comprehensive whole school and network wide review. The 2.5-day Network/School Quality Review (SQR) facilitated by an independent team of skilled educational professionals utilizes multiple sources of evidence to understand how well our schools and network are working and provides critical feedback to promote growth for stronger systems that support high levels of student achievement.

The review extends beyond standardized measures of student achievement to collect evidence in relation to the protocol's criteria and indicators. Evidence collection begins with the review of the key documents that describe the network, school and its students. These key documents include curricula and related teaching documents, professional development records, and student assessment results. This process provides the team with initial information about the network priorities, school's programs and the students it serves. While on site, evidence collection continues through additional document review, classroom visits, and interviews with key school stakeholders. During this stage, the team meets daily to confirm, refute, and modify its hypotheses about school performance and then communicates its progress to the school's leadership. Following the assessment, the team hosts an on-site prioritization session wherein the team and the school work together to identify prioritized areas for improvement. The outcome is an action plan of next steps, including strategies, resources, and timelines to accomplish goals.

A written report detailing the findings is provided 3-4 weeks after the visit and is distributed to key stakeholders including network and school leaders, teachers and staff, and the Board of Trustees. School and network leaders use the report and the prioritization sessions to tailor long-term and short term priorities. In addition, the trends identified across campuses drive programmatic changes led by the network team to curriculum design and implementation, professional development for adults in our community, and a benchmark towards progress on our network priorities and goals.

## R-06g - Accountability Plan

### *English Language Arts Goal*

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#### **Goal 1: Girls Preparatory Charter School of the Bronx II students will demonstrate proficiency in reading and writing.**

- Measure 1) Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.
- Measure 2) Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- Measure 3) Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.
- Measure 4) Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.
- Measure 5) Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

### *Mathematics Goal*

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#### **Goal 2: Girls Preparatory Charter School of the Bronx II students will become proficient in the application of mathematical skills and concepts.**

- Measure 1) Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Measure 2) Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- Measure 3) Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Measure 4) Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

- Measure 5) Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

*Science Goal*

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***Goal 3: Girls Preparatory Charter School of the Bronx II students will demonstrate competency in the understanding of scientific concepts and the application of scientific reasoning.***

- Measure 1) Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.
- Measure 2) Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.

*NCLB*

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***Goal 4: Girls Preparatory Charter School of the Bronx II performance will meet NCLB accountability requirements.***

- Measure 3) Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

R-07ac - Calendar and Schedules

a. School calendar

Girls Prep Bronx II						
2020-2021 Draft School Calendar						
August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
August 10-21: Staff PD August 24: First day of school						
September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
September 7: School closed						
October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
October 12: School closed						
November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
November 3: School closed; Staff PD November 25: Half day November 26-27: School closed						
December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
December 3: Report cards December 3-4: School closed December 21-31: School closed						
January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
January 1: School closed January 4: School closed; Staff PD						
February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
February 15-19: School closed						
March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
March 18: Report cards March 18-19: School closed						
April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
April 19-23: School closed						
May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
May 31: School closed						
June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
June 3: School closed; Staff PD June 23: Last day of school: half day						
July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

The calendar will be adjusted each year to account for slight differences in dates for items such as holidays, state testing schedules, first and last days of school, school-wide events, and scheduled breaks and closures. The school year will include between 180 and 185 instructional days in total and will be

divided into trimesters. The above draft 2020-21 calendar accounts for 185 days of school. All teachers will arrive two weeks before students in order to provide time for professional development, training, and culture-building.

**b. Sample Student Schedule**

Kindergarten & First Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8	Transition and unpack				
8-8:30	Morning Meeting				
8:35-9:15	Phonics	Phonics	Phonics	Phonics	Phonics
9:15-9:55	Reading Workshop/GR	Reading Workshop/GR	Guided Reading	Reading Workshop/GR	Reading Workshop/GR
9:55-10:25	CGI	CGI	CGI	CGI	CGI
10:30-11:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
11:20 - 12:20	Math Workshop				
12:20 - 12:40	Math Skills				
12:45-1:30	Science & Snack				
1:35 - 2:15	Special	Special	Special	Special	Special
2:20 - 3:00	Writing Workshop				
2:50-3:00	Pack-up/Transition	Pack-up/Transition	Pack-up/Transition	Pack-up/Transition	Pack-up/Transition
3:00-3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8	Transition and unpack	Transition and unpack	Transition and unpack	Transition and unpack	Transition and unpack
8-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:35-9:15	Science	Science	Science	Science	Science
9:15-9:55	Close Reading	Close Reading	Guided Reading	Guided Reading	Close Reading
9:55-10:25	CGI	CGI	CGI	CGI	CGI
10:30-11:15	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	ELA FLEX
11:15-12:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:00-12:45	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Guided Reading
12:45-1:30	Special	Special	Special	Special	Special
1:30-2:30	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop
2:30-2:55	Math Skills	Math Skills	Math Skills	Math Skills	Math Skills
2:55-3:00	Pack-up/Transition	Pack-up/Transition	Pack-up/Transition	Pack-up/Transition	Pack-up/Transition
3:00-3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
	ELA FLEX Options: Additional RA Additional GR CR reteach Independent Reading/Centers				
	Since GR is not every day students can also recieve GR during RW block				

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8	Transition and unpack	Transition and unpack	Transition and unpack	Transition and unpack	Transition and unpack
8-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:35-9:20	Science	Science	Science	Science	Science
9:20-10:00	Close Reading Re-Teach	Close Reading	Guided Reading	Guided Reading	Close Reading
10:00-10:30	CGI	CGI	CGI	CGI	CGI
10:30-11:15	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	ELA FLEX
11:15-12:00	Readers Workshop	Readers Workshop	Readers Workshop	Readers Workshop	Guided Reading
12:00-12:45	Special	Special	Special	Special	Special
12:45-1:30	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:30-2:30	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop
2:30-2:55	Math Skills	Math Skills	Math Skills	Math Skills	Math Skills
2:55-3:00	Pack-up/Transition	Pack-up/Transition	Pack-up/Transition	Pack-up/Transition	Pack-up/Transition
3:00-3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
	ELA FLEX Options: Additional RA Additional GR CR reteach Independent Reading/Centers				
	Since GR is not every day students can also receive GR during RW block				

3/4/5 SCI/PE/Special

<b>4/5 Science Schedule (Daily)</b>			
8:25 - 9:05	Sci 5th grade 1		
9:45 - 10:30	Sci 4th grade 1		
10:35 - 12:00	Math 5th grade 1		
12:45 - 1:30	Sci 4th grade 2		
Special Schedules 3/4/5			
PE- 1 (M,W,F)		Music/Drama/Art/Dance- 1 (Tue,Thur)	
9:45 - 10:30	4th grade 1	9:45 - 10:30	4th grade 1
12:00 - 12:45	3rd grade 1	12:00 - 12:45	3rd grade 1
12:45 - 1:30	4th grade 2	12:45 - 1:30	4th grade 2
2:15 - 3:00	5th grade 1	2:15 - 3:00	5th grade 1

The schedule may be adjusted slightly each year as the school grows to capacity. The schedule may also be adjusted slightly depending on the facilities in which the school operates. For example, if the school were co-located in public space and had to accommodate restrictions on when shared space like the auditorium, gym, or cafeteria could be accessed, the schedule might be adjusted in response.

The school will operate Monday through Friday. Teachers will be expected to arrive at 7:30am each day, and students will be expected to arrive between 7:40am and 7:55am, with breakfast service available. Instruction begins at 8:00am. Students will have a daily scheduled lunch and recess period for 55-60 minutes. Each day, students are dismissed at 3:00pm, and teachers will stay until 4:30pm to engage in collaborative planning, professional development, and data inquiry.

During the daily afternoon PD sessions, 100-120 minutes will be devoted to integrated, interdisciplinary literacy instruction, 80-100 minutes devoted to math instruction, and 40 minutes devoted to science instruction.

In K-1, students will have a 40-45 minute daily Reading Group block for guided reading, phonics, and foundational skills. In Grades 2-4, students will have a daily 45-minute skills block in which teachers can set objectives and student groupings flexibly in response to data. This time will be used primarily for remediation and extension activities to ensure that the needs of all learners are being met.

**c. Sample Teacher Schedule**

See below for a sample teacher schedule. The vast majority of our elementary classes are self-contained, which means teachers stay with the same students all day. The highlighted periods in the schedule reflect times when students are taking a specials class (i.e. Art, Physical Education, etc.).

	K Teacher	1st grade Teacher	2nd grade Teacher	3rd grade Teacher	4th grade Teacher
8:00 - 8:30	Morning Meeting				
8:30 - 9:00	CGI (Math)	Class: Special Teacher: Prep	Close Reading	Science	Close Reading/ Guided Reading
9:00 - 9:30	Guided Reading	CGI (Math)	Science	Guided Reading	
9:30 - 10:15	Math	Reading Workshop	Math	Math	Math
10:15 - 10:30	Snack	Writing Workshop			
10:30 - 11:15	Class: Special Teacher: Prep	Math	Reading Workshop	Reading Workshop	ELA Social Studies
11:15 - 11:20	Transition				
11:20 - 12:05	Reading Workshop	Science	Class: Special Teacher: Prep	Close Reading	Science
12:05 - 12:50	Science	Guided Reading	Lunch	Lunch	Lunch
12:50 - 12:55	Transition				
12:55 - 1:40	Lunch	Lunch	Guided Reading	Class: Special Teacher: Prep	Class: Special Teacher: Prep
1:40-1:45	Transition				
1:45 - 2:30	Writing Workshop	Phonics/Read Aloud	Math Skills	Math Skills	Writing Workshop
2:30 - 3:00	Sister Circle				

3:00 - 3:30	Student Dismissal
3:30 - 4:30	Staff Professional Development

Teachers will use the daily planning period for activities aligned with network priorities including engaging in intellectual preparation, analyzing formal and informal assessment data, contacting families, and collaborating with colleagues. Every teacher at GPBX II is part of a professional learning team. This includes grade teams for classroom teachers, department teams for content specialists (e.g. science, arts), and student support teams for interventionists and related specialists. At least one planning period weekly is devoted to team meetings. Structures include lesson study, student work analysis, data triangulation, and unit planning. Below outlines school-based leadership team structures: the purpose of each team, members and frequency of team meetings.

School-based Leadership Team Structures			
Team	Purpose	Members	Meeting Frequency
<b>STAIR Team</b>	<p>The Tier 2 and 3 STAIR Team is the backbone of the our multi-tiered support system framework. The team will use a problem solving approach to identify and respond to barriers to learning. The team <b>will meet each week</b> to analyze school level data across the domains and develop action plans for student support. They will also progress monitor the effectiveness of individual interventions and make decisions around intervention placement.</p> <p><i>The Director of Student Support drives the agenda.</i></p>	<p><i>Network Lead, DSFA/DOC, Social Workers, Learning Support Coordinators, Interventionists, Instructional leaders (principals/ADs)</i></p>	Weekly, 60 minutes
<b>Grade Team Leaders</b>	<p>Grade Team Leaders serve as teacher leaders with the responsibility to drive results across their grade teams and support the use of consistent Tier 1 moves. GTLs meet as a cohort with principals, school leaders, and/or the network Chief Learning Officer to norm on an instructional vision of excellence, participate in the data inquiry cycle, monitor progress, and inform school level decision-making to drive their teams toward the school goals. This is accomplished through collaborative problem-solving structures, action planning, and the socialization of best practices that can be scaled up across the campus.</p> <p><i>SLT members collaborate to develop the agendas.</i></p>	<p><i>Principal, Grade Team/PETALs Leaders, SLT members (as relevant to agenda)</i></p>	Varies (1-4x monthly), 45-60 minutes
<b>Teacher Teams (Department and/or Grade)</b>	<p>To create a Professional Learning Community that engages in collaborative best practices that improve instructional practice, student outcomes, and school culture in service of school-wide goals. Structures include lesson study, unit unpacking/planning, student work analysis, data triangulation, assessment analysis, collaborative scoring, and action planning.</p> <p><i>Department Chairs/Grade Team Leaders drive the agenda with input from teachers and SLT.</i></p>	<p><i>Department Chairs/Grade Team Leaders, Academic Directors, content/classroom teachers (general and special education)</i></p>	Weekly, 45-60 minutes
<b>Special Education Team Meetings</b>	<p>To develop the capacity of the Special Education department around compliance, advocacy and instruction. To review best practice in Special Education. To review schedule for upcoming IEP meetings and ensure case managers are prepared to facilitate.</p> <p><i>The Learning Support Coordinator drives the agenda.</i></p>	<p><i>LSC, Principal/AD, SpEd teachers</i></p>	Monthly, 30-60 minutes
<b>Attendance Team</b>	<p>To review attendance data, monitor progress towards goals, and develop action plans for individual or groups of students in need of differentiated support. To triangulate attendance data with other student achievement inputs.</p> <p><i>The Director of Operations and Principal collaborate to drive the agenda.</i></p>	<p><i>Principal, ADs, DOOs, SFA team, Social Worker, Operations team, DHSACC</i></p>	Monthly, 60 minutes
<b>Building Crisis Response Team (BCRT)</b>	<p>To discuss and modify current BCRT plans to meet the needs of all students. To practice crisis prevention holds.</p> <p><i>The BCRT leader develops the agenda.</i></p>	<p><i>Building Crisis Response Team Members</i></p>	Every 6 weeks, 30-45 minutes
<b>Student and Family Affairs Team (SFA)</b>	<p>To norm on a vision of a culture of excellence, monitor progress, and make strategic decisions to drive the school closer to its goals. To establish goals in service of scholar wellbeing, character development, and family satisfaction and progress monitor through the use of data analysis and collaborative problem-solving. To collaborate across SFA departments, surface any immediate social emotional learning, family, systems/routines challenges and develop next steps, action plans or agenda items for SLT feedback.</p> <p>To discuss and plan for any upcoming events/projects that</p>	<p><i>DOC, SFA Manager, SW, FC (Elementary School)*</i></p> <p><i>DSFA, ADSFA, SW, SFA Manager (Middle School)*</i></p> <p><i>*Members of the SLT attend as relevant to the agenda</i></p>	Biweekly, 45-60 minutes

	<p>require operational support and/or instructional support (in collaboration with Ops and/or ILT)</p> <p><i>The DSFA/DOC drives the agenda.</i></p>		
<b>Building Crisis Response Team Meeting (BCRT)</b>	<p>To discuss and modify current BCRT plans to ensure they are meeting the needs of all students and practice crisis prevention holds.</p>	Building Crisis Response Team Members	Every 6 weeks, 30-45 minutes
<b>Lesson Planning Meetings (Individual)</b>	<p>To coach and support individual or groups of teachers in the building content knowledge through lesson level intellectual prep, ensuring rigorous, standards-aligned lessons are being planned.</p> <p><i>Co-created agenda informed by teacher goals.</i></p>	<i>ILT Supervisor, Teacher(s)</i>	Weekly or Biweekly based on individual need, 30-45 minutes

## **R-08ad - Specific Populations**

### **a. Struggling Students**

GPBX II is committed to providing all students with equitable and effective learning opportunities. We believe that all students learn differently, and thus provide a continuum of interventions and accelerations to meet students where they are and help them achieve. We use an evidence-based, tiered framework of support to ensure positive academic, social emotional, and behavioral outcomes for all students. Inclusive schools are places where all students are integral members of classrooms. All students feel a connection to their peers, have access to rigorous and meaningful general education curricula and receive collaborative support to succeed.

A “struggling student” is a student defined as needing to receive either Tier 2 or Tier 3 interventions in the MTSS/RTI (Multi-tiered Systems of Support/Response to Intervention) framework based on data collected from the universal screeners (MAP & STEP).

The MTSS/RTI team, which is comprised of the Learning Support Coordinator, Social Worker, Dean of Culture, Interventionists, and classroom teachers, will meet weekly to review and respond to student data, progress monitor, develop and revise support plans for students receiving Tier 2 and Tier 3 academic and or behavioral interventions. The effectiveness of this program is continually evaluated at these data meetings by progress monitoring as students progress through and/or out of Tier 2 and Tier 3 interventions. The MTSS/RTI team will also serve as the primary vehicle to identify students that may have a disability (Child Find).

Interventionists see both mandated and struggling students and support them using evidence-based intervention strategies and programs, rooted in student data, to meet students where they are both inside and outside of the classroom to help them achieve. Interventionists collaborate with, and are coached by a Network-level Intervention Coach. They will receive targeted support on using data to improve instruction during intervention classes and comprehensive training on evidence-based intervention strategies and programs.

### **b. Students With Disabilities**

Given that 20% of Public Prep Academy students are categorized as students with disabilities, our network and school Leadership Team is deeply committed to ensuring the learning environment is welcoming, supportive, and academically challenging for all of our students particularly those students with disabilities. Additionally, GPBX II will employ a Learning Support Coordinator (special education coordinator) who will act as the administrator for special education plans and services within the school, and will serve as the liaison to the CSE offices and related service providers. The Learning Support Coordinator serves as the Child Find coordinator and will also guide his/her school’s implementation of

RTI by creating plans that support a range of student needs (Tier 2 and Tier 3 students) and building capacity within the school to improve outcomes for all students.

Our program's inclusive model allows us to service our students with special educational needs in a general education setting through Integrated Co-Teaching (ICT) or Special Education Teacher Support Services (SETSS). ICT classes consist of one general education teacher and one special education teacher, who collaborate and plan to deliver instruction to students. General educators and special educators will have weekly common planning time to collaborate and plan for instruction. GPBX II is committed to being current and responsive in our approach to serving students with special needs. We endeavor to create a flexible program that is able to meet student need and promote increases in student achievement and growth. Additionally, GPBX II will provide counseling services for students with mandated counseling on their IEPs. All other related services will be coordinated and arranged through the CSE and the third party agencies they have contracted. The MTSS/RTI team, led by the Learning Support Coordinator, will serve as the primary vehicle to identify students that may have a disability (Child Find). This team will also serve as a space for collaboration between general educators, special educators and interventionists.

We use our network-wide and school-wide professional development time to hold interactive and relevant workshops to support teachers in providing the highest quality education for students with disabilities. The Learning Support Coordinator, ELL Specialist, and RTI team will design a year long series of professional development sessions aimed at increasing the capacity of all teachers to support both at-risk students and those identified as having a disability. These sessions include: Using UDL to Improve Co-teaching Practice, Creating Inclusive Schools, and Using the IEP to Inform Instruction. Furthermore, GPBXM II will also benefit from opportunities to collaborate with other schools during like-position meetings, network-wide professional development days, and targeted professional development sessions offered throughout the year, both on and off campus. These days also allow us the flexibility to showcase teachers leaders who share best practices, review data from multiple sources (STEP, MAP, Interim Assessments) and create targeted action plans. Additionally, the professional development focused on achieving strong student achievement and accelerated growth ensures consistency in approaches and implementation across campuses.

We partner, as a Premier member, with the Special Education Collaborative and benefit from their site visits that give us a report on how we are fulfilling our commitments to families and students with disabilities. We also benefit from their onsite and off-site workshops on a variety of Special Education topics, such as integrated co-teaching models, speech and language support for all students, etc. We will partner with top, external Special Education consultants and organizations to provide us with onsite professional development and coaching in areas of need so that we remain current and responsive to our approach to supporting students with special needs. In addition, we utilize the English Language Learner services that are provided by the Special Education Collaborative as well.

The effectiveness of the special education program will be determined by several measures, including student growth in performance on state and local assessments, percentage of students moving to less

restrictive programs because of growth, and by the progress monitoring and data collection done through the work of the MTSS/RTI team.

Like all schools within the Public Prep Network, Girls Prep Bronx Elementary II will provide the following assurances regarding the provision of special education and other services to students to be enrolled at Girls Prep Bronx II:

- GPBX II will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504, and Title II of the ADA which are applicable to it.
- GPBX II will, consistent with applicable law, work with Local Educational Agency (LEA) school districts to ensure that all students with disabilities that qualify under the IDEA:
  - have available a free appropriate public education (“FAPE”);
  - are appropriately evaluated;
  - are provided with an IEP;
  - receive an appropriate education in the least restrictive environment (LRE);
  - are involved in the development of and decisions regarding the IEP, along with their parents; and
  - have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to a school’s or school district’s provision of FAPE.
- GPBX II may permit the Learning Specialist Coordinator (i.e. special education coordinator) to take on additional duties to the extent that they do not interfere with the coordinator’s responsibilities to ensure the school’s compliance with the IDEA, Section 504 and Title II of the ADA.
- GPBX II will make available, as required by law, a student’s regular and special education teachers (and other required school personnel) for meetings convened by such student’s CSE, and provide such teachers and personnel with copies of the student’s IEP.
- GPBX II will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of general education children.
- GPBX II will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
- GPBX II’s Learning Specialist Coordinator will retain such data and prepare such reports as are needed by each student’s school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations.
- GPBX II will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as

applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.

- GPBX II will NOT convene its own CSE, make IDEA evaluations of children suspected of having a disability, create IEPs, reevaluate nor revise existing IEPs or conduct due process hearings. GPBX II understands that these responsibilities are left solely to the CSE of the student's district of residence and GPBX II will implement IEPs as written.
- GPBX II will work with the CSE to coordinate services not provided directly by the school, including speech, occupational therapy, physical therapy, and hearing and vision services
- Appropriate Education Corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the Trustees including those sponsored by the State Education Department.

### **c. English Language Learners**

We value the linguistic diversity of our multilingual learners and ensure they have access to a rigorous standards-based curriculum, while simultaneously receiving intensive support to build English language skills. The Learning Specialist Coordinator and ELL Specialist, along with the School Leadership Team, will lead and coordinate services for our English Language Learners. The school will administer the Home Language Identification Survey and administer the NYSITELL, as necessary, to identify potential English Language Learners. Students identified as English Language Learners will receive targeted language development support. When the data determines that an ELL student needs additional support, they will be referred to the MTSS/RTI team in order to initiate RTI cycles. Through this process, we commit to providing support and ensuring that our ELL students are not inappropriately identified as having special needs. The progress of our ELL students and success of our program will be determined by triangulating a variety of data sources, including performance on state ELA and Math exams, NYSESLAT growth, and performance on network level assessments including MAP, STEP and interim assessments. Exit criteria will be determined by performance on the NYSESLAT and/or the state ELA exam.

Our schools that have a larger number of ELL students at a variety of proficiency levels may require an ELL Specialist to deliver direct services to students and professional development to staff members to ensure every teacher is a language teacher. The ELL specialist will support the language development of our ELL students by providing push-in and pull-out services, as well as collaborating with the general education teachers to differentiate curricula in order to meet the needs of our ELL students. For schools who have smaller numbers of ELL students at a variety of proficiency levels, a portion of the Interventionist role will be allocated to provide services that meet student needs.

All staff members at Public Prep are expected to address the needs of a diverse group of learners. As such, Public Prep is committed to ensuring staff receive ongoing professional development and resources to support ELLs. The Learning Specialist Coordinator will also lead a yearlong PD series to support ELLs the specific areas of need for GPBX II. As stated above, we partner, as a Premier member, with the Special Education Collaborative and benefit from their English Language Learner services, support staff, and site visits. We also benefit from their onsite and off-site workshops on a variety of topics such as the ELL Identification Process and Establishing Language Goals for ELL Students. Network-wide we will have a like-position meeting structure so that our ELL teachers from each network school

will meet together at least three times per year to analyze data, review best practices, and plan professional development to support ELLs. Our ELA curriculum and units of study, which includes a comprehensive ELL Framework, supports teachers in meeting the needs of their ELLs for grades K-5. Additionally, teachers and staff receive intensive summer PD and ongoing coaching on using the resources during instruction throughout the school year.

Finally, once we determine the primary language(s) spoken by our student and family population at GPBXII, we will ensure we have translators onsite for parent meetings, all documents are translated in those languages, and we will aim to hire staff members who speak those languages.

#### **d. Gifted and Advanced Students**

From the onset, our core instruction is pitched to a high bar, exceeding the demands of the Common Core Standards because we believe our students can and will rise to the occasion. Teachers are provided with professional development supports to differentiate instruction for all learners, including advanced learners, throughout core Tier 1 instruction. We have raised our expectations on internal assessments so that teachers and students alike are aiming high and actively working to promote our mission of ensuring that all students are on a predictable path to and through college.

Data analysis coupled with a culture of inquiry drive the decisions that we make for all students. As previously stated, network-wide, we triangulate multiple sources of data (STEP, NWEA MAP, and Interim Assessments) in regular intervals in order to identify targeted small groups and cusp students and employ the same framework for our gifted and advanced students. We employ daily, deliberate, small group instruction designed to advance student learning by meeting students at their level and propelling them forward through targeted instruction. Students are engaged in literature circles with above grade level texts, and/or are engaged in project-based learning to advance their knowledge of the content in the current unit of study in a given subject area. Teachers closely monitoring data with the support of the school-based leadership team and Learning Specialist Coordinator so that the groups remain flexible and students are quickly using teacher feedback to improve and advance in their achievement levels.

Girls Prep Lower East Side and Girls Prep Bronx have a proven track record of placing our graduates into top performing independent day and boarding, parochial, and public high schools. In addition, with the dedicated role of the Director of High School Admissions and College Completion at each middle school, Girls Prep has become a premier source of female scholars for leadership development programs such as Prep for Prep, TEAK, Breakthrough NY, A Better Chance, BEAM and others that prepare students to excel in highly selective independent and public high schools. With more than 450 Girls Prep Alumnae who are in their first year of high school through their second year of college, Public Prep added the Director of Alumnae Engagement and College Completion to track our students and ensure that they and their families are fully supported in continuing on a predictive path to and through college. As a result of this new role and our reputation for developing strong and resilient scholars of bold intellect, Public Prep Academies has secured over 40 spots, at little to no cost to our families, at prestigious pre-college summer programs. These colleges, including Smith College, Skidmore College, Cornell University, Georgetown University, as well as other private and public universities across the East Coast, invite Girls Prep alumnae to live on campus for a portion of the summer and take college-level courses to prepare them for the college application process as well as the college lifestyle.

Every day, we see evidence of our mission embodied in the diverse group of Girl Prep Alumnae. We are proud that our first two graduating classes have enrolled students who have persisted in college at three times the national rate of students from similar backgrounds. All students, including the gifted and advanced students, in our network have been equipped with the social and academic skills to flourish at prestigious high schools, colleges and universities across the country. With the opportunities Girls Prep provides, both during students' tenure at our schools and as part of our robust Alumni program, our diverse scholars have proven to be goal-oriented decision-makers empowered to make choices leading them to life success.

## R09ad - Instructional Leadership

### (a) Instructional Leadership Roles

#### Instructional Leadership Roles & Responsibilities

The Instructional Leadership Team (“ILT”) at each of Public Prep’s Pre-K-8 Academies consists of three core positions: (1) Principal, (2) Lower School Academic Director, (3) Upper School Academic Director, and supplemental yearly teacher leader positions (grade team leaders). Primary responsibilities of all instructional leadership roles are summarized below:

#### **Principal**

The Principal will be a leader of a school community where the learning of all is the ultimate priority. Principals report to the Superintendent of Public Preparatory Network. The Principal will engage and lead a school leadership team including a Director of Operations, a Director of Student and Family Affairs, and two Academic Directors (Lower Elementary/Upper Elementary). In the first three years of the school, the Principal and Lower Elementary Academic Director will manage all of the instructional staff. In year four, as student enrollment increases, the ILT will increase to add an Upper School Academic Director.

The Principal and the school leadership team will ensure learning environments are fueled by:

- Explicit expectations, systems, structures and routines
- Innovation, solutions-orientation, reflection and growth mindset
- Data-driven and evidence-based decision making
- A strong culture that supports positive momentum

Principals live out these commitments by:

- Nurturing a safe learning environment characterized by experimentation, collaboration, investment and cultivation of all individuals in their roles.
- Establishing and maintaining systems and expectations that bring the vision to life for all stakeholders and maintain a positive school culture and supporting school leadership team members in achieving results.
- Effectively managing resources by creating, maintaining and supporting systems that align to the vision and schoolwide priorities and ensure a strong learning-focused environment.
- Working alongside the school leadership and home office academic teams to drive teacher improvement by creating and implementing systems, structures and opportunities that support and develop teachers to implement rigorous, College and Career Ready standards and lead to student achievement.
- Engaging with all relevant stakeholders to establish meaningful goals to drive towards the visio , establish short and long-term improvement, and progress monitor and prioritize action steps based on data.
- Engaging in clearly defined processes and structures for planning, executing, assessing and reflecting on the creation of coherent instructional programs and pedagogical approaches within classrooms, grade levels, and departments throughout the school that reflect extensive knowledge of PPN absolute standards, the structure of the discipline and best practices.
- Actively participating in collaborative learning experiences with peers and the home office team in a variety of settings.
- Engaging in clearly defined processes and structures for planning, executing, assessing and reflecting on the creation of coherent instructional programs and pedagogical approaches within classrooms, grade levels, and

departments throughout the school that reflect extensive knowledge PPN absolute standards, the structure of the discipline and best practices;

- Planning and executing strategies of supportive supervision that is differentiated, proactive and clinical in approach when creating or selecting plans and tools for teacher observation and evaluation and the monitoring of progress.

### **Academic Director**

The Academic Director is responsible for creating a climate of instructional excellence in the building, analyzing student performance data, and ensuring that teachers are prepared to execute the highest quality instruction. The chief responsibilities for the Academic Director include (1) overseeing the school-wide implementation of instruction and assessment of Public Prep's content-explicit curriculum; and (2) the supervising, coaching and evaluating of teachers.

The Academic Director fulfills these responsibilities by coaching and supervising teachers to build teachers' capacity for planning, instruction, and assessment; observing classrooms and identifying instructional strengths and needs; planning and leading professional development; managing assessment systems; driving results through the analysis of student performance data; ensuring that best practices are used to ensure consistent, coherent, high quality instruction; aligning units with curricular resources. As a key member of the school and instructional leadership teams, the Academic Director will also support and advise the Principal on hiring, budgeting, scheduling, and other matters of concern.

### **Grade Team Leader**

The Grade Team Leader role represents a first-level leadership and management opportunity for a teacher, and a pathway to leadership within Public Preparatory Network. The Grade Team Leader maintains his/her teaching responsibilities, but also owns leadership and coordination responsibilities for the grade level team of teachers. The Grade Team Leader establishes and executes clear grade level plans, and monitors the planning and execution of others. S/he creates a structure for team decision-making, and provides organizational leadership and support to all teachers within their grade level to ensure the grade level team meets ambitious student achievement goals. In addition to serving as a liaison between a school's leadership team and teachers in their grade level, Grade Team Leaders lead and coordinate grade team meetings, organizational practices, parent communication, and grade-wide activities.

Grade Team Leaders provide instructional support to teachers in the grade level. The Grade Team Leader not only advocates for the academic direction for the grade, but also makes sure the desired culture is being reflected. S/he uses team meetings to encourage and build cohesiveness, and establish a spirit of collaboration among team members. The core of the role is instructional leadership. It involves establishing an expectation of strong teaching within the grade level team, using hard data and observation to track progress, and supporting other teachers through behavior modeling and performance feedback.

### **Vision for Adult Learning & Leadership Development**

Adult learners at Public Prep approach every opportunity with one another as a chance to learn actively, cultivate a growth mindset, practice humility and develop data-driven decision making skills. We intellectually prepare and practice, utilizing feedback cycles as a means to continuously improve. Our organization is comprised of professionals who are passionate about learning, thus we strive to create differentiated professional learning pathways for the individuals in our care. The commitment we have made to putting students first obligates us to provide ourselves, as adult learners, with opportunities to develop as educators, to build our capacity as leaders, and to collaborate with our peers to broaden our instructional perspective. Research shows that a strong focus on adult learning will increase student achievement and enhance the experiences of our students (Guskey, 1999; Pankake, 2006; Wagner, 2007). Because we deeply believe in each and every one of our students, adults at Public Prep have high expectations of themselves, their

colleagues, and of the children in our schools. As an organization, we are dedicated to meeting our adult learners where they are developmentally, so that they feel safe to take the risks that will encourage them and the students in their care to meet the high bar we have set.

New principals, Academic Directors, and teacher leaders participate in customized leadership development aligned to our vision for adult learning.

<b>Instructional Leadership Development</b>		
<b>Team</b>	<b>Purpose</b>	<b>Members</b>
<p><a href="#"><u>Emerging Leaders Program (ELP)*</u></a>  *provided by New Leaders</p>	<p>To develop and enhance targeted leadership skills through combining intensive study with job-embedded coaching. To get feedback on building teams and leading team meetings. To engage in a cohort-based model of adult learning as a way to make leadership approaches and practices consistent across the network</p>	<p>New Principals, Academic Directors, Members of the network-based Academic Team</p>
<p><a href="#"><u>Teacher Leader Teaming and Leadership Development</u></a></p>	<p>To develop (&amp; retain) teacher leaders in a targeted way by building capacity from within. To move adults to move all students in 4 data cycles. To create consistency and cohesiveness within grades or within departments across the network. To engage in authentic, project-based learning together, to publicly celebrate successes, to see what's working and replicate it.</p>	<p>Elementary School Grade Team Leaders, Middle School Department Chairs</p>

**Instructional Leadership Staffing Structure – Year-by-Year**

Below, each Instructional Leadership position is itemized as it pertains to its placement in the leadership structure based on the year of the school. Public Prep Academies split their Pre-K-8 campuses into elementary (Pre-K-4) and middle (5-8) schools.

Year	Grades	Principal	Lower Elementary Academic Director	Upper Elementary Academic Director	Grade Team Leader
Elementary School					
1	K	Y	Y	N	Y
2	K-1	Y	Y	N	Y
3	K-2	Y	Y	N	Y
4	K-3	Y	Y	Y	Y

5	K-4	Y	Y	Y	Y
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### Instructional Leadership Recruitment Process

The recruitment process for instructional leadership provides the recruitment team and hiring manager with multiple opportunities for interaction with candidates. Candidates must meet the requirements of the position based off of the job description to be considered for candidacy. All job descriptions can be found in **Section R-12ac – Personnel**.

#### 1. Principal

- a. The Principal hiring process for GPBX II will be conducted by the Human Resources/Talent Team at Public Preparatory Network and begins one year prior to the opening of the school to serve as a Resident Principal for a year (i.e., the Principal for GPBX II school opening in 2020-2021 would be hired for 2019-2020).
- b. Principal applicants apply directly to Public Prep’s application portal and are vetted by the Director of Staff Recruitment. The interview process consists of activities focused on analyzing school leadership potential including, but not limited to, instructional observations/feedback cycles, adult learning exercises, data analysis exercises, and role plays. These activities take place across five stages (1) Initial Application, (2) Phone Screen, (3) In-Person Academic Team Interview and (4) In-Person School-Based Interview, and (5) In-Person Executive/Board Interview with Reference Checks.
- c. Throughout the interactions, candidates are provided with tasks/resources to prepare for the interviews. On the first In-Person Interview Day, the Superintendent, Managing Director of Talent, and members of Public Prep’s Academic Team interview candidates to assess organizational fit, their ability to analyze data and plan strategically to improve instructional outcomes for all learners. Pending clearance of the Academic Team, the candidates is moved forward to a school-based interview. The interview day involves classroom observations and meetings with the school-based hiring team. The school-based hiring team is made up of a representative population of staff across the functional teams. For more information about functional teams refer to **Section R11ab – School Management and Leadership**.
- d. Principal candidates who are offered and accept a position spend one year prior to taking on the full-time Principal appointment as a Resident Principal within one of Public Prep’s existing schools under the supervision of the Superintendent with supervisory responsibilities. In the case of the GPBX II Principal, the goal would be for them to spend the 2019-20 school year at GPBX I or BPBX, overseeing instruction with a specific cohort of teachers. Resident Principals receive coaching and direct support from the PPN Superintendent, Assistant Superintendent, and Chief Learning Officer. Pending successful completion of the first year, the Principal transitions to the full-time Principal placement at the new campus.

#### 2. Academic Director

- a. All other instructional leadership positions participate in a three step process:
- b. Phone Screen – Verification of candidate experience and analysis of organizational fit.
- c. School Visit/Interview – A full-day school visit consisting of instructional observations, teacher coaching exercises, data analysis, adult learning exercises, and peer interviews.
- d. Reference Checks – Hiring manager checks references of the most recent supervisor and at least one other work-related reference.

### Monitoring the Effectiveness of the Academic Program

Effectiveness of academic programming throughout Public Preparatory Academies is done through consistent data gathering and analysis. The school will set annual goals by which it is measured throughout the year by Public Preparatory Network. Progress toward goals is monitored monthly by the ILT and network-level academic team. Student performance data on network-wide assessments is analyzed by the Network Academic Team to analyze areas of growth, coaching, and development for staff as it pertains to instruction.

Additionally, Principals and the Network Academic Team conduct regular instructional walkthroughs throughout the academic year and School Quality Reviews are completed annually by an independent third party organization. See R06f – Programmatic Audits for more information on how the academic program is regularly evaluated.

### **(b) Teacher Supervision & Support Practices**

Public Preparatory Academies aim to support Instructional Leadership Teams in providing consistent coaching and support for all instructional teachers to enhance and monitor instructional practice throughout the academic year. Principals and Academic Directors have a group of direct reports. Teachers are evaluated formally using the Danielson Framework and supervisors utilize the Teachboost platform to deliver clear, actionable feedback. Supervisors begin the academic year with initial observations to highlight key areas of growth for teachers, aligned with Network priorities, and create annual teacher development plans and goals. Through the use of various teaming structures such as intellectual prep and grade team data analysis meetings, instructional leaders guide teachers towards ensuring students are achieving rigorous outcomes. Throughout the year, supervisors align coaching back to the annual goals and make adjustments as needs arise and formal evaluations of employee performance take place at the mid-year and end-of year.

### **(c) Professional Development**

The Network Academic Team, in collaboration with the school Instructional Leadership Team begin the year with network aligned professional development through a three week Summer Learning Institute. Goals and outcomes for the Summer Learning Institute are driven by the Public Prep Core Values and instructional priorities. Throughout the school year there are additional “Network-wide Days of Learning” to advance key Public Prep priorities.

In addition, Girls Prep Bronx II will provide professional development to staff daily from 3:30-4:30, post student dismissal. The Instructional Leadership Team will be responsible for creating, leading, and implementing professional development under the supervision of the Principal. Professional development goals and topics will be generated at the beginning of the year in a scope and sequence that incorporates student performance data, beginning of year training topics, and that is malleable to pertinent topics that may arise over the course of the year. Teachers also have the ability to request professional development topics.

The Instructional Leadership Team will be responsible for differentiating professional development and providing opportunities that will meet the needs of all adult learners, across various content levels. All professional development activities will be mapped back to the school’s annual goals and teachers will be required to attend all sessions that align with their grade/content area. Based off of trends in student data and teacher feedback, Principals will evaluate the efficacy of professional development and adult learning with the Superintendent, Assistant Superintendent and Chief Learning Officer regularly and it will be linked to Principal performance management.

Network-wide, Public Preparatory Network has built strategic partnerships and programs that foster teacher professional development. In addition to the work with The Emerging Leaders program and the internal Teacher Leader Teaming and Leadership Development program to build instructional leadership (see **Section 9a – Instructional**

**Leadership Roles, Instructional Leadership Recruitment Process**), Public Prep offers the following opportunities to support teachers development of their instructional practice:

1. **Relay Graduate School of Education’s Masters of Arts in Teaching Program** -- Relay offers coursework that will lead to a General Education certification and MAT through their [Relay MAT program](#). At the end of the first year, participants may choose to pursue a dual Special Education certification pathway. If accepted by Relay, employees can receive 50% tuition support through Public Prep (\$4,500 per year). This two-year program provides an opportunity for uncertified teachers to enhance their practice and complete the necessary coursework to apply for New York State certification.
2. **Relay Graduate School of Education’s Special Education Program** – Relay offers coursework to prepare teachers to apply for Special Education certification through their [Advanced Certificate in Special Education Program](#). Public Prep works annually with Relay to secure seats in this program specifically for Public Prep employees. If nominated by their campus and accepted by Relay, employees can receive 100% tuition support through Public Prep (\$7,500 per seat). This one-year program provides an opportunity for currently certified employees to complete the necessary coursework to apply for New York State certification at the conclusion of the program.
3. **New Leaders’ Emerging Leaders Program** -- Public Prep is partnered with New Leaders, a nationally renowned educational leadership development organization that provides comprehensive, on-the-job professional learning programming for teachers and teacher leaders. This one-year program is a pathway to leadership, both in and outside of the classroom. Our partnership is designed to help Public Prep fulfill its commitment to developing leaders from within. The [Emerging Leaders Program](#) is being offered to school-based Academic Directors and members of the network-based Academic Team.
4. **Summer Professional Learning Stipends** – Each summer, Public Prep provides two (2) \$2,000 stipends to allow teachers to travel abroad and develop their own project related to a specific problem of practice or curricular area. Applicants must develop a project plan that incorporates how the opportunity enhances their current work and will impact future instructional practice. Participants are expected to turnkey their experience for peers and interested colleagues.
5. **Summer Curriculum Writing Stipends** – Each summer, Public Prep’s Network Academic Team commits time and resources to review and audit instructional units, PreK-8. Teacher leaders are hired annually to support this auditing process and provided professional development, support, and stipends to participate. These stipends provide an opportunity for teacher leaders to enhance their ability to construct curriculum and develop professional development tools/resources that are shared with faculty throughout the academic year.

#### **(d) Teacher Evaluation & Accountability**

Teacher performance and ability to lead high-quality instruction will be evaluated by the Danielson Framework for Teaching. The Danielson Framework is utilized for classroom observations, linked to professional development opportunities, and drives the vision for effective teaching. Instructional leaders are trained on the framework, attend workshops, and participate in walkthroughs with the Network Academic Team to norm the vision of high-quality instruction throughout the network.

The Danielson Framework for Teaching is utilized in conjunction with teacher driven growth goals to evaluate teacher performance and hold teachers accountable for student achievement. Teacher growth goals are to incorporate student data and student artifacts are utilized as evidence of progress toward goals. See **R-23b - Supplemental Attachments-A**. As an organization, Public Prep is consistently reviewing and analyzing performance evaluation tools to link student performance directly to teacher performance evaluations.

## **R-10a - Culture and Discipline**

### **CULTURE**

#### *I. Strong School Culture*

We are committed to providing a safe and responsive school community where students feel secure to develop the skills and confidence to compete at the highest academic levels and display the character traits needed to enter and complete college. We partner with families to reinforce academic, behavioral, and socio-emotional expectations and systems. Our goal is to empower our students to do the right thing at all times, reinforce their ability to develop the skills needed to be successful, and celebrate the good things that happen in their lives as a result. We see social-emotional learning as critical to supporting the whole child. Balancing authentic learning and experiences that culminate in tests requires a vigilant focus on social-emotional development. Our student-centered, hands-on learning described in R-06 reflects our philosophy that students, families and staff are people first and foremost. Relationship-building is the lever that moves adults to move students and that moves families to invest time and energy in schools.

We believe that in order for students to be successful, the school needs to partner with families. Before the first day of school has even commenced, school staff will engage in home visits to cultivate and strengthen the family-school partnership. Home visits ensure that proper supports are in place for the family and the student, it allows a review of school systems and expectations in advance of the start date, and provide an opportunity to relationship-build. Over the duration of the school year, families will be provided with multiple touch points to celebrate their scholars in the classroom and in the community via Classroom and Grade Level Celebrations, Family Conferences and Workshops and School Wide Unity Meetings and Celebrations.

As noted in section R-06, we will use the Danielson Framework as an overall organizing vision to guide and inform instruction across our classrooms. The Framework also guides some of our work around school culture, specifically Domain 2: the Classroom Environment. By focusing on the components that comprise Domain 2 such as Creating an Environment of Respect and Rapport and Establishing a Culture for Learning, we privilege community building in service of academic success and acknowledge that our scholars need to feel a strong sense of belonging in order to flourish.

At the start of the school year, all families will receive a unified Student and Family Handbook (see R-23b - Supplemental Attachments-J) that outlines our expectations for all scholars in our schools (see excerpts attached below). The Handbook delineates policy information such as dress code, school calendar, academic processes we adhere to, and the Code of Conduct. Also included in the Handbook is a Commitment to College Completion that families must sign and return each year that they attend Public Prep, committing to these expectations so that in partnership, we can ensure strong academic learning and the full embodiment of our Core Values--Merit, Responsibility, Scholarship and Sisterhood. Through our strong focus on culture and our restorative discipline practices many of which were adapted from Responsive Classroom, we will support the social emotional development of our scholars in trauma-informed, research-based ways.

Culture must be upheld by all members of the school community: all faculty and staff will be responsible for ensuring a strong culture of learning at the school level, starting with greeting in the mornings when students and families arrive at school. School schedules provide a structure for Morning Meeting at the

beginning of the day and Sister Circle at the end of the day to ensure that students maintain space to set goals and reflect on their day. We believe that these kinds of experiences will offer scholars the opportunity to work on the CASEL competencies of self management, responsible decision-making, relationship building, self awareness and social awareness. By addressing these competencies directly, students will learn to transfer their social-emotional skills across contexts.

Proactive and ongoing supports for students who are in need are led by the Director of Student and Family Affairs who supports an SFA team dedicated to working with students, families, and staff. A portion of our network-wide and school-wide professional development time is dedicated to hold interactive and relevant workshops that support teachers, staff and leaders in providing the strong social-emotional learning and positive classroom and school cultures. The Director of School Culture, at the network level, will design a year long series of professional development for members of the SFA Team which includes the Director of Student and Family Affairs, Assistant Director of Student and Family Affairs, Family Coordinator and Social Worker(s), staff and leaders. These sessions include: Creating Systems and Routines, Creating Safe and Healthy Classroom Environment, Using Data to Implement Behavior Interventions, Small Group Student Support, Classroom Management and Logical Consequences, Celebrating success, Morning Meeting, and Family Engagement.

Furthermore, GPBX II will also benefit from opportunities to collaborate with other schools during like-position meetings, network-wide professional development days, and targeted professional development sessions offered throughout the year, both on and off campus. These days also allow us the flexibility to showcase teacher-leaders who share best practices, review data from multiple sources (Attendance, Classroom Send out and Suspension Data, Teacher Observation Data, STEP, MAP, Interim Assessments, etc.) and create targeted action plans. By implementing these supports we will fully embrace our mission which states, we will create a warm and joyful culture rigor in which scholars build strong character by adopting the core values of sisterhood, merit, responsibility and scholarship. The goal is to provide supports for a diverse group of learners so that they are independently embodying our Core Values of Sisterhood (I depend on my sisters and they depend on me), Scholarship (I learn new things everyday), Merit (The harder I work, the more I achieve), and Responsibility (I do the right thing, even when no one is watching).

*Below we have excerpted portions of the family handbook that are aligned to the criteria required for section R-10 as well as the language from our Commitment to College Completion forms. To view our full Family Handbook, please see **attachment R-23b - Supplemental Attachments-J**.*

### **Public Prep Academies Student and Family Handbook (Culture, Commitment to College Completion, and Behavior and Social Emotional Support)**

#### **Overview:**

Girls Prep Bronx II (GPBXII) is committed to providing a safe and responsive school community where students feel safe and can develop the skills and confidence to compete at the highest academic levels and display the character traits needed to enter and complete college. We partner with families to reinforce academic, behavioral, and social-emotional expectations and systems. Our goal is to empower

our students to do the right thing at all times, reinforce their ability to develop the skills needed to be successful, and celebrate the good things that happen in their lives as a result.

**Student and Family Affairs Team**

GPBX II will have a ***Student and Family Affairs Team (SFA Team)***, the SFA Team serves as a resource to faculty members, students, and students’ families on behavior, emotional health, and social skills. Members of the SFA team may do any of the following:

1. Contact the families of students who are consistently late or absent to determine solutions so that their child arrives at school on time and in accordance with the school’s academic calendar.
2. Contact the families of students who have trouble meeting behavioral expectations in order to determine individualized behavioral solutions.
3. Contact Children’s Services if the student exhibits signs of abuse or neglect (i.e. patterns of lateness to school and absence from school, late pick-up from school; being consistently unkempt or dirty; exhibiting signs of physical abuse).
4. Organize group activities that focus on developing specific social skills.
5. Serve as a resource to faculty members and families on different strategies to help students succeed in school.
6. Provide counseling or refer families to outside support services as needed.
7. Provide support and/or guidance to families in times of hardship.
8. One assigned member of the team serves as the liaison between the Community Council and the school.

**Core Values:**

GPBXII students will embody our 4 Core Values, Sisterhood, Responsibility, Scholarship and Merit. We are certain that through hard work, dedication and a strong belief in success, we will achieve our mission.

Pre-K & Elementary School Language	Middle School Language
<p style="text-align: center;"><i>Scholarship</i></p> <p style="text-align: center;">“I learn new things every day”</p> <p>All community members will:</p> <ul style="list-style-type: none"> <li>● Ask questions and pursue answers</li> <li>● Use multiple strategies in problem solving</li> <li>● Be willing to work to their fullest potential</li> <li>● Make connections between learning experiences in and out of school</li> </ul>	<p style="text-align: center;"><i>Scholarship</i></p> <p style="text-align: center;">“I determine my future through hard work and education”</p> <p>All community members will:</p> <ul style="list-style-type: none"> <li>● Think hard, creatively, and originally each day</li> <li>● Ask clarifying questions and expand their responses when necessary</li> <li>● Independently seek information about new topics</li> <li>● Form and defend an opinion based on contextual evidence</li> </ul>
<p style="text-align: center;"><i>Merit</i></p> <p style="text-align: center;">“The harder I try, the more I achieve”</p> <p>All community members will:</p> <ul style="list-style-type: none"> <li>● Set high standards and personal goals for improvement</li> </ul>	<p style="text-align: center;"><i>Merit</i></p> <p style="text-align: center;">“My effort leads to my achievement”</p> <p>All community members will:</p> <ul style="list-style-type: none"> <li>● Take intellectual risks and try new things</li> <li>● Persevere, especially after experiencing failure or</li> </ul>

<ul style="list-style-type: none"> <li>● Produce work that demonstrates excellence</li> <li>● See tasks through from start to finish</li> <li>● Be proud of their personal achievements and the achievements of others</li> <li>● Believe in themselves and try their hardest</li> </ul>	<ul style="list-style-type: none"> <li>● making a mistake</li> <li>● Recognize and manage stress in a positive and productive manner</li> <li>● Advocate for yourself by asking for help</li> <li>● Embrace the struggle</li> </ul>
<p style="text-align: center;"><i>Brotherhood/Sisterhood</i></p> <p>“I depend on my brothers/sisters and they depend on me”</p> <p>All community members will:</p> <ul style="list-style-type: none"> <li>● Show respect for themselves and others</li> <li>● Support those who need help and accept help when needed</li> <li>● Acknowledge and encourage the efforts of others</li> <li>● Value each learner, teacher and leader</li> <li>● Treat others with kindness and respect</li> </ul>	<p style="text-align: center;"><i>Sisterhood</i></p> <p>“I support my sisters and they support me”</p> <p>All community members will:</p> <ul style="list-style-type: none"> <li>● Include others and appreciate their differences</li> <li>● Encourage each other to make the right choices</li> <li>● Treat all community members respectfully</li> <li>● Commit to community service</li> <li>● Listen patiently and speak calmly</li> <li>● Build positive relationships with others</li> </ul>
<p style="text-align: center;"><i>Responsibility</i></p> <p>“I choose to do the right thing (even when no one is watching)!”</p> <p>All community members will:</p> <ul style="list-style-type: none"> <li>● Have the confidence and courage to do what is right</li> <li>● Work together to make the community better</li> <li>● Transform better into best</li> <li>● Admit mistakes and work to fix them</li> </ul>	<p style="text-align: center;"><i>Responsibility</i></p> <p>“I am responsible for myself and for the impact of my actions”</p> <p>All community members will:</p> <ul style="list-style-type: none"> <li>● Maintain a safe and clean learning environment</li> <li>● Own their mistakes and commit to improve</li> <li>● Show integrity: do the right thing, even when no one is watching</li> <li>● Be prepared with their proper uniform, materials, and homework every day</li> </ul>

### Community Expectations

The following Community Expectations will support GPBXII’s high behavioral expectations and allow students to engage in a joyful and rigorous learning experience. All members of the GPBXII community is expected to follow our Community Expectations.

<p><b>Come to school prepared to learn, teach, and lead</b></p> <p style="text-align: center;"><i>This means that all community members:</i></p> <ul style="list-style-type: none"> <li>❖ complete their required work each night <ul style="list-style-type: none"> <li>-students complete homework and reading</li> <li>-families review work and daily reports</li> <li>-staff prepares for daily activities</li> </ul> </li> <li>❖ bring all appropriate materials to school</li> <li>❖ come to school on time and stay the entire day</li> <li>❖ wear appropriate dress in accordance with dress codes</li> </ul>	<p style="text-align: center;"><b>Make healthy choices</b></p> <p style="text-align: center;"><i>This means that all community members:</i></p> <ul style="list-style-type: none"> <li>❖ come to school well rested <ul style="list-style-type: none"> <li>-students get at least 8 hours of sleep at night</li> </ul> </li> <li>❖ make healthy food choices and adhere to our healthy food policy</li> <li>❖ wear weather appropriate clothing</li> <li>❖ ask permission to use others belongings</li> <li>❖ participate in physical activities</li> </ul>
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<ul style="list-style-type: none"> <li>re present in school every day ❖</li> <li>ring tools for learning to school (and only tools for learning) ❖</li> <li>ollaborate with others ❖</li> <li>articipate in all learning activities ❖</li> <li>ctively listen to others <ul style="list-style-type: none"> <li>-track the speaker</li> <li>-make and maintain eye contact</li> <li>-ask questions or make comments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ake care of themselves and others <ul style="list-style-type: none"> <li>-wash hands regularly</li> <li>-keep non-food items out of mouths</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Care for all community members</b> <i>This means that all community members:</i></p> <ul style="list-style-type: none"> <li>reat others with kindness and respect <ul style="list-style-type: none"> <li>-always keep hands and feet to themselves</li> </ul> </li> <li>upport those who need help</li> <li>refer to community members by their name</li> <li>espectfully agree or disagree.</li> <li>sk for help when help is needed</li> </ul>	<p style="text-align: center;"><b>Believe in yourself and try your hardest</b> <i>This means that all community members:</i></p> <ul style="list-style-type: none"> <li>❖ ask for and accept help when needed</li> <li>❖ set high standards and personal goals for improvement</li> <li>❖ understand that mistakes are part of learning</li> <li>❖ trust themselves and their abilities</li> <li>❖ transform better into best</li> <li>❖ complete every assignment with EXCELLENCE</li> </ul>
<p style="text-align: center;"><b>Respect our environment</b> <i>This means that all community members:</i></p> <ul style="list-style-type: none"> <li>se learning tools responsibly <ul style="list-style-type: none"> <li>-take care of school property</li> <li>-take care of personal possessions</li> </ul> </li> <li>se language and use materials that display Core Values</li> <li>sk permission to use others belongings</li> <li>lean up after themselves</li> <li>ork together to take care of community spaces</li> <li>alk quietly in designated areas and hallways</li> </ul>	

## II. Celebrating Success

### Unity Meetings

- Unity Meetings are an important part of our school culture. During Unity Meetings our school gets together to celebrate our four core values: Scholarship, Merit, Sisterhood/Brotherhood,

Responsibility. Unity Meetings are focused around the development and demonstration of our core values and may be used to teach or reinforce a particular value and/or recognize student effort and achievement. Families are welcome to attend Unity Meetings! Please refer to the monthly calendar and the Weekly Blossom/Tangram for more information about upcoming Unity Meetings.

### **Shining Stars**

- Students will earn recognition as Shining Stars both individually and as class teams for exceeding Public Prep's Core Values of Scholarship, Merit, Sisterhood, and Responsibility and our Community Expectations.

### **Perfect and Outstanding Attendance**

- Each month attendance data will be compiled students will be honored for perfect attendance (100%) and Outstanding Attendance (98%) at Unity Meetings

### **III. Family - School Partnership**

GPBX II recognizes that a positive school culture is a result of a commitment from all stakeholders and believes that students' families play an integral role in the education of their children, and that family involvement is critical to each school's success.. GPBX II will encourage and facilitate family engagement. Families will be welcome to visit or volunteer at any time. The school will maintain a Community Council, a family-run association that will exist to give families and staff a unified voice in the life of the school. At regular intervals, the Community Council alongside the principal hosts a Chat and Chew. A monthly forum where members of the community come together to share ideas and concerns that can be addressed together in a timely fashion.

GPBX II is committed to support school wide events and workshops for families with the Community Council. Together, the DSFA and Community Council will send home weekly news updates and host many events and meetings. School-wide family events such as picnics, movie nights and breakfasts will be a mainstay at our school, as well as instructional workshops for families. GPBX II will provide phone numbers for all teachers to support families from home, which serves as a supplement to regular communication protocols established at the school.

### **Commitment to College Completion (CCC)**

The CCC (see R-23b - Supplemental Attachments-K) is an agreement to work together to make college completion a reality for each of our students. The document is signed by the student, teacher, family representative and Principal as a symbol of collaboration. The office of Student and Family Affairs distributes this document to staff and keeps the document in the student's individual file.

### **Communication and Connection**

GPBX II will use multiple ways to communicate events and information to families to ensure they have the most real time information to support their student. The following are methods of communication and connection touchpoints for families.

- Weekly Blossom (newsletter)
- Home Visits
- Back to School Night
- Monthly Calendar
- Email
- Text

- Phone Call
- Progress Reports (3x a year)
- Report Card (3x a year)
- Family Conference (2x year)
- Family Bulletin Board
- Gratitude Luncheon
- Math Night/Breakfast
- Literacy Night/Breakfast
- Movie Night

#### **IV. Uniforms**

GPBX II focuses on what's inside, not outside. In order to reinforce school unity, students must wear the official school uniform. Uniforms unite us as a community, reduce distractions and clothing competition, and make us all equal. All students are required to arrive to school and leave school in their school uniform, including field trips, half-days, day before a major holiday and the last day of school (unless otherwise noted by school leadership). Students are not allowed to change out of uniform at the end of the school day. If a student does not arrive to school in proper uniform, s/he will need to borrow a loaner uniform, if available, or have a family member bring a uniform to school for him/her to change into. GPBX II is prepared to will work closely with families and provide assistance and resources to ensure that all students have access to uniforms.

#### **V. Safe, Healthy, and Inclusive Learning Environment**

GPBX II is committed to providing a safe, inclusive, healthy learning environment. All community members are expected to follow the Community Expectations and live our Core Values. GPBX II believes that fair is not equal and is prepared to to meet our scholars needs to the best of our ability.

- **Progressive Behavior Management System**

GPBX II wants to empower our teachers to establish and maintain a classroom culture that is positive and effectively establishes a learning environment where our students can flourish. The basic in-class management program was created to give those students who make poor choices an opportunity to understand the mistake they made as well as how the mistake impacts their community of learners. Students are given the opportunity to fix what they have broken and to return to learning. The Dean of Culture and the School Leadership Team makes the commitment to support all staff members with discipline issues as they follow Public Prep's behavioral program.

Our objective is to maximize learning and instruction. Learning is sacred at Public Prep. One student will not be allowed to disrupt the learning of the larger community. If instruction is interrupted, it is the teacher's responsibility to reinforce the behavioral expectations we set for our students. If a student continues to act in a disruptive manner then the teacher should proceed through the steps of the progressive behavior management system.

#### **Components of the Behavior Management System**

##### ***Core Values***

- Sisterhood/Brotherhood
- Responsibility
- Scholarship

- Merit

### ***Community Expectations***

- Come to school prepared to learn, teach and lead
- Make healthy choices
- Care for all Community Members
- Be yourself and try your hardest
- Respect our environment

### ***Visual Behavior Chart (K-4)***

All classrooms use a behavior chart that serves as a **visual reminder** for our students to be able to monitor their behavior choices in relationship to their time spent focused on their learning. This chart should NOT be used as punitive chart. All moves on this chart should be accompanied by a logical consequence and students should be able to explain where they are in regards to their learning and what they are working on to ensure that they get back on their learning or remain on their learning. There are five colors, each with a different meaning that helps our students self-monitor their own behavior and choices. When a student does not uphold the Core Values and Community Expectations, he/she is given a reminder. If the behavior continues, he/she is given a logical consequence and then asked to move his/her pin down to the next color. If a student is meeting or exceeding Public Prep's Community Expectations by maintaining our Core Values, a student may be privately or publicly noticed and asked to move his/her pin up in addition to the public recognition of accomplishments at unity meeting, or community shining star poster in the classroom.

Throughout their time at Girls Prep Bronx II, our students will learn to be active citizens as well as engaged scholars. We will teach them to support and help each other, solve their problems, and to reflect and apologize for their mistakes. Teachers will treat students with compassion and fairness and teach students to use the same behavior with their peers. Students will treat each other as sisters. Our school will share our network-wide definition of Sisterhood, "I depend on my sisters and they depend on me." Staff will teach students to support and help each other, solve their problems together, and take responsibility for their mistakes. Our social curriculum, "Second Step," will actively teach students skills such as empathy and conflict resolution. Teachers and staff use a tiered approach when addressing student misbehavior. We treat every mistake as a learning opportunity and give students the opportunity to create action plans that will support better decision making in the future. We treat all students as individuals and use an individualized approach when thinking through logical consequences. School leaders and SFA Teams create space in the meeting schedule on a weekly basis to discuss behavior data and action planning to support student learning. Furthermore, families will serve as critical partners and active team members who support their students at home to fulfill their maximum potential.

Each year, all stakeholders (students, staff, and families) are given the opportunity to provide feedback which is used to refine our processes and protocols. As a result, the family handbook is updated on an annual basis. All families are provided with a full copy each year and required to sign an acknowledgement form that is stored in the student's individual file at the school.

## R-010b - Discipline Policy

### Code of Conduct

#### Safe, Healthy, and Inclusive Learning Environment

Public Prep Network is committed to providing a safe, inclusive, healthy learning environment. All community members are expected to follow the Community Expectations and live our Core Values. Public Prep believes that fair is not equal and is prepared to meet our scholars needs to the best of our ability. To achieve our mission of creating a warm and joyful culture of rigor, we dedicate a significant amount of time of professional development throughout the year to support our teachers and build capacity in classroom management and the development of classroom systems and routines that will support students. We have high academic and behavioral expectations and use a social-emotional curriculum to support and guide student's practice for decision making, problem-solving, reflection and learning from mistakes.

#### Progressive Discipline

Public Prep Network follows a progressive discipline system where, with support and high expectations from adults, students are expected to view logical consequences as a learning opportunity to make better choices in the future. We believe that any disruption to the learning community is unacceptable. In instances when the learning community is disrupted, our schools will take into consideration the student's age, maturity, and previous disciplinary record as well as the circumstance surrounding the incident when issuing consequences for a discipline infraction. In an effort to promote our core values and address student behaviors that disrupt the learning community, we will exercise the range of disciplinary responses listed below. By law, Public Prep Network is required to refer to a student's IEP, BIP, and 504 Accommodation Plan, when applicable.

The following behaviors will be immediately addressed by our school-based teams, using a range of possible logical consequences related to the matter. All consequences are in an effort to repair the harm to the community and introduce the student back into the learning community safely. Infractions and their consequences are tracked in our student database.

#### Infraction Levels

<b>Level 1 - Non Compliant and distracting behavior</b>
<b>Level 2 - Disorderly and disruptive behavior</b>
<b>Level 3 - Aggressive harmful behavior</b>
<b>Level 4 - Dangerous violent behavior</b>

<b>Level 1 Infraction</b>	
<b>Community Expectation</b>	<b>Infraction Description - Including but not limited to</b>

<b>Come to school prepared to learn, teach, and lead</b>	<ul style="list-style-type: none"> <li>● Incomplete homework</li> <li>● Out of uniform</li> <li>● Not following expectations</li> </ul>
<b>Care for all community members</b>	<ul style="list-style-type: none"> <li>● Minor verbal disrespect or hurtful words to community members</li> <li>● Making inappropriate noise that disrupts the learning community</li> </ul>
<b>Respect our environment</b>	<ul style="list-style-type: none"> <li>● Using items unrelated to school (toys or other unauthorized electronics.</li> <li>● Not cleaning up after yourself and/or leaving trash.</li> </ul>
<b>Make healthy choices</b>	<ul style="list-style-type: none"> <li>● Violation of the Healthy Food Policy.</li> </ul>
<b>Believe in yourself and try your hardest</b>	<ul style="list-style-type: none"> <li>● Refusal to complete assignments</li> </ul>
<b>Level 1 Possible Action - Including but not limited to</b>	
<ul style="list-style-type: none"> <li>● Verbal/Non-verbal reminder from staff</li> <li>● Redirection from staff</li> <li>● Loss of privilege</li> <li>● Reflection/Time Out</li> <li>● Additional homework assignment/reflection</li> <li>● Making up lost learning time during student social time (snack, recess, lunch)</li> <li>● Confiscation of items unrelated to school</li> <li>● Conference with student</li> <li>● Family conference or phone call with teacher or referring staff member</li> </ul>	
<b>Level 2 Infraction - <i>Repeated level 1 infractions can become level 2 infractions after several reminders and interventions.</i></b>	
<b>Community Expectation</b>	<b>Infraction Description- Including but not limited to</b>
<b>Come to school prepared to learn, teach, and lead</b>	<ul style="list-style-type: none"> <li>● Refusing to actively listen to community members.</li> <li>● Constantly arriving to school late.</li> </ul>
<b>Care for all community members</b>	<ul style="list-style-type: none"> <li>● Verbal and/or physical disrespect to community members, cursing, refusal with words and with body, teasing, yelling or screaming, and gestures.</li> </ul>
<b>Respect our environment</b>	<ul style="list-style-type: none"> <li>● Using school materials in an unsafe way</li> <li>● Using school materials without permission</li> </ul>
<b>Make healthy choices</b>	<ul style="list-style-type: none"> <li>● Leaving the classroom without permission</li> </ul>
<b>Believe in yourself and try your hardest</b>	<ul style="list-style-type: none"> <li>● Repeated level 1 infraction after several reminders and interventions.</li> </ul>
<b>Level 2 Action</b>	

- Step Out - To a buddy classroom
- Send Out - SFA Office
- Loss of privilege for an extended period of time
- Alternative setting and or space for lunch and recess
- Alternative seating out of the community
- Family conference with teacher and/or Dean of Culture or Academic Director
- Family shadow
- Additional homework assignment/reflection/project
- Community service project
- Detention (*Middle School*)

**Level 3 Infraction - Repeated level 1 or 2 infractions can become level 3 infractions after several reminders and interventions.**

<b>Community Expectation</b>	<b>Infraction Descriptions- Including but not limited to</b>
<b>Come to school prepared to learn, teach, and lead</b>	<ul style="list-style-type: none"> <li>● Repeated violation of school policies (attendance, uniform, healthy food)</li> </ul>
<b>Care for all community members</b>	<ul style="list-style-type: none"> <li>● Verbally aggressive/ threatening behavior</li> <li>● Physically aggressive behavior (play-fighting or horseplay, hitting, kicking, spitting)</li> <li>● Making threats</li> <li>● Taking items without permission</li> </ul>
<b>Respect our environment</b>	<ul style="list-style-type: none"> <li>● Throwing, pushing, kicking, sliding classroom materials.</li> <li>● Vandalizing community property</li> </ul>
<b>Make healthy choices</b>	<ul style="list-style-type: none"> <li>● Violation of Technology/Internet Safety policy</li> <li>● Leaving the school building without permission</li> </ul>
<b>Believe in yourself and try your hardest</b>	<ul style="list-style-type: none"> <li>● Giving dishonest or misleading information</li> <li>● Academic dishonesty</li> <li>● Committing a level 2 infraction after interventions and consequences</li> </ul>

**Level 3 Action - Including but not limited to**

- Send Out\*\*
- Family Conference with Dean of Culture, Academic Director and Principal
- Loss of privilege
- Apology to community
- Alternative seating out of the community
- Alternative learning environment
- Alternative setting for lunch and recess
- Additional homework assignment/reflection/project
- Community service project
- Family shadow

- Detention (*Middle School*)
- Suspension
- Superintendent/Designee Meeting
- Expulsion

**Level 4 Infraction - Repeated level 1-3 infractions can become level 4 infractions after several reminders and interventions.**

Community Expectation	Infraction - Including but not limited to
<b>Come to school prepared to learn, teach, and lead</b>	<ul style="list-style-type: none"> <li>● Disregard for school-wide policies and procedures</li> <li>● Serious/dangerous disruption of the learning environment</li> </ul>
<b>Care for all community members</b>	<ul style="list-style-type: none"> <li>● Targeted, repeated harassment towards a community member</li> <li>● Discrimination including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes.</li> <li>● Fighting - on and off school property</li> <li>● Unwanted/ unsafe touches</li> <li>● Using internet service or any technology (such as web pages and discussion groups as well as instant messaging or SMS text messaging) to support deliberate, repeated, and unkind hostile behavior by an individual or group with the intention of harm</li> </ul>
<b>Respect our environment</b>	<ul style="list-style-type: none"> <li>● Destroying community property</li> <li>● Tampering with the fire alarm</li> </ul>
<b>Make healthy choices</b>	<ul style="list-style-type: none"> <li>● Threatening to harm another member of the community</li> <li>● Possession, using, selling or sharing tobacco, cigarettes, e-cigarettes, vape, hookah, lighters, alcohol, illegal or controlled substances.</li> <li>● Possession, using, selling or sharing a dangerous object</li> </ul>
<b>Believe in yourself and try your hardest</b>	<ul style="list-style-type: none"> <li>● Committing the same infraction after suspension, logical consequences, and intervention.</li> <li>● Committing a level 3 infraction after logical consequences and intervention.</li> </ul>

**Level 4 Actions- - Including but not limited to**

- Family Conference with Superintendent
- Loss of privilege
- Apology to community
- Alternative seating out of the community
- Alternative learning environment
- Alternative setting for lunch and recess
- Additional homework assignment/reflection/project
- Community service project
- Family shadow

- Detention (*Middle School*)
- Suspension
- Superintendent/Designee Meeting
- Expulsion

Infractions and their consequences are documented in our student database. **The Principal, Director of Student and Family Affairs and Dean reserve the right to exercise discretion and educational judgment in all cases.**

### **Progression of Consequences**

At Public Prep students are not permitted to take away other students' learning time, however, low-level behaviors should not be a reason for removing a student from class. All staff members are expected to hold all students to Community Expectations and follow our code of conduct if those expectations are not upheld.

### **Behavior Supports and Interventions**

#### **Tier 1 Behavior Intervention - *Examples include but not limited to***

##### **Social-Emotional Curriculum**

- Students are taught k-5 specific techniques to identify strong feelings. After identifying the feeling students are taught to problem solve and navigate their feelings in a safe way.

##### **Least Invasive Redirection**

- Delivering consistent and effective Nonverbal Interventions
- Effectively delivering verbal corrections, both Public Group Corrections, and individual corrections.
- Anonymous Individual Corrections, for when teachers have to correct publicly
- Using Whisper Corrections to maintains as much student privacy as possible

##### **Logical Consequences - "Break it, fix it"**

- When something has been broken or made a mess, the student will have the opportunity to fix or clean up the mess as related to the mistake.

##### **Logical Consequences - "Loss of privilege"**

- If a student does not meet expectations, he or she may lose the opportunity to use school materials, classroom job or other responsibilities earned until the student can show that he/she is following expectations.

##### **Logical Consequences - "Reflection"**

- **Reflection Space (Elementary School)/ Peace Place (Middle School)**
  - Each classroom will have a designated space available for students who are asked to take a time-out in order to reflect on their behavior choices or "cool down" and refocus on learning. **Teachers may ask a student to spend time in the reflection space as a logical consequence when his/her behavior is disruptive and other attempts to get him/her back on track have not been successful.** Teachers must be very explicit with the student about what they want the student to do in the reflection space. The

student may be asked to fill out a reflection sheet or an apology of action that assists in the reflection process. Reflection sheets are connected to Public Prep Core Values and used to assist the student to think about his/her choices and how to make a different choice in the future so that learning time is not interrupted. In class reflection time should not be longer than 10 minutes.

### **Step Out**

After a student has received several least invasive redirections and done an in-class reflection, a student may be asked to leave the classroom if the behavior persists and a student is unable to quietly reflect in their classroom. The step out is in buddy classroom already determined by the classroom teachers. When a student steps out to another classroom the student is expected to complete a reflection or take a break for no longer than 10 minutes. The referring staff member is responsible for ensuring the student returns to the classroom and conferencing with him/her upon re-entry. The conference should include clear next steps for support or intervention to help the student get back on his or her learning.

### **Send Out**

When a student has received step out in another class and has not begun to meet behavioral expectations, the supervising staff member may send the student to the Student and Family Affairs Office. **A Send Out Slip must be completed by the reporting staff member.** An appropriate consequence will be determined in collaboration with the SFA Office and the referring staff member. When the consequences are determined communication will be made to the students' family.

## **Tier 2 Behavior Intervention - Examples include but not limited to**

### **Check In Check Out System**

The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check-in.

### **Modified Functional Behavior Assessment**

A functional behavior assessment will help to determine why certain behaviors are presenting. The assessment consists of multiple observation on different days during different times of target behaviors, antecedents, and conclusions.

### **Individual Behavior Intervention Action Plan**

During a formal meeting with school-based leadership teams and network representatives, clear goals, objectives, and interventions will be finalized into an individual behavior intervention action plan. The plan will be shared with the student and his/her family. The plan will include behavior goals and a communication plan to revisit goals and determine the progress of the interventions. *All students that are suspended will have an Individual Behavior Intervention Action Plan that will highlight interventions to support their behavior goals following the suspension. This plan will be created during the suspension re-entry meeting.*

### **Individual Incentive Systems**

An incentive system will be put into place for a student that is struggling to meet expectations. The incentives will be based on motivation for the student and then there will be a gradual release of these incentives as the student makes progress to meeting expectations.

**Structured/Scheduled Breaks**

During the school day, the student will have scheduled when he/she is able to leave the classroom and participate in movement and or brain break from the routine of the regularly scheduled day.

**At-risk Counseling - Individual or Group**

At-risk counseling will be offered to students that are having behavioral and academic challenges. These counseling sessions are based on a 6-week schedule during this time with the school social worker students will be offered sessions including but not limited to support developing relationships with peers and adults, more in-depth sessions of our current social-emotional curriculum, turn-taking, and anger management strategies.

**Tier 3 Behavior Intervention - *Examples include but not limited to*****Tier 3 Behavior Intervention Action Plan**

Clear goals and objectives will be finalized before a plan is formally introduced to the student. The plan will include behavior goals and a communication plan to revisit goals and determine the progress of the intervention based on a previous behavior intervention action plan created post-suspension.

**Functional Behavior Assessment**

A functional behavior assessment will help to determine why certain behaviors are presenting. The assessment consists of multiple observation on different days during different times of target behaviors, antecedents, and conclusions.

**Behavior Improvement Plan**

Data from the FBA is used to create a behavior improvement plan that will support the student during the school day. This plan will be revisited and changed to meet student need throughout the year.

**Individual Safety Plan**

An individual safety plan will be created to support students in crisis. This plan is an extension of the Building Crisis Response Plan and tailored to meet specific need for an individual student.

**Mandated Counseling**

Counseling that is required as part of an IEP.

**Discipline Procedures****Suspension & Expulsions (includes Due Process)**

Administration will proactively work with families and students to prevent a suspension or expulsion. We depend on families, as our partners, to support their son/daughter in adhering to school expectations and character development.

**Suspension**

Suspension is the temporary removal of a student from the regular school program because his/her behavior presents a clear and present danger of injury to his/herself or others, prevents the orderly operation of classes or other school activities, or negatively affects the health, safety, welfare and/or morals of others. For severe or repeated violations of our core values and our community expectations, students may be assigned to in-school or out-of-school suspension. If a student is assigned in-school suspension, the student is not allowed to participate with classmates in any part of the school day. Classwork and alternative instruction will be provided. The student will be separated and supervised

throughout the day. If a student is assigned to out-of-school suspension, he/she may not come to school for the period of the suspension, except for the designated time for alternative instruction.

**Alternative instruction** (not just homework) is live instruction, provided by a certified or NCLB highly qualified teacher, 1 hour for elementary school students and 2 hours for middle school students. During the time of an out-of-school suspension, the student can come to an assigned room within the school for instruction. Students who attend alternative instruction will not be marked absent. The suspended student and his/her family will be informed of the reason for any planned suspension in writing, and a copy of the suspension letter will be placed in the student's file. Whenever possible, notification will also be provided by telephone. While on suspension, in-school or out-of-school, students are not permitted to participate in any after school activities or events that are sponsored by the school.

### **Short-Term Suspension (5 days or less)**

As per our due process policy, within 24 hours of a short-term suspension, the student and his/her guardian will be given written notice of the suspension and description of the incident, as well as an offer to partake in an informal conference with the principal or his/her designee. The student and/or parent may present the student's version of the incident and/or ask questions in reference to the incident. The principal or his/her designee reserves the right to make the final decision about the short-term suspension. The notice will also give the family information about the alternative instruction the student will receive while suspended.

### **Long-Term Suspension (6 days or more)**

As per due process policy, within 24 hours of a long-term suspension, the student and his/her guardian will be given written notice of the suspension and charges against the student. The notice will inform the guardian of his/her right to have a suspension hearing (including the date and time for the suspension hearing), his/her right to have an attorney present, his/her right to question witnesses and present evidence at the hearing, as well as information about the alternative instruction the student will receive while suspended.

The guardian/family and student have a right to a suspension hearing within five days of the planned suspension. If the family needs more time to obtain an attorney, the guardian may request to reschedule the hearing. The student may remain in alternative instruction until the hearing occurs and the impartial hearing officer makes a decision about the suspension. If the student's presence poses a continuing danger to persons or property, an informal family conference shall take place as soon as possible after the suspension.

### **Expulsion**

Expulsion is the permanent removal of a student from the school.

The following behaviors may result in a recommendation by the school officials for immediate student expulsion: \selling, using, or possessing fireworks or contraband; selling or transferring alcohol, drugs, or other controlled substances or drug paraphernalia(lighters, matches); possession of a weapon; assault; commission of a felony; any act which school officials reasonably conclude warrants an expulsion; repeated offenses that have resulted in short- or long-term suspensions.

An expulsion may be imposed by the school administration (or Board of Trustees, in the absence of the CEO, Superintendent, Principal, or otherwise) after the student has been found guilty by a formal suspension hearing and the expulsion is confirmed by a vote of the Board of Trustees.

A guardian will be notified in writing within 24 hours of the decision to impose an expulsion. A short-term suspension will be issued until the expulsion hearing can take place. At the formal hearing, the student and/or guardian shall have the right to be represented by counsel, question witnesses, and present evidence.

The notice to the guardians of the expelled student will include instructions regarding the need to comply with state compulsory education laws (the period of time during which a student must be enrolled in school by law) by enrolling the student in a district or other SED approved school, as well as the process and contact information that school will use to receive the student's records from our school.

### **Due Process for Suspension or Expulsion**

New York State students of appropriate age are entitled to a public education as a "property interest." In order to take some part (or all) of that property interest, due process must be followed. In all cases, scholars must be given notice and an opportunity to be heard. A family member will be informed of their right to request an informal conference with the administration where they may present the student's version of the incident and/or ask questions of the complaining witnesses. If the student's presence poses a continuing danger to persons or property, an informal family conference shall take place as soon as possible after the suspension.

### **Suspension or Expulsion Hearing**

In the event of a suspension or expulsion hearing, the school will provide an impartial hearing officer who will decide, (1) if the student has done what the notice says s/he did; and, if so, (2) what the appropriate response should be for the student's conduct (this must be in line with the school's discipline policy). The impartial hearing officer can accept the school's recommendation for a long-term suspension or expulsion, reject the recommendation and allow the student to return to school, or decide that a shorter suspension or less severe consequence is appropriate.

#### *I. Maintenance of Public Order on School Property*

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

#### *A. Prohibited Conduct*

No person, either singly or in concert, shall:

1. Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.

2. Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
3. Willfully damage or destroy school property, nor remove or use such property without authorization.
4. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
5. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
6. Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
7. Refuse to leave any building or facility after being required to do so by the Principal or an authorized administrative officer or his or her designee.
8. Willfully obstruct or interfere with the free movement of persons and vehicles.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain the order of the educational process.
10. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapons, whether or not the person has a license to possess such weapon. Further, it is the duty of the Principal to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
11. Commit acts which threaten the safety and welfare of persons on school property.
12. Violate any federal or State statute or regulation, local ordinance or school policy.
13. Possess, use or distribute alcohol, drugs or drug paraphernalia.
14. Harass or coerce any person.
15. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
16. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the Principal.

*B. Penalties and Enforcement*

Penalties for violations of these rules include, but are not limited to:

1. The withdrawal of authorization to remain upon school property;
2. Ejection;
3. Arrest;
4. For students, suspension or other disciplinary action; and
5. For school employees, dismissal or other disciplinary action.

Staff members are required to report known violations of these rules to the school principal or his/her designee and to make reasonable efforts to stop the prohibited conduct. The Principal shall be ultimately responsible for the enforcement of these rules.

## **R-10c - Special Education Policy**

### **DISCIPLINE CODE FOR STUDENTS WITH DISABILITIES**

GPBX II is committed to providing a safe, inclusive, healthy learning environment. All community members are expected to follow the Community Expectations and live our Core Values. Additionally, all community members are expected to follow the Code of Conduct and general expectations set forth in the Public Prep Academies Handbook (**see Section R-10B-Discipline Policy**). GPBX II assures that it will follow IDEA guidelines and regulations in relation to disciplining students that are identified or suspected of having a disability. The network team actively works alongside the School Leadership Team to ensure due process was followed and the appropriate supports are put in place that meets the scholars need.

#### **Progressive Discipline**

GPBX II follows a progressive discipline system where, with support and high expectations from adults, students are expected to view logical consequences as a learning opportunity to make better choices in the future. We believe that any disruption to the learning community is unacceptable. In instances when the learning community is disrupted, our schools will take into consideration the student's age, maturity, and previous disciplinary record as well as the circumstance surrounding the incident when issuing consequences for a discipline infraction. In an effort to promote our core values and address student behaviors that disrupt the learning community, we will exercise the range of disciplinary responses listed below. By law, Public Prep Network is required to refer to a student's IEP, BIP, and 504 Accommodation Plan, when applicable.

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. GPBX II assures that it will follow IDEA guidelines in relation to disciplining students that are identified or suspected of having a disability. The School Leadership Team will proactively work with families and students to prevent a suspension or expulsion. GPBX II will have a dedicated MTSS/RTI team to identify and support students meeting their social-emotional and behavioral objectives, through targeted Tier 2 and Tier 3 supports with the goal of avoiding suspension. We depend on families, as our partners, to support their son/daughter in adhering to school expectations and character development.

In the event that a student with, or suspected of having, a disability is suspended such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions are considered to be a change in placement.

#### **Disciplinary Procedures for Students Not Yet Identified With a Disability**

A student not specifically identified as having a disability but whose school district of residence or charter school has a basis of knowledge (in accordance with 34 C FR §300.527(b)) that a

disability may exist prior to the behavior which is the subject of the disciplinary action will follow the procedures here.

### **DUE PROCESS**

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

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

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

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

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

## R-10d - Dress Code

### DRESS CODE POLICY

GPBX II will require students to wear school uniforms. School uniforms will symbolize a sense of purpose and order for all students who attend the school. From a practical standpoint, economically disadvantaged families - many of whom will be a part of our school community - generally find uniforms to relieve a financial burden, as they eliminate the need to supply their children with a full wardrobe of school clothes. They also reduce the stress level associated with social pressure to keep up with expensive fashion trends.

With few exceptions as outlined by the school principal, students will be required to wear their uniforms at all times during school. Students must also wear their uniforms as they travel to and from school. The GPBX II uniform items may be purchased through Flynn & O'Hara, and any vendor changes will be communicated to parents by the school site principal and/or the Dean of Culture.

The GPBX II uniform is as follows:

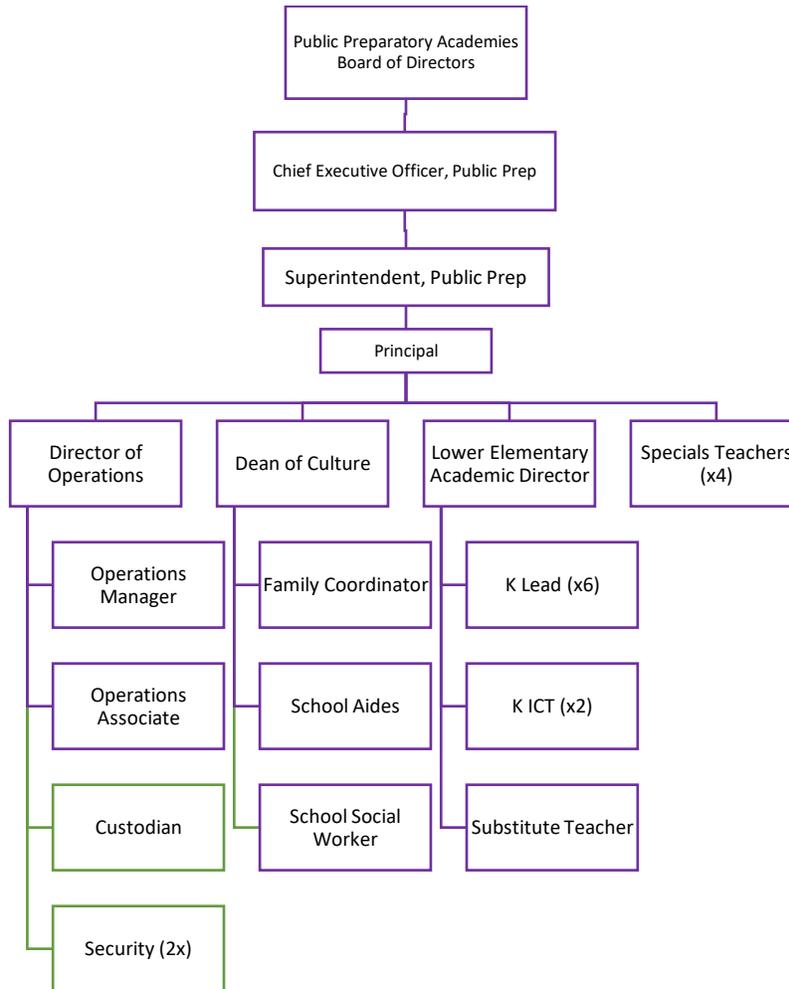
- **Jumper:** Flynn & O'Hara jumper with the school site logo (K-2<sup>nd</sup> grade). Beginning in third grade, students will wear navy blue skirts or pants instead of the jumper.
- **Shirt:** Flynn & O'Hara white long-sleeved or short-sleeved polo shirts featuring the school logo. Middle school students will also have a purple or yellow option.
- **Sweater:** Only navy blue sweaters may be worn in school. Sweaters featuring the school logo can be purchased from Flynn & O'Hara. Navy blue sweaters without the logo are also in code and may be bought elsewhere.
- **Tights:** GPBX II elementary students will be allowed to choose the color and pattern of the tights they wear. In the winter, girls may wear navy pants under their jumper. No denim will be allowed.
- **Shoes:** Students must wear comfortable, practical footwear. Shoes must have rubber soles and be strapped or tied on; sneakers will be encouraged as the best option.

**R-11ab - School Management and Leadership**

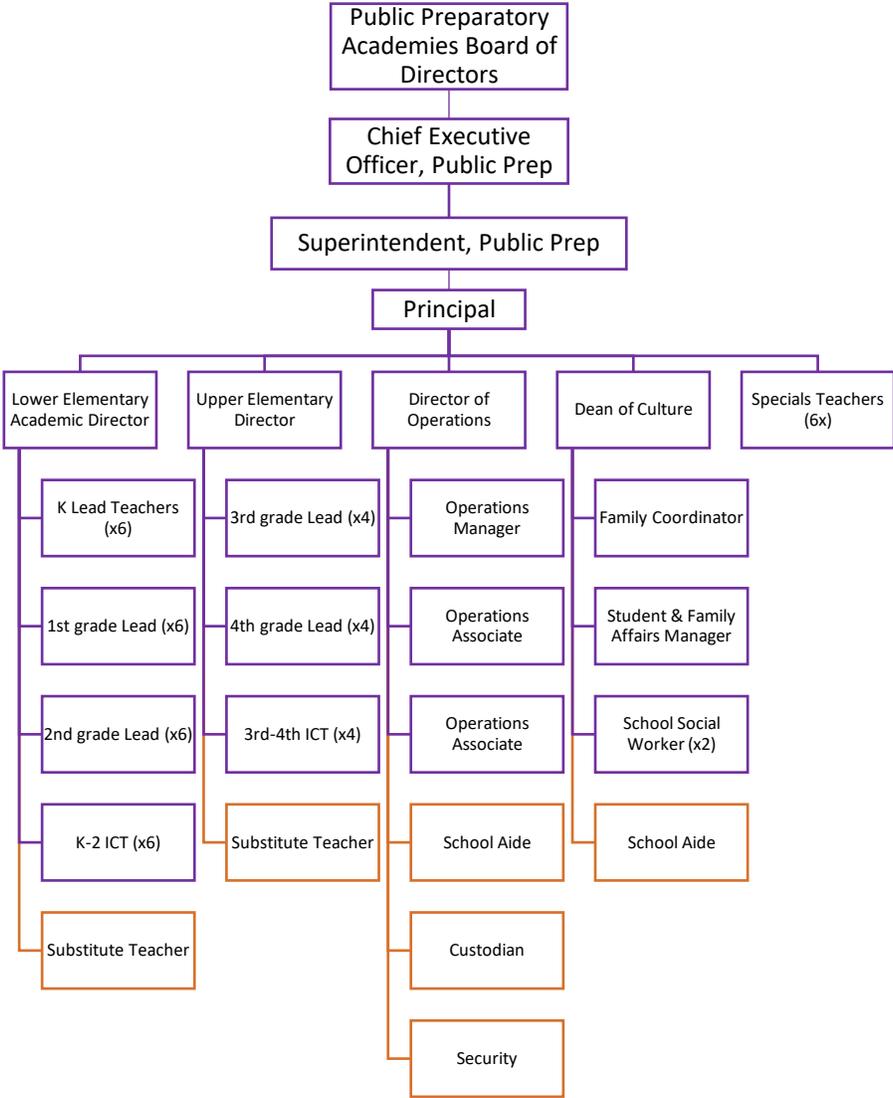
**(a) Organizational Chart**

The below organizational charts represent the staffing model of Public Prep Academies in first and fifth year of operation.

**Public Preparatory Academies Year 1 Staffing Model**



**Public Preparatory Academies Year 5 Staffing Model**



**(b) School Leadership and Management Structure**

The staffing structure of Public Preparatory Academies is strategically designed to address the instructional needs of all learners and ensure smooth operational functioning of the school. Personnel is broken into groups based on their area of focus: (1) School Leadership Team, (2) Instructional Leadership Team, (3) Student Support Team, (4) Student and Family Affairs Team, (5) Teaching Team, and (6) Operations Team.

The School Leadership Team consists of the Principal and Directors. The Principal holds the overall accountability of the school and each Director manages a specific function as a part of a distributive leadership model as outlined below by function and supervisor.

Team	Supervisor(s)	Roles	Function
School Leadership	Principal	Lower Elementary Director Upper Elementary Director Director of Operations Dean of Culture	Whole school accountability.
Instructional Leadership/Student Academic Support	Principal	Lower Elementary Director Upper Elementary Director Learning Specialist Coordinator	Coaching/professional development, integrated services, instructional vision.
Teaching	Principal Lower Elementary Director Upper Elementary Director	Lead Teacher Integrated Co-Teacher Music Teacher Physical Education Teacher Visual Arts Teacher Yoga Teacher	Instruction, curriculum development, assessment, and data-analysis.
Student & Family Affairs	Dean of Culture	Student & Family Affairs Manager Family Coordinator School Social Worker School Aide	Student discipline and family services.
Operations	Director of Operations	Operations Manager Operations Associate School Aide	School operations.

Management is distributed amongst the School Leadership team. For instructional roles, supervisory relationships are developed within and across teams, depending on the strengths of the supervisor. The Principal manages Directors and Specials Teachers. The Academic Directors manages the Lead Teachers.

For non-instructional roles, management is aligned with the leader of the functional team. The Dean of Culture manages Student & Family Affairs Manager, Family Coordinator, School Social Worker, and School Aide and provides coaching to teachers. The Director of Operations manages the entire operations team.

**School Priorities**

School priorities are decided upon by the School Leadership Team in conjunction with the Superintendent utilizing student performance data, family satisfaction data, staff satisfaction data, and comparable data from district schools and charters of similar size/demographic. Progress on priorities are analyzed during regular School Leadership Team meetings, monthly by the network through data analysis, and discussed across schools at Superintendent’s meetings.

**Evaluation Procedures for School Leadership**

Staff in management positions are evaluated based on their job responsibilities, annual goals, and student performance data. Similar to teachers (see **R09ad-(b) Teacher Supervision & Support Practices**), management have regular meetings

with the Principal to discuss performance and progress toward goals. Managers are formally evaluated utilizing a tool based off of their job responsibilities at the mid-year and end of each academic year

### **School Leadership Recruitment**

Refer to **R09ad - Instructional Leadership – Instructional Leadership Recruitment Process.**

**R-12ac - Personnel**

**(a) Staffing Chart and Rationale**

The **School Leadership Team** is the governing body of the school and distributes the supervision/performance management of faculty across school leaders to ensure adult learning and development is continuous throughout the academic year, similar to student learning.

The **Teaching Team** is the largest team of staff on the campus. Led by the Principal and Academic Director. This team educates students in a cohort model with four classes per grade. Public Preparatory Academies employ one teacher per classroom with a second, special education teacher teaching in integrated co-taught classes. Reading, Learning, and English Language Learner Specialists, and Fellows in K-1, are employed to provide flexible program support. Specials teachers are hired to teach subjects like Physical Education, Music, Art, and Yoga to enhance academic offerings and educate the whole child.

The **Student Academic Support Team** provides push-in and pull-out services to the learner to meet IEP, Title I, extended learning, and additional learning needs of scholars.

The **Operations Team** is designed to support the day-to-day logistical needs of the school including, but not limited to, food services, safety, attendance/student data management, facilities, purchasing/ordering, and transportation.

The **Student and Family Affairs Team** is designed to engage families to be active participants in the school community. This team conducts a series of family events, workshops, and manages student discipline issues. This team also provides training and professional development to support restorative student discipline practices that align with responsive classroom management techniques for all teachers. This training provides teachers with the skills to manage student discipline issues within the classroom and escalate student discipline issues as necessary.

The following is the completed table from the budget template that lists all instructional and non-instructional staff positions for the first five years of operation:

ADMINISTRATIVE PERSONNEL FTE		FTE					Narrative/rationale
Executive Management		0.0	0.0	0.0	0.0	0.0	
Instructional Management		2.0	2.0	2.0	3.0	3.0	Principal, Lower School Director in years 1-3, Adding Upper School Director in year 4-5.
Deans, Directors & Coordinators		2.0	2.0	2.0	3.0	3.0	Dean of Culture and Family Coordinator is Year 1-3, Add Student and Family Affairs Manager in Year 3-4
CFO / Director of Finance		0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager		1.0	1.0	1.0	1.0	1.0	Director of Ops in Year 1
Administrative Staff		2.0	3.0	3.0	3.0	3.0	Ops Manager, 2 Associates
TOTAL ADMINISTRATIVE		7.0	8.0	8.0	10.0	10.0	

STAFF							
<b>INSTRUCTIONAL PERSONNEL FTE</b>							
Teachers - Regular		6.0	12.0	18.0	22.0	26.0	2 teachers per room in K-2
Teachers - SPED		2.0	4.0	6.0	8.0	10.0	2 sections of ICT per grade
Substitute Teachers		1.0	1.0	1.0	2.0	2.0	
Teaching Assistants							
Specialty Teachers		4.0	4.0	6.0	6.0	6.0	
Aides		1.0	1.0	2.0	2.0	2.0	
Therapists & Counselors		1.0	1.0	1.0	2.0	2.0	
Other		0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL		15.0	23.0	34.0	42.0	48.0	
<b>NON-INSTRUCTIONAL PERSONNEL FTE</b>							
Nurse		0.0	0.0	0.0	0.0	0.0	
Librarian		0.0	0.0	0.0	0.0	0.0	
Custodian		1.0	1.0	1.0	1.0	1.0	
Security		2.0	2.0	2.0	2.0	2.0	
Other		0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL		3.0	3.0	3.0	3.0	3.0	
<b>TOTAL PERSONNEL SERVICE FTE</b>		25.0	34.0	45.0	55.0	61.0	

**(b) Qualifications and Responsibilities**

Please see attached job descriptions for each position identified in the staffing chart (see Section 11a)

	<b>Qualifications</b>	<b>Responsibilities</b>
School Leadership Team		
<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• At least three (3) years demonstrated success improving student outcomes in a leadership capacity at an elementary or secondary public or charter school, preferably as a Principal.</li> <li>• An M.A., Ed.M or Master’s degree in Educational Leadership and/or Educational Administration, preferred</li> <li>• New York State Certification as a School Administrator, preferred</li> <li>• A passion for Public Prep’s mission, vision, and core values with a commitment to living them every day</li> <li>• A commitment to single-sex education</li> <li>• Embody an unwavering belief that students can learn at the highest levels, regardless of external factors</li> <li>• Excellent oral and written communication and interpersonal skills.</li> <li>• Ability to build relationships, manage people, and solve issues in a complex and fast paced environment;</li> <li>• Evidence of excellence in leadership through continuous learning and data analysis</li> </ul>	<p>The Principal and the school leadership team will ensure learning environments are fueled by:</p> <ul style="list-style-type: none"> <li>• Explicit expectations, systems, structures and routines</li> <li>• Values relationships and is direct, inclusive and open in communication with various stakeholders</li> <li>• Strong organizational and time management skills</li> <li>• Innovation, solutions-oriented, reflection and growth mindset</li> <li>• Data-driven and evidence-based decision making</li> <li>• Coaching and development of all stakeholders to excel in their roles</li> <li>• Continuous learning and leadership development from the boardroom to the classroom</li> <li>• Strong culture that supports positive momentum</li> </ul> <p>Principals live out these commitments by:</p> <ul style="list-style-type: none"> <li>• Nurturing a safe learning environment characterized by experimentation, collaboration, investment and cultivation of all individuals in their roles.</li> <li>• Establishing and maintaining systems and expectations that bring the vision to life for all stakeholders and maintain a positive school culture and supporting school leadership team members in achieving results.</li> <li>• Effectively managing resources by creating, maintaining and supporting systems that align to the vision and schoolwide priorities and ensure a strong learning-focused environment.</li> <li>• Working alongside the school leadership and home office academic teams to drive teacher improvement by creating and implementing systems, structures and opportunities that support and develop teachers to implement rigorous, College and Career Ready standards and lead to</li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<p>student achievement.</p> <ul style="list-style-type: none"> <li>● Supporting the school in maintaining a rigorous instructional core by ensuring that College and Career-Ready standards-aligned instructional materials and curricular resources are supported and implemented across all classrooms?</li> <li>● Engaging with all relevant stakeholders to establish meaningful goals to drive towards the vision , establish short and long-term improvement, and progress monitor and prioritize action steps based on data.</li> <li>● Engaging in clearly defined processes and structures for planning, executing, assessing and reflecting on the creation of coherent instructional programs and pedagogical approaches within classrooms, grade levels, and departments throughout the school that reflect extensive knowledge of PPN absolute standards, the structure of the discipline and best practices.</li> <li>● Planning and executing strategies of supportive supervision that is differentiated, proactive and clinical in approach when creating or selecting plans and tools for teacher observation and evaluation and the monitoring of progress.</li> <li>● Actively participating in collaborative learning experiences with peers and the home office team in a variety of settings.</li> </ul>
<ul style="list-style-type: none"> <li>● Academic Director</li> </ul>	<ul style="list-style-type: none"> <li>● A Bachelor's degree from an accredited college or university</li> <li>● An M.A., Ed.M. or Master's degree in Education Leadership, Teaching or relevant content area</li> <li>● School Building Leader/School District Leader NYS Certification, preferred</li> <li>● A minimum of five (5) years of demonstrated success in teaching, preferably in a high-performing, urban school setting</li> <li>● Expertise with early elementary/early childhood grade levels and content areas</li> <li>● Demonstrated ability to manage complex systems of data, resources, and information in a systematic way</li> <li>● Deep understanding of Understanding by Design, Common Core</li> </ul>	<p>Managing instructional evaluation and assessment systems (administration, analysis, and reporting):</p> <ul style="list-style-type: none"> <li>● Supervising 15+ instructional staff through frequent walkthroughs of classrooms and instructional observations to identify school-wide strengths and needs, to ensure fidelity to interdisciplinary curriculum and the Common Core shifts, and assess levels of rigor and student ownership of student assignments.</li> <li>● Building teachers' capacity for planning, instruction, and assessment</li> <li>● Engaging in targeted coaching cycles based on meeting school-wide goals.</li> <li>● Leading the planning, facilitation and/or debriefing of instructional team meetings related to curriculum and assessment (grade level team meetings,</li> </ul>

	<b>Qualifications</b>	<b>Responsibilities</b>
	<p>State Standards, and curriculum mapping and the processes involved in creating vertical and horizontal alignment reflective of learning progressions</p> <ul style="list-style-type: none"> <li>• Knowledge of interdisciplinary planning, performance assessment, and integration of technology (within classrooms and adult learning)</li> <li>• Embodies a consistent approachable, encouraging, and cooperative demeanor to effectively inspire, coach, develop, and retain educators across a diverse continuum</li> <li>• Excellent track record of success in the classroom or at the school level with data that you can explain.</li> <li>• Superior oral and written communication skills</li> </ul>	<p>data analysis sessions during professional development days, etc.).</p> <ul style="list-style-type: none"> <li>• Working alongside Public Prep’s Network Academic Team to drive results based on student academic results through testing and assessment.</li> <li>• Ensuring that both internal and external assessments are appropriately scheduled, implemented, and reported.</li> <li>• Assisting the Director of Operations with all assessment guidelines in collaboration with the Director of Operations of the school and the Data and Assessment Manager at Public Prep Network.</li> <li>• Collaborating with PPN’s Academic Team, Academic Directors at PPN sister schools, and external vendors (e.g. NWEA Map, STEP, etc.) to ensure alignment of curriculum, instruction, and assessment.</li> </ul> <p>Leading the school-wide, ongoing curriculum mapping process and aligning maps with curricular resources:</p> <ul style="list-style-type: none"> <li>• Supporting the creation and effective delivery of vertical, horizontal, and Common Core State Standards alignment of curriculum units for all subjects, as assigned by the principal, in collaboration with the Academic Team at Public Prep and the school-based Instructional Leadership Team</li> <li>• Helping departments and grade level teams identify strategic opportunities for interdisciplinary units and integration of technology and performance assessment</li> <li>• Working with departments and grade level teams to revise curriculum maps based on student data and current research about effective practices</li> <li>• Ensuring that all curriculum maps and lesson plans are stored and well-organized on school’s shared drive or online curriculum mapping tool to promote consistency and collaboration</li> <li>• Coordinating instructional materials and resources that align with curriculum maps and working with the operations teams to ensure additional materials are purchased as necessary</li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<ul style="list-style-type: none"> <li>• Acting as a liaison between companies and programs that support the instructional core of the school (scheduling school and classroom visits, attending trainings, and providing regular information and updates from external providers to school-based staff)</li> <li>• Researching and approving additional curricular resources</li> <li>• Providing input and feedback on curriculum maps, unit and lesson plans, and assessments to ensure Common Core Learning Standards alignment.</li> <li>• Ensuring that standards-based unit plans and lesson plans reflect appropriate levels of rigor and incorporate the Common Core instructional shifts.</li> <li>• Drawing on content expertise to develop and lead staff-wide professional development as directed by the Principal and the network academic team.</li> <li>• Coaching and evaluating teachers using Danielson’s Framework for Teaching.</li> <li>• Supervising faculty and staff as directed by the Principal.</li> </ul> <p>Serving as an active member of the School Leadership and Instructional Leadership Teams</p> <ul style="list-style-type: none"> <li>• Participating in weekly School Leadership and Instructional Leadership Team meetings.</li> <li>• Working with the School Leadership Team (the Principal, Dean of Culture, and the Director of Operations) to coordinate each of the components of our College Completion curriculum: Academic Achievement, Character Development, and College Knowledge.</li> <li>• Working alongside other members of the School Leadership Team in analyzing programmatic effectiveness and identifying opportunities to leverage the school community to improve student academic performance, (i.e. hosting family events related to interdisciplinary curriculum or report cards).</li> <li>• Working with the Instructional Leadership Team to develop annual goals</li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<p>and theories of action related to student learning and achievement.</p> <ul style="list-style-type: none"> <li>• Leading the analysis of current data regarding student performance to support the Instructional Leadership Team’s ability to improve teaching and learning.</li> <li>• Working alongside the Lower Elementary Collaborative Team Teachers (CTT) and home office Director of Special Populations to analyze current data to improve teaching and learning for special education and ELL students.</li> <li>• Regularly analyzing student performance data for other high-needs populations (ELL, previously retained, etc.) to improve teaching and learning.</li> <li>• Creating action plans to achieve SMART goals and monitoring progress towards these goals.</li> <li>• Regularly representing Public Preparatory Network externally by conducting workshops, trainings, and presentations with partner non-profits, universities, education foundations, etc.</li> <li>• Exemplifying Public Prep core values of scholarship, merit, community, and responsibility.</li> </ul>
<ul style="list-style-type: none"> <li>• Learning Specialist Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> <li>• An M.A., Ed.M or Master’s degree in Special Education or related field</li> <li>• New York State Certification in Special Education or a related field; additional certification a plus</li> <li>• A minimum of three years of demonstrated success as a full-time special education teacher or special education services provider</li> <li>• A demonstrated aptitude for effective case management and a proven ability to manage complex systems of data</li> <li>• Demonstrated success working in a high-performing, urban school setting preferred</li> <li>• Evidence of excellence in teaching through continuous learning and data analysis</li> <li>• Exceptional organization and planning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Overseeing the implementation of processes and structures for ensuring compliance and effective participation in decision making forums (Child Study Teams, IEP Reviews, 504 Team Meetings) from all special service providers and teachers.</li> <li>• Facilitating evidence-based decision making by guiding teams in the consistent use of data within all meetings for students who are identified for services within the continuum of MTSS (Multi-tiered Systems of Support) as well as all students with IEP-mandated services.</li> <li>• Ensuring appropriate accommodations during assessments</li> <li>• Teaching or co-teaching a lab site classroom one period per day.</li> <li>• Maintenance of the SPED files, 504s, IEPs, resources, progress monitoring reports, related services and testing accommodations documents and school Sped database</li> </ul>

	<b>Qualifications</b>	<b>Responsibilities</b>
	<ul style="list-style-type: none"> <li>• Superior communication skills</li> <li>• An ability to work collaboratively</li> <li>• A commitment to single-sex education</li> <li>• A strong work ethic and a sense of humor</li> <li>• Fluency in Spanish is a plus</li> </ul>	<ul style="list-style-type: none"> <li>• Work with CSE to procure related service providers</li> <li>• Direct staff as necessary to complete all necessary reports for IEPs</li> <li>• Collaborate with leadership and SFA team on all disciplinary referrals/suspensions/FBA and BIPS for students with IEPs</li> <li>• Serve as primary liaison for the Committees for Special Education (CSE)</li> <li>• Attend and facilitate IEP meetings</li> <li>• Serve as point person for all aspects of Section 504 including conducting meetings for new and returning students and developing and implementing 504 plans</li> <li>• Maintenance of SpEd and ELL database</li> <li>• Work with DOO to create and prepare invoice for per pupil billing</li> <li>• Serve as point person for initial referrals and new incoming students with IEPs</li> <li>• Serve as point person for Response to Intervention (RtI) process and liaison between teachers and families</li> <li>• Communicate IEP mandated busing needs to operations</li> <li>• Create annual schedule for progress monitoring reports and meetings to go home to families</li> <li>• Facilitate SST and TILT meetings in collaboration with the school-leadership team</li> <li>• Serve as a member of the school SLT</li> <li>• Develop and facilitate a series of school and network professional development sessions</li> <li>• Collaborate with teachers to individualize instruction and to discuss students' access to curriculum and learning goals.</li> <li>• Ensure that modifications, scaffolds and interventions align with pre-designed, content standards and Common Core State Standards and address students' individual needs and learning styles.</li> </ul>
<ul style="list-style-type: none"> <li>• Director of Operations</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> <li>• Master's degree in relevant</li> </ul>	Finance and Purchasing <ul style="list-style-type: none"> <li>• Assist Principal and Public Prep's Controller in creating and managing the</li> </ul>

	<b>Qualifications</b>	<b>Responsibilities</b>
	<p>field/MBA preferred</p> <ul style="list-style-type: none"> <li>• Minimum 4 years of related business/operations experience</li> <li>• At least 2 years of demonstrated success managing a small team or multiple large projects</li> <li>• Strong project management skills, ability to handle multiple priorities, and must be detail-oriented</li> <li>• High level of comfort with financial oversight and budgetary tracking</li> <li>• Strong analytical and problem solving skills</li> <li>• Ability to think and act strategically</li> <li>• Team player with strong interpersonal skills</li> <li>• Proficient in Microsoft Office; familiarity with Quick Books a plus</li> <li>• Maturity, humility, strong work ethic, and a do what you need to do to get the work done mentality</li> <li>• Personable and has ability to interact with various stakeholder</li> </ul>	<p>school's budget and finances</p> <ul style="list-style-type: none"> <li>o Ensure invoices are entered into QuickBooks, classifying expenses to the correct account</li> <li>o Cut checks in QuickBooks to pay vendors, excluding benefits related expenses</li> <li>• Maintain accurate records of all financial transactions (deposits, transfers, reimbursements, bill payments)</li> <li>• Monitor usage of school credit card</li> <li>• Participate in annual financial audit process as needed (i.e., manage financial documentation/filing process to ensure efficient year-end audit</li> <li>• Ensure adherence to network's fiscal policies and procedures</li> <li>• Oversee school-based purchasing by placing orders with vendors, tracking deliveries, and maintaining inventory</li> </ul> <p>Management</p> <ul style="list-style-type: none"> <li>• Supervise the operations team and help address general office and administrative needs</li> <li>• Ensure the smooth operation of the main office, including mailings, attendance reporting, machine maintenance, etc.</li> <li>• Participate in regularly scheduled cross-network operations leadership team ("OLT") meetings, led by Public Prep Director of Operations and School Support, to ensure the school's successful implementation of best practices, and shared, mission-aligned professional development *</li> <li>• Serve on the school leadership team</li> </ul> <p>School Operations, Logistics, and Facilities</p> <ul style="list-style-type: none"> <li>• Serve as primary liaison with co-located schools/organizations to coordinate scheduling of shared spaces, building permits, and scheduling of required emergency protocols.</li> <li>• Prepare school for new school year, including but not limited to, ordering furniture and equipment, curriculum, and classroom supplies</li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<ul style="list-style-type: none"> <li>• Ensure student food services are ready for start of school</li> <li>• Plan and coordinate logistics for school events and activities, including, but not limited to, advocacy, concerts, and recruitment tours and information sessions</li> <li>• Manage and oversee the school's facilities and physical condition</li> <li>• Contracts for translation and other related services</li> <li>• Participate in building meetings pertaining to facilities and safety; work with the Principal to implement changes as needed</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Oversee the purchasing, maintenance and tracking of technology equipment*</li> <li>• Implement staff technology training in conjunction with Public Prep</li> <li>• Ensure student information systems (internal &amp; external) are kept up to date</li> <li>• Act as first level of response for technology and troubleshooting</li> </ul> <p>Compliance and Reporting</p> <ul style="list-style-type: none"> <li>• Coordinate with Public Prep with regard to all data analysis and reporting to the school's authorizers, NYC Department of Education, New York State Education Department, federal government, and private funders*</li> <li>• With the assistance of Public Prep Director of Human Resources and Director of Operations and School Support, ensure school-wide compliance with health and safety laws, teacher certification and fingerprinting, city and state education mandates, and all federal and state workplace regulations*</li> <li>• Ensure school-wide understanding and application of the Employee Handbook and network-wide employment policies</li> <li>• Ensure school-wide understanding and application of the Financial Policies and Procedures and network-wide fiscal policies</li> </ul> <p>Human Resources and Payroll Assistance</p>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<ul style="list-style-type: none"> <li>Review and forward approved per session and exempt employee time sheets to the Payroll Specialist on scheduled payroll processing days.</li> <li>Reviews payroll journals sent by Payroll Specialist and then forward to Principal for final approval.</li> <li>Maintain on-site personnel files.</li> <li>Provide on-site HR support to school personnel, as needed, to support Public Prep Managing Director of Human Resources</li> </ul> <p>Student Recruitment and External Relations</p> <ul style="list-style-type: none"> <li>With support from Public Prep Student Recruitment Associate, manage school-based student recruitment efforts, applications, enrollment, and waitlist*</li> <li>Help coordinate and act as a point person in hosting visitors for school tours</li> </ul>
<ul style="list-style-type: none"> <li>Dean of Culture</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated success working with adolescent students</li> <li>A minimum of four (4) years of teaching and/or counseling experience preferred, ideally in a high-performing, urban school setting</li> <li>Exceptional ability to collaborate with diverse stakeholders to achieve ambitious goals</li> <li>Exceptional leadership, organizational, and strategic planning skills</li> <li>A commitment to single-sex education</li> <li>A bachelor's degree from an accredited college or university</li> <li>A M.A./Ed.M. with relevant specialization, MSW/MASW, or equivalent professional experience</li> <li>Deep expertise and familiarity with the literature on social-emotional learning, adaptive mindsets, positive behavioral interventions, character development, and adolescent psychological development (possible examples include, but are not limited to: relevant presentations or publications, documented experience giving professional development, etc.)</li> <li>Ability to build relationships, manage people, and solve issues in a</li> </ul>	<p>Create a structured, positive and academically-focused school culture</p> <ul style="list-style-type: none"> <li>Maintain and monitor records of student attendance, student discipline, conflict mediation, staff and family communication, and formal and informal observation and feedback about school climate, including the Annual Family Survey and the DOE Survey that reinforce high expectations and outcomes of all students</li> <li>Conduct formal investigations based on student, parent and adult inquiries related to school culture, discipline, and incidents. Complete a written summary of the investigation with recommended action steps in a timely manner that is shared with the principal for strategic planning.</li> <li>Own the development and implementation of the school's character development program (Second Step) and ensure it builds and reinforces positive self-identity and necessary character strengths.</li> <li>Lead recognition assemblies, parent workshops, family and community service events and other school-wide culture-building activities.</li> <li>Partner with parents and families to build an authentic school-wide community.</li> </ul>

	<b>Qualifications</b>	<b>Responsibilities</b>
	<p>complex and fast paced environment.</p> <ul style="list-style-type: none"> <li>• Evidence of excellence through continuous learning and data analysis</li> <li>• Superior oral, written communication, and interpersonal skills</li> <li>• A high degree of personal integrity, professionalism, and persistence</li> <li>• Fluency in Spanish, preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate and implement a school-wide behavior management system with meaningful incentives and consequences.</li> <li>• Work closely and effectively with children who have behavior challenges and their families; partner with school counselor and teachers to execute individualized behavior interventions when needed.</li> <li>• Facilitate staff trainings on student-teacher relationships, classroom management, parent partnership and school culture.</li> <li>• Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence.</li> <li>• Supervise school entry, breakfast, lunch, dismissal, and transitions to ensure they are orderly and positive.</li> <li>• Accurately monitor and analyze daily student attendance, homework and discipline records; create new systems and structures to proactively address school's areas of need.</li> <li>• Report incidents of abuse to ACS and train staff to recognize and report abuse to ACS</li> <li>• Communicate student emergencies</li> </ul> <p>Demonstrate exceptional adult learning opportunities and coaching capabilities:</p> <ul style="list-style-type: none"> <li>• Supporting teachers to reinforce a school culture of high behavioral expectations that enables a consistent focus on academic results</li> <li>• Supporting all staff in building meaningful relationships with students and parents.</li> <li>• Model routines, expectations, procedures, that promote positive school culture</li> </ul> <p>Serve as an active member of the school leadership team:</p> <ul style="list-style-type: none"> <li>• Participate as an active member of the School Leadership team (SLT)</li> <li>• Lead staff trainings throughout the school year aligned with the professional</li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<p>development scope and sequence and school-wide goals</p> <ul style="list-style-type: none"> <li>• Work closely with Academic Directors to support high-achievement academic culture.</li> <li>• Model the core values of Public Preparatory Network and Public Prep Charter School Academies at all times; be a visible and highly engaged leader in the school community.</li> </ul>
Student & Family Affairs		
<ul style="list-style-type: none"> <li>• Student and Family Affairs Manager</li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS is preferred, but not required</li> <li>• Demonstrated success with working with students in a structured environment such as an afterschool program, summer camp, or school environment</li> <li>• Superior communication skills</li> <li>• An ability to work collaboratively</li> <li>• A strong desire to continuously improve job performance</li> <li>• A commitment to single-sex education</li> <li>• A dedication to helping children grow and learn in an innovative educational setting</li> <li>• Experience working in an office or administrative setting</li> <li>• Ability to create flyers and documents for distribution</li> <li>• Strong organization skills</li> <li>• Ability to work in a face-paced environment</li> <li>• History of professional and respectful speech and interactions with adults and children</li> <li>• Commitment to discretion and confidentiality</li> <li>• Ability to meet deadlines</li> <li>• Strong writing skills</li> <li>• Sense of humor</li> <li>• Teaching experience and fluency in Spanish is preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Supervising student arrivals, dismissal and late-arrivals</li> <li>• Supervising all sessions of recess and lunch</li> <li>• Monitoring student transitions in the hallways and throughout school building and effectively communicating with teachers and school administrators about student behavior</li> <li>• Monitoring students in the bathroom to ensure student compliance with school safety rules and effectively communicating with teachers and school administrators about student behavior</li> <li>• Assisting administrative and teaching staff with tasks that include but are not limited to: <ul style="list-style-type: none"> <li>o Maintaining storage and supply areas</li> <li>o Assisting with unpacking/checking of materials</li> <li>o Maintaining student files</li> <li>o Updating display boards throughout building</li> <li>o Making copies and distributing materials to classes or students</li> <li>o Running storage room errands and school errands as needed</li> </ul> </li> <li>• Support after-school and family events, as necessary</li> </ul>
<ul style="list-style-type: none"> <li>• Family Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> <li>• A minimum of three years of demonstrated success in an office environment, preferably working in a school or for a nonprofit community-based organization</li> </ul>	<ul style="list-style-type: none"> <li>• Improve outreach efforts to engage parents in their children's education</li> <li>• Plan regular events where families, students, and staff can build community, such as potlucks and seasonal festivals</li> <li>• Create and translate flyers for school wide events</li> </ul>

	<b>Qualifications</b>	<b>Responsibilities</b>
	<ul style="list-style-type: none"> <li>• Superior communication skills</li> <li>• Professional discretion and integrity</li> <li>• The ability to work collaboratively</li> <li>• Exceptional organization skills and ability to multitask and manage multiple large-scale projects simultaneously</li> <li>• Proficiency with Microsoft Office Applications</li> <li>• Fluency in Spanish strongly preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Provide resources for community events and programming. (i.e. basketball leagues and weekend events)</li> <li>• Create and maintain a resource library for families</li> <li>• Liaison with the Parent Teacher Association</li> <li>• Lead and support for family workshops and seminars and provide logistical and organization support for those led by others in the school community</li> <li>• Attend all family events</li> <li>• Coordinate and train family volunteers</li> <li>• Build relationships with community organizations and connect families to their services</li> <li>• Liaison with partnering organizations</li> <li>• Establish partnerships with after school programs and coordinate student participation</li> <li>• Support leadership team during parent-teacher conferences, annual student home visits, student recruitment information sessions, family orientation and other outreach efforts</li> <li>• Make his or herself consistently available to families by being present at arrival and dismissal</li> <li>• Consistently uphold school-wide expectations and core values</li> </ul>
<ul style="list-style-type: none"> <li>• School Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> <li>• A Master's Degree in Social Work from an accredited college or university</li> <li>• Licensed Clinical Social Worker (LCSW) with accompanying NYS certification and licensing for the practice of independent psychotherapy</li> <li>• At least 3-5 years of demonstrated success working with children and families</li> <li>• School-based counseling experience in a high-performing, urban school setting</li> <li>• Exceptional organization and planning skills</li> <li>• Superior communication skills</li> <li>• An ability to work collaboratively</li> <li>• A commitment to single-sex</li> </ul>	<ul style="list-style-type: none"> <li>• Provide psychotherapy to Girls Prep/Boys Prep students with Individual Education Plans (IEPs) and to other students identified by Girls Prep/Boys Prep staff</li> <li>• Liaison with teaching and administrative staff to support students' goals</li> <li>• Facilitate interaction and communication with families as needed to implement strategies for improving adaptive abilities</li> <li>• Participate in Child Study Team Meetings</li> <li>• Educate staff in areas where emotional issues affect educational progress</li> <li>• Connect families to social services</li> </ul>

	<b>Qualifications</b>	<b>Responsibilities</b>
	education <ul style="list-style-type: none"> <li>• Fluency in Spanish is a plus</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with school based and clinical supervisors</li> <li>• Reflect on progress as a School Counselor at Girls Prep/Boys Prep</li> <li>• Seek out professional resources and attend professional development to meet the needs of Girls Prep/Boys Prep students to continuously improve practice</li> <li>• Support the school as directed by the Principal/Director of Student and Family Affairs</li> <li>• Provide feedback to teachers and other staff pertaining to students social and emotional well being</li> <li>• Facilitate workshops for families</li> <li>• Work with ACS and other support agencies to support students receiving services</li> <li>• Supervise lunch/recess duty</li> </ul>
<b>Student Support Team</b>		
<ul style="list-style-type: none"> <li>• Reading Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> <li>• An M.A., Ed.M or Master's degree in relevant content area such as Literacy or Reading Specialist</li> <li>• New York State Certification</li> <li>• A minimum of three (3) years of demonstrated success as a full-time classroom teacher</li> <li>• Reading Recovery training is a strong plus</li> <li>• A demonstrated aptitude for effective case management and a proven ability to manage complex systems of data</li> <li>• Demonstrated success working in a high-performing, urban school setting preferred</li> <li>• Evidence of excellence in teaching through continuous learning and data analysis</li> <li>• Exceptional communication, organization and planning skills</li> <li>• An ability to work collaboratively</li> <li>• A commitment to single-sex education</li> <li>• Fluency in Spanish preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Provide intensive reading instruction in phonemic awareness, phonics, spelling, comprehension, and fluency for students so that they can catch up to their peers and benefit from classroom instruction without supplemental help.</li> <li>• Plan, design, and execute lessons for individual students that incorporate a wide range of reading instructional procedures and empower students to develop strategic behaviors when reading and writing.</li> <li>• Develop lesson plans based on data collected, analyzed, and synthesized from careful observation of reading and writing behaviors.</li> <li>• Engage in coaching and development tools and strategies that maximize teacher performance and that of their students.</li> <li>• Provide continuous feedback and evaluation for students based on the development of individualized goals for performance that are specific, measurable, action-oriented, realistic and time-bound.</li> <li>• Ensure appropriate accommodations are given to students during interim and state assessments.</li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<ul style="list-style-type: none"> <li>• Create systems that enable good stewardship of resources, i.e. collaborative processes that leverage the strength of all team members, maintaining records of students' progress towards individualized goals, for communicating with families and building community with them through annual home visits and other school events, and for attending IEP meetings (as needed)</li> </ul>
<ul style="list-style-type: none"> <li>• Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> <li>• An M.A., Ed.M or Master's degree in relevant content area</li> <li>• New York State Dual Certification in Special Education and General Education required</li> <li>• A minimum of 2 years of demonstrated success as a full-time special education teacher</li> <li>• Demonstrated success working in a high-performing, urban school setting preferred</li> <li>• Evidence of excellence in teaching through continuous learning and data analysis</li> <li>• Exceptional organization and planning skills</li> <li>• Superior communication skills</li> <li>• An ability to work collaboratively</li> <li>• A commitment to single-sex education</li> <li>• Fluency in Spanish is a plus (but not required)</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating with grade level teachers and other Student Support Team members to individualize instruction and to discuss students' access to curriculum and progress toward learning goals.</li> <li>• Delivering direct service and instruction to students.</li> <li>• Providing indirect support through co-planning, accommodations, modifications and scaffolds to address students' individual needs and learning styles, ensuring students have access to grade-level content standards.</li> <li>• Using coaching tools and strategies that maximize their own performance and their students' performance.</li> <li>• Providing on-going feedback and evaluation to students based on the development of individualized goals for performance that are specific, measurable, action-oriented, rooted in data and time-bound including, but not limited to, students' formal IEP goals.</li> <li>• Maintaining records of students' progress toward Intervention and IEP goals.</li> <li>• Fulfilling equitable schedules to serve at-risk students and students with IEPs.</li> <li>• Communicate with families and building community with them through annual home visits and other school events.</li> <li>• Attending IEP and RtI meetings, as needed.</li> <li>• Providing assessment accommodations.</li> <li>• Fulfilling additional responsibilities as they are assigned by the Academic Director.</li> </ul>
<ul style="list-style-type: none"> <li>• English Language</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> </ul>	<ul style="list-style-type: none"> <li>• Considering the needs of each child when designing lessons that help students</li> </ul>

	<b>Qualifications</b>	<b>Responsibilities</b>
Learner Specialist	<ul style="list-style-type: none"> <li>• A Master’s Degree in TESOL, ESL or Bilingual education preferred</li> <li>• New York State Certification in Teaching English to Speakers of Other Languages required</li> <li>• A minimum of 2 years of demonstrated success as a full-time English Language Learners Specialist preferred</li> <li>• Demonstrated success working in a high-performing, urban school setting preferred</li> <li>• Evidence of excellence in teaching through continuous learning and data analysis</li> <li>• Exceptional organization and planning skills</li> <li>• Superior communication skills</li> <li>• An ability to work collaboratively</li> <li>• A commitment to single-sex education</li> <li>• Fluency in Spanish preferred</li> </ul>	<p>develop the English language skills of listening, speaking, reading, and writing.</p> <ul style="list-style-type: none"> <li>• Engaging in coaching cycles and implementing research-based strategies that maximize their own performance and that of their students.</li> <li>• Reflecting on their own progress as educators.</li> <li>• Seeking out professional resources and attending professional development for serving the needs of English Language Learners to continuously improve their practice.</li> <li>• Participating in the ELL Consortium at the NYC Charter Center.</li> <li>• Providing students with frequent feedback and evaluation based on the development of individualized goals for performance that are specific, measurable, ambitious, rooted in data and time-bound.</li> <li>• Determining students’ needs by researching students’ ELL status on ATS, administering home language surveys, and conducting the NYSITELL and NYSESLAT assessments as needed.</li> <li>• Maintaining accurate records of students’ progress.</li> <li>• Collaborating with the DCA, the Reading Specialist, and other colleagues to leverage the strength of all team members.</li> <li>• Communicating with families regularly and building community with them through annual home visits and other school events.</li> <li>• Under the direction of the DCA, administer and coordinate the NYSITELL and NYSESLAT assessments</li> <li>• Provide on-site professional development to staff regarding strategies to support ELLs inclusively in the classroom.</li> <li>• Working with the Academic Director to ensure appropriate accommodations are given to students during assessments as needed.</li> <li>• Supporting the school as directed by the Principal.</li> </ul>
Teaching Team		
<ul style="list-style-type: none"> <li>• Lead Teacher</li> </ul>	A Bachelor's degree from an accredited college or university.	Coordinating knowledge of students, instructional content and curricular

	<u>Qualifications</u>	<u>Responsibilities</u>
	<p>A M.A., Ed.M or Master’s degree in relevant content area.</p> <p>New York State Certification for relevant grades and content area, or demonstrated process towards receiving reciprocity for certification from other states.</p> <p>A minimum of 2 years of demonstrated success as a full-time elementary classroom teacher.</p> <p>Demonstrated success working in a high-performing, urban school setting preferred.</p> <p>Evidence of excellence in teaching through continuous learning and data analysis.</p> <p>Exceptional organizational and planning skills.</p> <p>Superior communication skills.</p> <p>An ability to work collaboratively.</p> <p>A commitment to single-sex education.</p> <p>A strong work ethic and a sense of humor.</p>	<p>resources to design differentiated units and lesson plans aligned to the Common Core standards.</p> <p>Using a variety of assessments fully aligned with instructional outcomes to provide a full composite of students’ abilities and needs and to inform instruction.</p> <p>Engaging in coaching cycles and implementing research-based strategies that maximize their own performance and that of their students.</p> <p>Reflecting on their own progress as educators and seeking out professional resources to continuously improve their practice.</p> <p>Providing students with frequent feedback and evaluation based on the development of individualized goals for performance that are specific, measurable, ambitious, rooted in data and time-bound.</p> <p>Managing student behavior and classroom routines to maximize learning time and create a positive classroom environment.</p> <p>Implementing school-wide positive behavior incentive policies and logical consequences.</p> <p>Celebrating student progress and effort each day in their classrooms and through bi-weekly, school-wide Unity Meetings.</p> <p>Collaborating with colleagues to leverage the strengths of all team members.</p> <p>Maintaining records of students’ progress and family communications through eSchool software.</p> <p>Communicating with families regularly, responding to emails and phone calls within 36 hours.</p> <p>Attending IEP meetings and ensuring appropriate accommodations are given to students during assessments.</p> <p>Actively participating in school and network-led meetings and professional development workshops as laid out in the school and professional development calendars.</p> <p>Supporting the school as directed by the Principal.</p>
<ul style="list-style-type: none"> <li>Integrated Co-Teacher</li> </ul>	<p>A Bachelor's degree from an accredited college or university</p> <p>To serve as a Special Education Teacher at a</p>	<p>Coordinating knowledge of students instructional content and curricular resources to design differentiated units and</p>

	<b>Qualifications</b>	<b>Responsibilities</b>
	<p>Public Prep, you must meet one of the following criteria:</p> <ol style="list-style-type: none"> <li>1. Be certified in Special Education</li> <li>2. Have a Master's degree in Special Education</li> <li>3. Be certified in another subject and grade level</li> <li>4. At least 3 years' experience teaching in public, private or parochial school</li> <li>5. 2 years' experience in TFA</li> </ol> <p>Demonstrated success working in a high-performing, urban school setting preferred  Evidence of excellence in teaching through continuous learning and data analysis  Exceptional organization and planning skills  Superior communication skills  An ability to work collaboratively  A commitment to single-sex education  Fluency in Spanish preferred</p>	<p>lesson plans aligned to the Common Core standards.</p> <p>Using a variety of assessments fully aligned with instructional outcomes to provide a full composite of students' abilities and needs and to inform instruction.</p> <p>Engaging in coaching cycles and implementing research-based strategies that maximize their own performance and that of their students.</p> <p>Reflecting on their own progress as educators and seeking out professional resources to continuously improve their practice.</p> <p>Providing students with frequent feedback and evaluation based on the development of individualized goals for performance that are specific, measurable, ambitious, rooted in data and time-bound.</p> <p>Managing student behavior and classroom routines to maximize learning time and create a positive mathematics classroom environment.</p> <p>Implementing school-wide positive behavior incentive policies and logical consequences.</p> <p>Celebrating student progress and effort each day in their classrooms and through bi-weekly, school-wide Unity Meetings.</p> <p>Collaborating with colleagues to leverage the strengths of all team members.</p> <p>Maintaining records of students' progress and family communications through Global Scholar software.</p> <p>Communicating with families regularly, responding to emails and phone calls within 36 hours.</p> <p>Attending IEP meetings and ensuring appropriate accommodations are given to students during assessments as needed.</p> <p>Actively participating in school and network-led meetings and professional development workshops as laid out in the school and professional development calendars.</p> <p>Supporting the school as directed by the Principal.</p>
<ul style="list-style-type: none"> <li>• Science Teacher</li> </ul>	<p>A Bachelor's degree from an accredited college or university  An M.A., Ed.M or Master's degree in</p>	<p>Coordinating knowledge of students, instructional content and curricular resources to design differentiated science</p>

	<u>Qualifications</u>	<u>Responsibilities</u>
	<p>relevant science education  New York State Certification for relevant grades and content area or demonstrated process towards receiving reciprocity for certification from other states  A minimum of 2 years of demonstrated success as a middle school science teacher  Demonstrated success working in a high-performing, urban school setting preferred  Evidence of excellence in teaching through continuous learning and data analysis  Exceptional organization and planning skills  Superior communication skills  An ability to work collaboratively  A commitment to single-sex education  Conversational or Fluent Spanish is a plus but not required</p>	<p>units and lesson plans aligned to the Common Core standards.  Using a variety of assessments fully aligned with instructional outcomes to provide a full composite of students' abilities and needs and to inform instruction.  Engaging in coaching cycles and implementing research-based strategies that maximize their own performance and that of their students.  Reflecting on his or her progress as educators and seeking out professional resources to continuously improve their practice.  Providing students with frequent feedback and evaluation based on the development of individualized goals for performance that are specific, measurable, ambitious, rooted in data and time-bound.  Managing student behavior and classroom routines to maximize learning time and create a positive classroom environment.  Implementing school-wide positive behavior incentive policies and logical consequences.  Celebrating student progress and effort each day in their classrooms and through bi-weekly, school-wide Unity Meetings.  Collaborating with colleagues to leverage the strengths of all team members.  Maintaining records of students' progress and family communications through Global Scholar software.  Communicating with families regularly, responding to emails and phone calls within 36 hours.  Attending IEP meetings and ensuring appropriate accommodations are given to students during assessments as needed.  Actively participating in school and network-led meetings and professional development workshops as laid out in the school and professional development calendars.  Supporting the school as directed by the Principal/Academic Director of STEM.</p>
<ul style="list-style-type: none"> <li>• Music Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> <li>• An M.A., Ed.M. or Master's degree in a music content area</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defined processes and structures for planning, teaching, assessing and reflecting that include designing curriculum and assessments that balance a</li> </ul>

	<b>Qualifications</b>	<b>Responsibilities</b>
	<ul style="list-style-type: none"> <li>• New York State Certification strongly preferred</li> <li>• A minimum of 2 years of demonstrated success as a full-time music instructor at a middle school</li> <li>• Demonstrated success working in a high-performing, urban school setting preferred</li> <li>• Evidence of excellence in teaching through continuous learning and data analysis</li> <li>• Exceptional organization and planning skills</li> <li>• Superior communication skills</li> <li>• An ability to work collaboratively</li> <li>• A commitment to single-sex education</li> <li>• Fluency in Spanish is a plus</li> </ul>	<p>pre- designed, codified set of content-based standards with students’ individual needs and learning styles.</p> <ul style="list-style-type: none"> <li>• Coaching tools and strategies that maximize their own performance and that of their students.</li> <li>• Continuous feedback and evaluation for themselves and students based on the development of individualized goals for performance that are specific, measurable, action-oriented, realistic and time-bound.</li> <li>• Collaborating with all team members</li> <li>• Maintaining records of students’ academic progress, behavior, and character development</li> <li>• Communicating with families and building community with them through annual home visits and other school events</li> <li>• Attending IEP meeting and ensuring appropriate accommodations are given to students during assessments as needed</li> <li>• Completing duties as assigned by the Principal to support and strengthen the community such as breakfast, lunch, or dismissal duty</li> </ul>
<ul style="list-style-type: none"> <li>• Physical Education Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> <li>• An M.A., Ed.M or Master’s degree in relevant content area</li> <li>• New York State Certification strongly preferred</li> <li>• A minimum of 2 years of demonstrated success as a full-time Elementary School Physical Education Teacher preferred</li> <li>• Demonstrated success working in a high-performing, urban school setting preferred</li> <li>• Evidence of excellence in teaching through continuous learning and data analysis</li> <li>• Exceptional organization and planning skills</li> <li>• Superior communication skills</li> <li>• An ability to work collaboratively</li> <li>• A commitment to single-sex</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defined processes and structures for planning, teaching and reflecting that include designing curriculum and assessments. It is particularly important that this teaching be both highly differentiated and also hold to common standards in the teaching of fine and gross motor skills, while instilling at an early level the value of fitness and health.</li> <li>• Coaching tools and strategies that maximize the performance of students.</li> <li>• Acceptance of continuous feedback and self-evaluation based on the development of individualized goals for performance that are specific, measurable, action-oriented, realistic and time-bound.</li> <li>• Systems that enable good stewardship of resources, i.e. collaborative processes that leverage the strength of all team members, maintain records of students’ progress towards individualized</li> </ul>

	<b>Qualifications</b>	<b>Responsibilities</b>
	education <ul style="list-style-type: none"> <li>• Fluency in Spanish preferred</li> </ul>	goals, communicate with families and build community with them through annual home visits and other school events. Attendance at IEP meetings and ensuring appropriate accommodations are given to students during assessments as needed is part of the task. <ul style="list-style-type: none"> <li>• Other duties as assigned by Principal, which may include drop off and pick up, lunch duty, and other coverage as needed.</li> </ul>
<ul style="list-style-type: none"> <li>• Visual Arts Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> <li>• An M.A., Ed.M or Master's degree in relevant content area</li> <li>• New York State Dual Certification strongly preferred</li> <li>• A minimum of 2 years of demonstrated success as a full-time classroom Visual Arts Instructor preferred</li> <li>• Demonstrated success working in a high-performing, urban school setting preferred</li> <li>• Evidence of excellence in teaching through continuous learning and data analysis</li> <li>• Exceptional organization and planning skills</li> <li>• Superior communication skills</li> <li>• An ability to work collaboratively</li> <li>• A commitment to single-sex education</li> <li>• Fluency in Spanish preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching students to work in a variety of media while teaching rigorous principles of composition in a way that supports individual creative expression</li> <li>• Ordering art materials</li> <li>• Researching and teaching software for graphic design and video storytelling</li> <li>• Arranging and conducting art exhibitions per school year.</li> <li>• Designing school and community art installations that promote creative collaboration and make our environment more personalized.</li> <li>• Implementing strategies that maximize their own performance and that of their students.</li> <li>• Delivering and receiving continuous feedback and evaluation for themselves and students based on the development of individualized goals for performance</li> <li>• Collaborating with all team members</li> <li>• Maintaining records of students' academic progress, behavior, and character development</li> <li>• Communicating with families and building community with them through annual home visits and other school events</li> <li>• Attending IEP meeting and ensuring appropriate accommodations are given to students during assessments as needed</li> <li>• Completing duties as assigned by the Principal to support and strengthen the community such as breakfast, lunch, or dismissal duty</li> </ul>
<ul style="list-style-type: none"> <li>• Yoga Teacher</li> </ul>	A Bachelor's degree from an accredited college or university A M.A., Ed.M or Master's degree in relevant	Clearly defined processes and structures for planning, teaching, assessing and reflecting that include designing curriculum and

	<b>Qualifications</b>	<b>Responsibilities</b>
	<p>content area  New York State Certification strongly preferred  Child Yoga Certification from a reputable yoga studio such as Karma Kids Yoga or Little Flower Yoga  A minimum of 2 years of demonstrated success as a full-time yoga or physical education instructor at an elementary school  Demonstrated success working in a high-performing, urban school setting preferred  Evidence of excellence in teaching through continuous learning and data analysis  Exceptional organization and planning skills  Superior communication skills  An ability to work collaboratively  A commitment to single-sex education  Fluency in Spanish preferred  Ability to teach yoga preferred</p>	<p>assessments that balance a pre- designed, codified set of content-based standards with students’ individual needs and learning styles.  Coaching tools and strategies that maximize their own performance and that of their students.  Continuous feedback and evaluation for themselves and students based on the development of individualized goals for performance that are specific, measurable, action-oriented, realistic and time-bound.  Collaborating with all team members  Maintaining records of students’ progress towards individualized goals  Communicating with families and building community with them through annual home visits and other school events  Attending IEP meeting and ensuring appropriate accommodations are given to students during assessments as needed.</p>
<b>Operations Team</b>		
<ul style="list-style-type: none"> <li>Operations Manager</li> </ul>	<ul style="list-style-type: none"> <li>A Bachelor's degree from an accredited college or university</li> <li>Minimum 2 years of related business/operations experience</li> <li>At least 1 year of demonstrated success managing a small team or multiple simultaneous projects</li> <li>Strong project management skills, ability to handle multiple priorities, and must be detail-oriented</li> <li>High level of comfort with Accounts Receivable and Accounts Payable systems</li> <li>Strong problem solving skills</li> <li>Ability to think and act strategically</li> <li>Team player with strong interpersonal skills</li> <li>Proficient in Microsoft Office Suite, Google; familiarity with Mac OS and iOS a plus</li> <li>Maturity, humility, strong work ethic</li> <li>Personable and has ability to interact with various stakeholders</li> </ul>	<p>Procurement</p> <ul style="list-style-type: none"> <li>Assist DOO in creating and managing the school’s AR/AP <ul style="list-style-type: none"> <li>Ensure invoices are entered into QuickBooks, classifying expenses to the correct account</li> <li>Research, coordinate payment arrangements, including but not limited to: purchase orders, credits and delayed payments</li> </ul> </li> <li>Maintain accurate electronic records of all financial transactions (deposits, transfers, reimbursements, bill payments)</li> <li>Oversee school-based purchasing by placing orders with vendors, tracking deliveries, and maintaining inventory</li> </ul> <p>Management</p> <ul style="list-style-type: none"> <li>Supervise the operations team and help address general office and administrative needs</li> <li>Ensure the smooth operation of the main office, including mailings, attendance reporting, machine maintenance, etc.</li> <li>Work closely with faculty, staff and school leadership</li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<ul style="list-style-type: none"> <li>• Assist with Administrative Assistant with the maintenance of the Principals Calendar</li> <li>• Write reviews for operations staff</li> <li>• Train and onboard new operations staff members</li> </ul> <p>School Operations, Logistics, and Facilities</p> <ul style="list-style-type: none"> <li>• Serve as primary liaison with co-located schools/organizations to coordinate scheduling of shared spaces, building permits, and scheduling of required emergency protocols.</li> <li>• Prepare school for new school year, including but not limited to, ordering furniture and equipment, curriculum, and classroom supplies</li> <li>• Ensure student food services are ready for start of school</li> <li>• Plan and coordinate logistics for school events and activities, including, but not limited to, advocacy, concerts, and recruitment tours and information sessions</li> <li>• Manage and oversee the school's facilities and physical condition</li> <li>• Contracts for translation and other related services</li> <li>• Prepare and distribute all necessary printed and electronic communication in conjunction with the DOO and Leadership Team</li> <li>• Participate in building meetings pertaining to facilities and safety; work with the DOO to implement changes as needed</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Oversee the purchasing, maintenance and tracking of technology equipment</li> <li>• Implement staff technology training in conjunction with Public Prep</li> <li>• Ensure student information systems (internal &amp; external) are kept up to date</li> <li>• Act as first level of response for technology and troubleshooting</li> </ul> <p>Compliance and Reporting</p> <ul style="list-style-type: none"> <li>• Assist the with DOO with regard to all data analysis and reporting to the</li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<p>school’s authorizers, NYC Department of Education, New York State Education Department, federal government, and private funders</p> <ul style="list-style-type: none"> <li>• Ensure office-wide understanding and application of the Financial Policies and Procedures and network-wide fiscal policies</li> </ul> <p>Student Recruitment and External Relations</p> <ul style="list-style-type: none"> <li>• Manage school-based student recruitment efforts, applications, enrollment, and waitlist</li> <li>• Help coordinate and act as a point person in hosting visitors for school tours</li> </ul>
<ul style="list-style-type: none"> <li>• Operations Associate</li> </ul>	<ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited college or university</li> <li>• Minimum 2 years of previous office management/ administrative experience</li> <li>• Fluency in Spanish is a plus</li> <li>• Superior organizational skills</li> <li>• Team player with strong interpersonal skills</li> <li>• Proficient in Microsoft Word, Excel, Outlook, PowerPoint, and Publisher</li> <li>• Demonstrated passion and commitment to the Public Prep mission</li> <li>• Maturity, humility, strong work ethic, and a roll-up-my-sleeves mentality</li> </ul>	<p>Student Information &amp; Record Keeping</p> <ul style="list-style-type: none"> <li>• Manage student registration, enrollment processes and student information systems (eSchool/ATS)</li> <li>• Generate reports from databases for internal and external reporting, compliance, and school operations, including reports for bimonthly board meetings</li> <li>• Maintain up-to-date and organized student files electronically and physically, tracking documentation of files received on checklists, including immunization, birth certificate, proof of address, physical examinations, lunch forms, and any other document required by the school</li> <li>• Obtain all student change documentation, including withdrawals from the school and intent to return forms</li> <li>• Serve as primary point-of-contact for internal grade reporting system, including management of progress reports and report cards</li> </ul> <p>School Operations</p> <ul style="list-style-type: none"> <li>• Meet and greet visitors at the school reception, answer phones, and respond to general inquiries</li> <li>• Provide daily supervision during lunch and recess</li> <li>• Lead dismissal and late pick-up preparation and process daily, including maintaining the “dismissal binder” and after-school roster</li> <li>• Participate in school coverage</li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<p>duties as assigned</p> <ul style="list-style-type: none"> <li>• Organize student transportation, including Metro card distribution</li> <li>• Manage all aspects of field trip planning and execution, except vendor payment</li> <li>• Facilitate injury, lice, and bed bug reporting process</li> <li>• Manages daily attendance process and reporting</li> <li>• Send notification calls (i.e., Robo calls) to parents as needed</li> <li>• Manage School Aide task list as necessary</li> <li>• Support Operations team sustainability by creating and maintaining function-specific process maps as necessary</li> <li>• Coordinate school wide mail services and mailings</li> <li>• Provide additional support to Operations Manager and Director of Operations as directed</li> <li>• Support Principal through calendar management, including staff recruitment</li> <li>• Manages meal accountability process, prepares and distributes monthly lunch bills</li> </ul> <p>Testing</p> <ul style="list-style-type: none"> <li>• Prepare for test administration and coordination</li> <li>• Securely pack and deliver tests to proper scoring facility</li> <li>• Serve as primary point-of-contact for interim assessment database</li> </ul>
<ul style="list-style-type: none"> <li>• Administrative Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• A bachelor’s degree</li> <li>• 2-3 years of administrative experience</li> <li>• Experience working with children</li> <li>• Strong organizational skills</li> <li>• Proficiency with MS Office, ATS, Student Information Systems/databases and the Internet</li> <li>• Fluency in Spanish preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Manage student registration and enrollment processes</li> <li>• Collect, track, log and update student information systems</li> <li>• Closely monitor attendance patterns and follow-up with necessary actions</li> <li>• Create, proofread and edit various office documents</li> <li>• Assist with student transportation, including bus and train card</li> <li>• Coordinate interview process for teachers and other staff</li> <li>• Coordinate meetings and schedule</li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		<p>for the Principal</p> <ul style="list-style-type: none"> <li>• Support Principal through calendar management and various administrative tasks</li> <li>• Assist Student Recruitment Associate (PPN) and Family Coordinator (school-based) in recruitment efforts, including conducting school tours</li> <li>• Assist in development related tasks, acknowledgment letters, processing checks etc.</li> <li>• Support with the distribution of the monthly blossom</li> <li>• Support with school and grade-wide inventory and supply closet management</li> <li>• Coordinate school-wide mail services and school-wide mailings</li> <li>• Manage routine administrative duties, including copying, filing, etc.</li> <li>• Meet and greet visitors at the school reception, answers phones, and responds to general inquiries</li> <li>• Support after-school and family events, as necessary.</li> </ul>
<ul style="list-style-type: none"> <li>• School Aides</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated success with working with students in a structured environment such as an afterschool program, summer camp, or school environment</li> <li>• Superior communication skills</li> <li>• An ability to work collaboratively</li> <li>• A strong desire to continuously improve job performance</li> <li>• A commitment to single-sex education</li> <li>• A dedication to helping children grow and learn in an innovative educational setting</li> <li>• Teaching experience and fluency in Spanish is preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Supervising student arrivals, dismissal and late-arrivals</li> <li>• Supervising all sessions of recess and lunch</li> <li>• Managing the meal counting system</li> <li>• Assisting teachers during assigned specials classes such as art, music, dance, and physical education on a daily basis in elementary school</li> <li>• Monitoring student transitions in the hallways and throughout school building and effectively communicating with teachers and school administrators about student behavior</li> <li>• Monitoring students in the bathroom to ensure student compliance with school safety rules and effectively communicating with teachers and school administrators about student behavior</li> <li>• Assisting administrative and teaching staff with tasks that include but are not limited to: <ul style="list-style-type: none"> <li>o Maintaining storage and supply areas</li> <li>o Assisting with unpacking/checking</li> </ul> </li> </ul>

	<u>Qualifications</u>	<u>Responsibilities</u>
		of materials <ul style="list-style-type: none"> <li>o Maintaining student files</li> <li>o Updating display boards throughout building</li> <li>o Making copies and distributing materials to classes or students</li> <li>o Running storage room errands and school errands as needed</li> <li>• Support after-school and family events, as necessary.</li> <li>• Bachelor Degree in progress</li> </ul>

### **(c) Staff Recruitment and Retention**

Similar to the instructional leadership recruitment process, all candidates for employment for any position within Public Preparatory Network are sourced by the Public Prep Recruitment Team and participate in a three step process:

- a. Phone Screen – Verification of candidate experience and analysis of organizational fit based off of the job description and requirements.
- b. School-Based Interview – School-based interviews provide candidates with an opportunity to complete a task related to the position. Instructional staff teach a lesson plan and non-instructional staff complete a job related task. After task completion, candidates are interviewed by the school leadership team.
- c. Reference Checks – Hiring manager checks references of the most recent supervisor and at least one other work-related reference. Pending successful reference checks, candidates are offered employment.

Additionally, current staff members are encouraged to refer colleagues for open positions. The guidelines for the referral program are as follows:

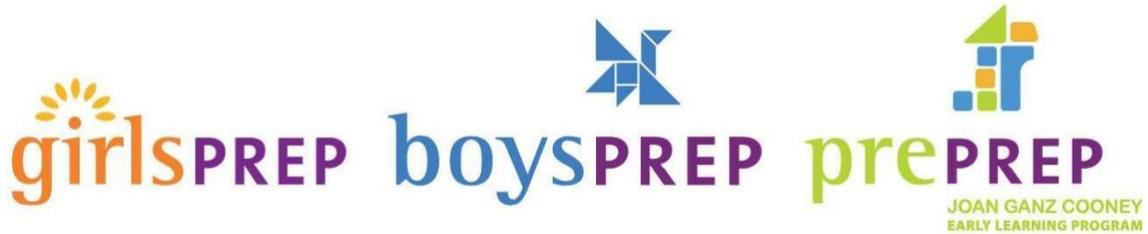
- a. If you refer an individual for a full-time position to Public Prep and this person is hired by Public Prep or one of its schools, you will receive a \$500 Referral Bonus subject to the rules below.
- b. On the 6-month anniversary of your referral, you'll receive your \$500 bonus. Please note that you must be a current employee at the time of the anniversary in order to receive your bonus.
- c. You must submit the Referral Bonus Survey prior to the candidate being hired.
- d. The candidate must note your full name in their application.
- e. All Public Prep employees are eligible to receive the Referral Bonus except the following individuals:
  - i. - Public Prep Leadership and Recruitment Team members.
  - ii. - Principals and School Leadership Team members. Unless the leadership team member is
  - iii. referring an individual to another location other than their own.
  - iv. - Program Directors and Supervisors
- f. Candidates eligible for internal hire/promotion within Public Preparatory Network may not refer themselves to receive a Referral Bonus.
- g. Colleagues may not refer current employees as candidates for internal moves within Public Preparatory Network to receive a Referral Bonus.
- h. Referrals must be hired and remain for 6-months for you to be eligible for the Referral Bonus. If more than one person refers a candidate, the Referral Bonus will be awarded to the individual who is listed on the application and submits the Referral Bonus Survey first, denoted by date/time of submission.
- i. There is no limit to the number of Referral Bonuses that an employee can receive under this program. Referrals that you submit will be considered eligible for the Referral Bonus for up to two (2) years after the submission date, as long as the candidate continues to use the referring employee's name on the application.
- j. The Referral Bonus Program is designed to connect the Public Prep Recruitment Team with people who would not otherwise find/apply for positions with Public Preparatory Network. We review each application for candidacy/Referral Bonus Survey and reserve the right to let a reference know if we have already been connected with a candidate, thereby making you ineligible for the Referral Bonus.

Public Prep has created opportunities to expand professionally in their roles and in the network. Such initiatives serve as incentives for staff commitment to growing within the network and continue to serve our students. Examples include:

1. **Relay Graduate School of Education's Masters of Arts in Teaching Program** -- Relay offers coursework that will lead to a General Education certification and MAT through their [Relay MAT program](#). At the end of the first year, participants may choose to pursue a dual Special Education certification pathway. If accepted by Relay, employees can receive 50% tuition support through Public Prep (\$4,500 per year). This two-year program provides an opportunity for uncertified teachers to enhance their practice and complete the necessary coursework to apply for New York State certification.
2. **Relay Graduate School of Education's Special Education Program** – Relay offers coursework to prepare teachers to apply for Special Education certification through their [Advanced Certificate in Special Education Program](#). Public Prep works annually with Relay to secure seats in this program specifically for Public Prep employees. If nominated by their campus and accepted by Relay, employees can receive 100% tuition support through Public Prep (\$7,500 per seat). This one-year program provides an opportunity for currently certified employees to complete the necessary coursework to apply for New York State certification at the conclusion of the program.
3. **New Leaders' Emerging Leaders Program** -- Public Prep is partnered with New Leaders, a nationally renowned educational leadership development organization that provides comprehensive, on-the-job professional learning programming for teachers and teacher leaders. This one-year program is a pathway to leadership, both in and outside of the classroom. Our partnership is designed to help Public Prep fulfill its commitment to developing leaders from within. The [Emerging Leaders Program](#) is being offered to school-based Academic Directors and members of the network-based Academic Team.
4. **Summer Professional Learning Stipends** – Each summer, Public Prep provides two (2) \$2,000 stipends to allow teachers to travel abroad and develop their own project related to a specific problem of practice or curricular area. Applicants must develop a project plan that incorporates how the opportunity enhances their current work and will impact future instructional practice. Participants are expected to turnkey their experience for peers and interested colleagues.
5. **Summer Curriculum Writing Stipends** – Each summer, Public Prep's Network Academic Team commits time and resources to review and audit instructional units, PreK-8. Teacher leaders are hired annually to support this auditing process and provided professional development, support, and stipends to participate. These stipends provide an opportunity for teacher leaders to enhance their ability to construct curriculum and develop professional development tools/resources that are shared with faculty throughout the academic year.

# publicPREP

## **PUBLIC PREPARATORY NETWORK EMPLOYEE HANDBOOK 2018-2019**



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## **INTRODUCTORY STATEMENT**

We have designed this handbook to summarize and communicate our policies, procedures, programs and benefits. You should read, learn, and comply with all provisions of the handbook. No employee handbook can anticipate every circumstance or question that you might have. Therefore, as we continue to grow and change, we reserve the right to revise, supplement or rescind any policies or any portion of the handbook at any time and in our sole discretion. We will attempt to notify all employees when revisions are made. However, each employee is responsible for staying informed of any changes to this handbook and the policies contained herein. An up to date copy of this handbook is available online in the Paycom employee portal and can be accessed on the Public Prep server on the PPN\_HRS\$ drive.

These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of the Chief Executive Officer (“CEO”) or the Human Resources Department at Public Prep.

## **EMPLOYMENT-AT-WILL**

Public Preparatory Network (“Public Prep”) and its member schools (Girls Preparatory Charter School of New York, Girls Preparatory Charter School of the Bronx, and Boys Preparatory Charter School of the Bronx, herein referenced as “Girls Prep” or “Boys Prep”, respectively) anticipate a rewarding and long lasting working relationship with all our employees. However, all employees are “employees-at-will.” Simply stated, this means that you may resign your employment with Public Prep, Girls Prep, or Boys Prep, at any time, with or without reason. Similarly, Public Prep Network, Girls Prep, or Boys Prep, may also terminate your employment at any time, with or without any reason, except as prohibited by law, and with or without advance notice. Because you are employed at will, this handbook is not intended to create an employment contract or agreement, express or implied, and in no way serves to modify the “at will” employment relationship between you and Public Prep Network, Girls Prep, or Boys Prep.

## **EMPLOYEE PROTECTIONS**

## **EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT**

Equal Employment Opportunity has been, and will continue to be, a fundamental principle at Public Prep, where employment is based upon personal capabilities and qualifications without discrimination on the basis of race, color, creed, religion, age, gender, sex, sexual orientation, gender identity, pregnancy, ethnicity, national origin, alienage or citizenship status, disability, marital or partnership status, domestic violence victim status, military status, predisposing genetic characteristics or any other characteristic protected by federal, state, and local law (collectively “Protected Characteristics”).

This policy of Equal Employment Opportunity applies to all aspects of employment at this school, including but not limited to policies and procedures relating to recruitment and hiring, compensation, benefits, termination and all other terms and conditions of employment.

The Chief Executive Officer has overall responsibility for this policy and maintains reporting and monitoring procedures. Employees’ questions or concerns should be referred to the Human Resources Department.

Appropriate disciplinary action may be taken against any employee willfully violating this policy, up to and including termination of employment.

## **NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY**

Public Prep is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, Public Prep requires that all relationships among persons in the workplace will be professional and free of bias, prejudice and harassment.

### **Definitions of Harassment**

- a. Sexual harassment constitutes discrimination and is illegal under federal, state, and local laws. For the purposes of this policy, sexual harassment includes, but is not necessarily limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature. Sex-based harassment — that is, harassment not involving sexual activity or language (*e.g.*, male manager yells only at female employees and not males) — may also constitute discrimination.

- b. Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of any Protected Characteristic.

Harassing conduct includes, but is not limited to: use of epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

### **Individuals and Conduct Covered**

These policies apply to all applicants and employees (at Public Prep and each school), and prohibit harassment, discrimination and retaliation whether engaged in by employees, by a supervisor or manager or by someone not directly connected to Public Prep (*e.g.*, an outside vendor or consultant).

Conduct prohibited by these policies is unacceptable at the Public Prep office, in the school and at any school-related setting or school function, such as during school trips, meetings and school-related social events.

### **Retaliation is Prohibited**

Public Prep prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action.

## **COMPLAINT PROCEDURE FOR HARASSMENT, DISCRIMINATION, OR RETALIATION**

Public Prep requires employees to report all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct that they believe is contrary to Public Prep's policy or who have concerns about such matters should file their complaints with his or her direct supervisor and/or the head of the Human Resources Department at Public Prep. In the event the harasser is the employee's direct supervisor, then the complaint should be filed with the Principal and/or the Human Resources Department at Public Prep.

### ***IMPORTANT NOTICE TO ALL EMPLOYEES***

*Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing legal action. Also, please note, federal, state, and local discrimination laws establish specific time frames for initiating a legal proceeding pursuant to those laws.*

*Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, Public Prep strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. Public Prep will make every effort to stop alleged harassment before it becomes severe or pervasive, but can only do so with the cooperation of its staff/employees.*

*The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.*

### **The Investigation**

Any reports of harassment, discrimination or retaliation will be investigated promptly, thoroughly and impartially. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge.

We will attempt to maintain confidentiality throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action.

### **Responsive Action**

Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and appropriately. Responsive action may include, for example, training, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reduction of wages, demotion, reassignment, temporary suspension without pay or termination of employment, as Public Prep believes appropriate under the circumstances.

Individuals who have questions or concerns about these policies should reach out to a member of the Human Resources Department at Public Prep.

Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other Protected Characteristic, from participating in school, business or work-related social activities or discussions in order to avoid allegations of harassment. The law and the policies of Public Prep prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further these policies, not to form the basis of an exception to them.

## **AMERICANS WITH DISABILITIES ACT POLICY STATEMENT**

Public Prep is committed to complying with all applicable provisions of the Americans with Disabilities Act (“ADA”). It is Public Prep’s policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual’s disability or perceived disability so long as the employee can perform the essential functions of his or her job. Public Prep will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made Public Prep aware of his or her disability, provided that such accommodation does not constitute an undue hardship on Public Prep.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact both the Human Resources Department and his/her supervisor. Public Prep encourages individuals with disabilities to come forward and request reasonable accommodations.

### **Procedure for Requesting an Accommodation**

On receipt of an employee’s accommodation request, the Human Resources Department and the employee’s supervisor will meet with the employee to discuss and identify the precise limitations resulting from the disability and the potential accommodation that Public Prep might make to help overcome those limitations. We may seek information from your health care provider regarding your limitations and the requested potential accommodations.

Public Prep will determine the feasibility of the requested accommodation considering various factors, including, but not limited to the nature and cost of the accommodation, Public Prep’s overall financial resources and organization, and the accommodations impact on the operation of Public Prep, including its impact on the ability of other employees to perform their duties and on Public Prep’s ability to conduct its school. Be aware that the ADA does not require Public Prep to make the best possible accommodation, to reallocate essential job functions, or to provide personal use items (i.e., eyeglasses, hearing aids, wheelchairs, etc.).

Public Prep will inform the employee of its decision on the accommodation request or on how to make the accommodation. If the accommodation request is denied, employees will be advised of their right to appeal the decision by submitting a written statement to the Human Resources Department explaining the reasons for the request. If the request on appeal is denied, the decision is final.

An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against based on a disability should notify the Human Resources Department or his or her designee. All such inquiries or complaints will be treated as confidential to the extent permissible by law.

## **CONFLICT OF INTEREST AND OUTSIDE EMPLOYMENT STATEMENT**

### **In General**

Public Prep expects its employees to conduct themselves according to the highest ethical and professional standards of conduct. Employees are expected to devote their best efforts to the interests of Public Prep. Business dealings that appear to create a conflict between the interests of Public Prep and an employee are unacceptable. Public Prep recognizes the right of employees to engage in activities outside of their employment which are of a private nature and unrelated to our educational mission. However, the employee must disclose any possible conflicts so that Public Prep may assess and prevent potential conflicts of interest from arising. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (i.e., spouse or significant other, children, parents, siblings) as a result of Public Prep’s business dealings.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones which most frequently present problems. If an employee has any question whether an action or proposed course of conduct would create a conflict of interest, he or she should immediately contact the Human Resources Department to obtain advice on the issue. The purpose of this policy is to protect employees from any conflict of interest that might arise.

### **Outside Employment**

Employees are required to obtain written approval from their direct supervisor before participating in outside work activities. Approval will be granted unless the activity conflicts with Public Prep’s interest. In general, outside work activities are not allowed when they:

- prevent the employee from fully performing work for which he or she is employed at Public Prep or one of its schools, including overtime assignments;
- involve organizations that are doing or seek to do business with Public Prep, including actual or potential vendors or customers; or
- violate provisions of law or Public Prep's policies or rules.

From time to time, Public Prep employees and employees of its schools may be required to work beyond their normally scheduled hours. In cases of conflict with any outside activity, the employee's obligations to Public Prep and its schools must be given priority. Employees are hired and continue in Public Prep's employ with the understanding that Public Prep is their primary employer and that other employment or commercial involvement which is in conflict with the business interests of Public Prep is strictly prohibited.

A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

#### **Financial Interest in Other Business**

An employee and his or her immediate family may not own or hold any significant interest in a supplier, customer or competitor of Public Prep, except where such ownership or interest consists of securities in a publicly owned company and those securities are regularly traded on the open market.

#### **Reporting Potential Conflicts**

An employee must promptly disclose actual or potential conflicts of interest, in writing, to his or her direct supervisor and the Human Resources Department at Public Prep.

#### **CONFIDENTIAL NATURE OF WORK**

Employees of Public Prep will frequently have access to confidential information, particularly information regarding the school's students. This information should be treated as strictly confidential.

**EMPLOYMENT, COMPENSATION, AND PERSONNEL RECORDS**

## EMPLOYEE CATEGORIES

Based on the conditions of employment, employees of Public Prep and Public Prep Academies fall into one of the following three categories:

1. **Full-Time Employees** -- Full-time employees are those who work a schedule of 30 or more hours per week as indicated by their offer letter. Full-time employees are only eligible for additional compensation in the form of Per Session (worked/approved on an hourly basis), overtime (non-exempt employees only), and discretionary bonuses, as outlined in their offer letter. Full-time employees are eligible for Public Prep's employee benefits as set forth in Employee Benefits section of this handbook.
2. **Part-Time Employees** -- Part-time employees are those who work a schedule of less than 30 hours per week as indicated by his or her offer letter. All part-time employees must submit timesheets for hours worked and are not eligible for Public Prep's employee benefits.
3. **Temporary Employees** -- A temporary employee is hired for a specified project and/or limited time-frame as indicated in the agreement or offer letter. Non-exempt temporary employees are generally paid by the hour, while exempt temporary employees are generally paid according to the terms of hire for that individual. Temporary employees submit timesheets for time worked and do not receive any additional compensation or benefits provided by Public Prep.

### Additional Classifications

In accordance with Federal and State wage and hour laws and the Fair Labor Standards Act (FLSA), whether they are full-time, part-time or temporary, all employees fall into one of two categories:

1. **Exempt** employees are classified as such if their job duties are exempt from the overtime provisions of the Federal and State wage and hour laws. Exempt employees are not eligible for overtime pay.
2. **Non-Exempt** employees are classified as such if their job duties are not exempt from overtime provisions of the Federal and State wage and hour laws. Wages are calculated on an hourly basis and they are eligible to receive overtime pay in accordance with FLSA.

Moreover, employees of Public Prep and its schools, whether they are full-time, part-time or temporary, fall into two additional categories:

1. **Academic Year (or 10.5 Month) Employees** are those who work the school year and have summer vacation (i.e., Teacher, Fellow, School Social Workers, etc.);
2. **Calendar Year (or 12 Month) Employees** are those who work the full fiscal/calendar year (i.e., Principal, Academic Director, Director of Operations, Director of Student and Family Affairs, Dean of Culture, Family Coordinator, Office Manager, Administrative Assistant, Public Prep Network employees, etc.).

Lastly, employees fall into two additional categories based on where they work:

1. **Network-Based Employees** are those who work at Public Prep's main or home office;
2. **School-Based Employees** are those who work at Public Prep's member schools.

## PAYMENT OF EARNINGS

Payment of earnings is made bi-weekly for base salary due to exempt employees and hours worked for non-exempt employees during specific pay periods. Pay periods are two weeks long and paychecks are distributed every other Friday.

A copy of the Public Prep payroll schedule is available to any employee, upon request.

Both Academic Year and Calendar Year Employees are paid over a 12-month period.

If an Academic Year Employee is terminated or resigns before the end of the school year or term agreed upon in his/her offer letter, the employee will be paid a pro rated portion of their remaining wages for the year reflecting the portion of the academic year actually worked.

If an employee is hired after the start of the 12 month or 10.5 month year, he/she will earn a prorated salary reflecting the portion of the year worked. For example, if an Academic Year Employee works ½ of the academic year, his/her total earnings for the year will be ½ of his/her annual salary. If an Academic Year Employee is hired after the start of the first day of required work and is terminated or resigns, his/her final compensation will be a percentage of his/her prorated annual salary reflecting the portion of the year worked.

## **BONUSES**

All bonuses are issued at the discretion of Public Prep. If an employee is eligible for any discretionary bonus, the employee must be employed with Public Prep at the date of bonus distribution.

## **OVERTIME PAY (FULL-TIME NON-EXEMPT EMPLOYEES ONLY)**

Depending on work needs, all non-exempt full-time employees will be required to work overtime when requested to do so. Prior approval of a supervisor, however, is always required before any non-exempt employee works overtime.

After the employee has worked the normal 40 hours, all overtime is paid at a rate of 1½ times the employee's regular hourly rate in accordance with FLSA.

## **ADDITIONAL PAY FOR OTHER PRE-APPROVED WORK (FULL-TIME EXEMPT OR NON-EXEMPT EMPLOYEES ONLY)**

Full-time exempt or non-exempt employees are also eligible for additional pay for pre-approved work performed beyond their regularly scheduled weekly hours set forth in their offer letter (i.e., Saturday Academy, after-school program hours, etc.).

## **MEAL PERIODS**

Any employee working more than six hours in a day will be provided with one meal period of 30 minutes in length each workday. Employees are strongly encouraged to take this meal period to have a chance to relax and refresh themselves for the remainder of the day. Supervisors will schedule meal periods to accommodate operating requirements. Employees will be relieved of all active responsibilities and restrictions during meal periods and will be compensated for that time. Non-exempt employee meal periods will not count toward overtime.

## **REVIEW YOUR PAY STUB**

We make every effort to ensure you are paid correctly. Occasionally, however, mistakes can happen. When mistakes do happen and are called to our attention, we will promptly make any corrections necessary. It is your responsibility to review your pay stub when you receive it to make sure it is correct. If you believe a mistake has occurred or if you have any questions, please report it both to your direct supervisor and the Payroll Specialist at Public Prep via email.

## **TIME RECORDS**

The attendance of all employees is recorded daily. Attendance records are Public Prep records, and care must be exercised in recording the hours worked, overtime hours and absences.

All school-based exempt employees must record the time they arrive each day as well as any early departures from work on his or her time sheet.

All school-based and network-based non-exempt employees must record the time they arrived/departed each day, as well as meal breaks, on his or her time sheet. Each employee is responsible only for his or her own recordkeeping and failure to do so could result in a delayed paycheck or no paycheck. Falsifying a timesheet could result in disciplinary action, up to and including termination of employment. Employees' supervisors will review time sheets at the end of each pay period.

For reasons of safety, and tracking in the event of an emergency, all employees – exempt and non-exempt – are required to sign in. School-based exempt employees are only required to sign out if they are departing prior to the end of the school day.

## **PERSONNEL RECORDS**

To keep necessary Public Prep records up to date, it is extremely important that employees notify the Director of Operations and the Human Resources Department of any changes in name and/or marital status, address and/or telephone number, number of eligible dependents for benefits purposes, W-4 deduction changes and emergency contact change information. This information should be submitted no later than thirty (30) days after the change is made.

**TIME OFF**

## **TIME OFF - PURPOSE AND GENERAL GUIDELINES**

Public Prep expects employees to make every effort to be present for work and adhere to their assigned schedule. In order for the schools to operate effectively, employees are expected to perform all assigned duties and work all scheduled hours during each designated workday. We do know that time away from work is necessary and Public Prep recognizes that there are various reasons that employees will need to take time away from work to handle personal matters or take care of themselves. For this purpose, we have outlined policies and procedures to help employees be aware of what to do when time is needed away from work.

### **Approval for Time Off**

Due to the nature of our learning and professional communities, employee time off must be submitted for approval to their direct supervisor, following their location-specific procedures. All employee requests for time off are considered in light of the impact it would have on school culture, coverage and any other factors related to student learning and achievement. We ask that, whenever possible, requests for time off be made at least two (2) weeks in advance. Due to the nature of some leave needs, two weeks advance notice is unrealistic. In those cases, we ask that you provide as much advance notice as possible.

Approval for time off shall be provided by supervisors within 72 hours of request. All time off will be recorded for attendance records and payroll purposes.

### **Unapproved Time Off**

Due to the nature of our learning and professional communities, when time off is unapproved, it will be unpaid. Employee pay rates for unapproved/unpaid time off will be calculated at a daily rate based on of the employee's salary (for exempt employees) or hourly rate (for non-exempt employees). All unpaid time off will be documented for attendance records and payroll purposes.

### **Unused Time Off**

Under no circumstances will payment in lieu of unused time off be given. Furthermore, unused banks of days may not be carried over beyond the year in which those days were allotted. Banks will reset at the beginning of each fiscal year.

Employees who resign or are terminated shall not be eligible to be paid for unused PTO days.

## **RESTRICTIONS TO TIME OFF BENEFITS**

Time off benefits should not be requested to extend federal holiday vacations or prescribed vacation periods. Moreover, time off benefits should not be requested on professional development days or parent-teacher conference days at schools.

### **Blackout Dates**

In alignment with the Public Prep Academic Year Calendar, it is critical that during specific instructional and operational times, employees make every effort to be in attendance. During these specific times of the year, time off requests are discouraged to maintain the instructional integrity and coverage necessary to address school and student needs. Please plan accordingly around blackout periods to ensure personal needs are met. The blackout dates are listed in Appendix A to this handbook.

## **FLEXIBLE PAID TIME OFF ("PTO") (FULL-TIME EMPLOYEES ONLY)**

All full-time employees are eligible for eight (8) Paid Time Off ("PTO") days per year for doctor's visits, family commitments, religious observance, moving, etc. The primary purpose of this policy is to provide full-time employees with flexible paid time off from work during periods in which he or she is unable to attend work due to:

- Personal illness, accident/injury or medical/dental appointment that cannot be scheduled outside of the employee's regular scheduled work hours;
- Illness, accident/injury or medical/dental appointment that cannot be scheduled outside of the employee's regular scheduled work hours, for an employee's legal dependent/family member;
- Closure of Public Prep or any member school due to a public health emergency;
- Childcare obligations where the child's school or childcare provider has been closed due to a public health emergency
- The need for "safe time" to:

- Obtain services from a domestic violence shelter, rape crisis center, or other shelter or services program for relief from a family offense matter, sexual offense, stalking, or human trafficking;
  - Participate in safety planning, temporarily or permanently relocate, or take other actions to ensure your own or a family member's safety from future family offense matters, sexual offenses, stalking, or human trafficking;
  - To meet with a civil attorney or other social service provider to obtain information and advice on, and prepare for or participate in any criminal or civil proceeding relating to family offense matters, sexual offenses, stalking, human trafficking, custody of children, visitation rights, matrimonial issues, orders of protection, immigration, housing, discrimination in employment, housing, or consumer credit;
  - To file a complaint or domestic incident report with law enforcement;
  - To meet with a district attorney's office;
  - To enroll children in a new school; or
  - To take other actions necessary to maintain, improve, or restore your own or a family member's physical, psychological, or economic health or safety, or to protect those who associate or work with you.
- Family commitments;
  - Religious observance;
  - Moving;
  - School;
  - Volunteerism; or
  - Other activities of the employee's choice.

Employees may take paid time off in half (4.00 hours) or full (8.00) day increments.

Any Public Prep Network-Based employee or School-Based 12-month employee hired after August 1<sup>st</sup> will receive a prorated number of Paid Time Off days for the remainder of the fiscal year based on their start date.

Any School-Based 10.5-month employee hired after September 1<sup>st</sup> will receive a prorated number of Paid Time Off days for the remainder of the school year based on their start date.

See Appendix B for prorating calculations.

### **Approval Required**

The scheduling of each specific PTO day is subject to the approval of the direct supervisor. Employees must submit the PTO request to their direct supervisor at least two weeks prior to the date requested and receive written approval, unless there is an emergency or unless it is impractical to do so.

### **Late Arrival/Early Departure for PTO Eligible Events**

For time required for PTO eligible events that fall at the beginning or end of the day, a reasonable number of early departures/late arrivals will be granted, with supervisor approval, up to 90 minutes from the start/end of the business/instructional day. Any departure or arrival that exceeds 90 minutes from the start/end of the business/instructional day will count as a half PTO day.

### **Safe and Sick Time**

PTO days may be used for "safe time" (described above) and sick time, in accordance with the NYC Earned Safe and Sick Time Act. In cases of extended illness, accidents, or a need to take more than 40 hours (5 days) of sick leave, we suggest meeting with Human Resources to discuss your eligibility for disability or other leave benefits.

### **Days of Consecutive Absence Due to Illness**

After three (3) or more consecutive days of illness the employee may be asked by the supervisor to present a "fit-for-duty" note from the employee's doctor. If the employee is out five (5) consecutive business days and knows that he or she is going to be out longer, the employee must e-mail his or her supervisor and the Human Resources Department at Public Prep. At this stage, a determination will be made for the designation of disability and/or Family and Medical Leave Act (FMLA) benefits.

### **Attendance Bonus**

At the end of each academic year, Public Prep awards attendance bonuses to all eligible full-time school-based staff members (teachers, administrators, operations staff, and paraprofessionals) to recognize individuals who have been in attendance during regular school days and professional development days. Public Prep Network Home Office staff

members are not eligible for attendance bonuses.

The bonus system pays out for unused PTO days at a rate of \$100.00 per day.

Note, these bonuses may be subject to different taxes, per IRS regulations on bonuses. The attendance bonus is based on total days missed during the regular school year, including absences accumulated from half-days and tardies. Half-days count against the attendance bonus as 0.5 days missed and each tardy counts as 0.2 days missed. Tardies are defined as clocking in at any time after the employees designated start time that is not excused as a late arrival. The academic year is defined as all school days plus required professional development and family conference days.

On years in which school is in session on Good Friday, Yom Kippur, Rosh Hashanah, and Eid al-Fitr these holidays will be considered non-standard leave days which will count against an employee's total leave accumulation, however those holidays will not count against the employee's attendance bonus. As stated above, in exceptional circumstances, a Principal has discretion to allow a non-standard leave day to not count against the attendance bonus.

Staff members who join Public Prep after the start of the academic year and meet all the other requirements to be eligible for the attendance bonus shall receive an attendance bonus aligned to the pro-rated number of days issued based off of their start date. If a part-time staff member becomes full-time during the academic year, he or she is eligible to receive an attendance bonus aligned to the pro-rated number of days issued based off of their start date as a full-time employee

Only full-time, school-based employees are eligible for the attendance bonus. The bonus listed above is based on a full-time staff member working at least 40 hour work week. Full-time staff members eligible for the attendance bonus who work less than 40 hours per week shall be paid a pro-rated attendance bonus, as per the following formula: Percentage of the workload multiplied by the earned bonus amount for the number of days missed. For example, an employee, who works 30 hour per week, would be eligible for a bonus of \$75.00 per day (30 hours/40 hours x \$100.00 per day).

Staff members are eligible for payment provided they complete the school year and any other eligibility requirements mentioned above. Staff members do not need to be employed at the time of payout in order to receive the attendance bonus.

## **PAID SAFE AND SICK TIME (FOR PART-TIME & TEMPORARY EMPLOYEES)**

Part-time and Temporary employees who work more than 80 hours in a calendar year are eligible to receive paid time off for "safe time" and "sick time" under the Earned Safe and Sick Time Act. These employees shall accrue Safe/Sick time at a rate of one (1) hour for every thirty (30) hours worked up to a total of forty (40) hours in a calendar year. See Appendix C for prorating calculations.

## **LEAVE UNDER THE FAMILY AND MEDICAL LEAVE ACT**

The Family and Medical Leave Act ("FMLA") provides eligible employees with **up to** 12 workweeks of unpaid leave for certain family and medical reasons during a 12 month period and up to 26 workweeks of unpaid leave to care for a family member who has been injured while on active military service duty. During this leave, an eligible employee is entitled to continued group health plan coverage as if the employee had continued to work. At the conclusion of the leave, subject to some exceptions, an employee generally has a right to return to the same or to an equivalent position.

### **Employee Eligibility Criteria**

To be eligible for FMLA leave, an employee must have been employed by Public Prep, and:

- the employee must have worked 1,250 hours during the 12 months prior to the start of leave
- at a worksite (i) with 50 or more employees; or (ii) where 50 or more employees are located within 75 miles of the worksite.

### **Events Which May Entitle an Employee to FMLA Leave**

FMLA leave may be taken for any one, or for a combination of, the following reasons:

- the birth of the employee's child or to care for the newborn child;
- the placement of a child with the employee for adoption or foster care or to care for the newly placed child;
- to care for the employee's spouse, partner, child or parent (but not in-law) with a serious health condition;

- to care for a covered service member (spouse, child, parent or next of kin) recovering from a serious injury or illness incurred in the line of active duty. (Eligible employees may take up to twenty-six (26) weeks of FMLA for this “Covered Service member Leave”);
- a qualifying exigency arising out of a family member’s active military duty or call to active duty; and/or
- the employee’s own serious health condition that makes the employee unable to perform one or more of the essential functions of his or her job.
- a “serious health condition” is an injury, illness, impairment or physical or mental condition that involves inpatient care or continuing treatment by a health care provider.

### **How Much FMLA Leave May Be Taken**

#### *The 12 Month Period*

An eligible employee is entitled to up to 12 work weeks of unpaid leave during a 12 month period for any FMLA qualifying reason(s), or up to 26 weeks to care for a covered service member recovering from a serious injury or illness incurred in the line of active military duty. The 12 month period is rolling based off of the start date of your FMLA leave.

#### *Limitations on FMLA Leave*

Leave to care for a newborn or for a newly placed child must conclude within 12 months after the birth or placement of the child.

When both spouses are employed by Public Prep, together, they are entitled to a combined total of 12 workweeks of FMLA leave within the designated 12 month period for the birth, adoption or foster care placement of a child with the employees, for aftercare of the newborn or newly placed child, and to care for a parent with a serious health condition. Each spouse may be entitled to additional FMLA leave for other FMLA qualifying reasons (*i.e.*, the difference between the leave taken individually for any of the above reasons and 12 workweeks, but not more than a total of 12 workweeks per person).

For example, if each spouse took 6 weeks of leave to care for a newborn child, each could later use an additional 6 weeks due to his or her own serious health condition or to care for a child with a serious health condition.

#### *Intermittent or Reduced Work Schedule Leave*

Intermittent leave is leave taken in separate blocks of time. A reduced work schedule leave is a leave schedule that reduces an employee’s usual number of hours per workweek or hours per workday.

Leave to care for a newborn or for a newly placed child generally may not be taken intermittently or on a reduced work schedule. Employees may submit requests to take such leave intermittently or on a reduced work schedule, and Public Prep will evaluate such requests on a case-by-case basis.

Leave because of an employee’s own serious health condition, or to care for an employee’s spouse, child or parent with a serious health condition, may be taken all at once or, where medically necessary, intermittently or on a reduced work schedule.

If an employee takes leave intermittently or on a reduced work schedule basis, the employee must, when requested, attempt to schedule the leave so as not to unduly disrupt the Public Prep’s operations. When an employee takes intermittent or reduced work schedule leave for foreseeable planned medical treatment, Public Prep may temporarily transfer the employee to an alternative position with equivalent pay and benefits for which the employee is qualified and which better accommodates recurring periods of leave.

### **Requests for FMLA**

An employee who finds it necessary to request FMLA must do so in writing to his/her supervisor and the Human Resources Department 30 days in advance of leave, if at all possible. In the event of an emergency, contact them as soon as possible. The Human Resources Department will then provide in writing the necessary information regarding the leave, and paperwork that must be completed in order to be approved for FMLA. If you have questions regarding FMLA, please contact the Human Resources Department at Public Prep.

### **Use of Paid and Unpaid Leave**

FMLA provides eligible employees with up to 12 work weeks of unpaid leave. If an employee has accrued paid leave benefits (e.g., vacation or PTO), employees may request to use paid leave. The paid leave will run concurrently with the

unpaid leave. Any days remaining after the paid time off benefits have been exhausted will be unpaid. This includes leave for disability or workers' compensation injury/illness, provided that the leave meets FMLA requirements.

### **Maintenance of Health Benefits**

During FMLA leave an employee is entitled to continued group health plan coverage under the same conditions as if the employee had continued to work.

To the extent that an employee's FMLA leave is paid, the employee's portion of health insurance premiums will be deducted from the employee's salary. For the portion of FMLA leave that is unpaid, the employee's portion of health insurance premiums may be paid on the same schedule as payments under COBRA.

If the employee's payment of health insurance premiums is more than 30 days late, Public Prep may discontinue health insurance coverage upon notice to the employee.

### **Return from FMLA Leave**

Upon return from FMLA leave, Public Prep will place the employee in the same position the employee held before the leave or an equivalent position with equivalent pay, benefits and other employment terms. Also, upon return the employee must provide the Director of Operations and the Human Resources Department with a "fit-for-duty" note from their doctor.

### **Limitations on Reinstatement**

An employee is entitled to reinstatement only if he or she would have continued to be employed had FMLA leave not been taken. Thus, an employee is not entitled to reinstatement if, because of a layoff, reduction in force or other similar reason, the employee would not be employed at the time job restoration is sought.

Public Prep reserves the right to deny reinstatement to salaried, eligible employees who are among the highest paid 10 percent of Public Prep's employees employed within 75 miles of the worksite ("key employees") if such denial is necessary to prevent substantial and grievous economic injury to Public Prep's operations.

### **Salary Action**

Any planned salary increase for an employee returning from an unpaid leave of absence without pay will be deferred by the length of the leave.

## **LEAVE UNDER THE NEW YORK STATE PAID FAMILY LEAVE ACT**

Paid Family Leave can be taken by employees who are eligible for time off under the provisions of the FMLA. PFL will run concurrently with designated FMLA leave when the reason for leave qualifies under both PFL and FMLA. Eligible employees must then apply for both PFL and FMLA.

Employees may not receive short-term disability and Paid Family Leave benefits at the same time. Employees may not take more than 26 combined weeks of short-term disability and Paid Family Leave in a 52-week period.

If an employee is unable to work and qualifies for Workers' Compensation Benefits, the employee may not use Paid Family Leave benefits at the same time they are receiving Workers' Compensation benefits. If employees are receiving reduced earnings during leave from Public Prep, employees may be eligible for Paid Family Leave. Please check with the Human Resources Department.

New York's Paid Family Leave provides job-protected, paid time off so an employee can: (1) Bond with a newly born, adopted or fostered child, (2) Care for a close relative with a serious health condition, or (3) Assist with family situations when a family member is deployed abroad on active military service. The employee can continue their health insurance while on leave and are guaranteed the same or comparable job after their leave ends. If an employee contributes to the cost of their health insurance, the employee must continue to pay their portion of the premium cost while on Paid Family Leave.

### **Eligibility**

All eligible employees are entitled to participate in Paid Family Leave.

- Employees who work a regular schedule of 20 or more hours per week are eligible after 26 consecutive weeks of employment.

- Employees who work a regular schedule of less than 20 hours per week are eligible after working 175 days, which do not need to be consecutive.

### Qualifying Events

- **New Child:** Employees can take Paid Family Leave during the first 12 months following the birth, adoption, or fostering of a child. Expectant mothers cannot take Paid Family Leave for their own pregnancy. Paid Family Leave for the birth of a child begins after the birth. *It is not available for prenatal conditions.*
- **Serious Illness:** Employees can take Paid Family leave to care for a *close relative* with a serious health condition. These relatives can live outside of New York State and even outside the country. *An employee cannot take Paid Family Leave for your own health condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves:* Inpatient care in a hospital, hospice, or residential health care facility, or continuing treatment or continuing supervision by a health care provider. *A close relative includes:*
  - Spouse
  - Domestic partner
  - Child and stepchild
  - Parent and stepparent
  - Parent-in-law
  - Grandparent
  - Grandchild
- **Military Active Service Deployment:** Employees can take Paid Family Leave to assist with family situations arising when their spouse, domestic partner, child, or parent is deployed abroad on active military service or has been notified of an impending military deployment abroad. *Employees cannot use Paid Family Leave for their own qualifying military event.*

### Employee Rights and Protections

Employees have job protection, ensuring they can return to the same job (or a comparable one) when an employee returns from Paid Family Leave. Employees can keep their health insurance while on leave. If an employee contributes to the cost of their health insurance, they must continue to pay their portion of the premium cost while on leave. Public Prep does not discriminate or retaliate against an employee for requesting or taking Paid Family Leave. Employees do not have to take all of their sick and/or vacation time before using Paid Family Leave.

### Taking Paid Family Leave

1. *Notify your employer.* When you want to take Paid Family Leave, you must notify Public Prep at least thirty (30) days before your leave will start if it's foreseeable. Otherwise, employees must notify Public Prep as soon as possible.
2. *Obtain required forms.* Contact Public Prep, our Paid Family Leave insurance carrier (Unum), or visit [ny.gov/PaidFamilyLeave](http://ny.gov/PaidFamilyLeave) to obtain the required forms.
3. *Complete and submit forms.* Fill out the Request for Paid Family Leave (Form PFL-1) following the instructions on the cover sheet, and submit it to Public Prep. Public Prep will then fill out its section of the form and return it to you within three business days. If Public Prep fails to respond within three business days, you may proceed to the next step below and submit all materials directly to Public Prep's Paid Family Leave insurance carrier, Unum.
4. *Obtain and attach supporting documentation.* The specific documentation or additional forms required are described on the request for Paid Family Leave (PFL-1 form) and at [ny.gov/PaidFamilyLeaveApply](http://ny.gov/PaidFamilyLeaveApply).
5. *Submit your request forms and supporting documentation.* Submit to Public Prep's Paid Family Leave insurance carrier, Unum. You can submit your claim before or within 30 days after the start of your leave. Unum must pay or deny your request within 18 calendar days of receiving your completed forms.

### Accruing Time for PFL Eligibility

Time spent on paid vacation, sick or personal days can be counted toward an employee's eligibility determination.

### Supplementing PFL with Accrued Time

Employees may supplement PFL with accrued time in order to receive full pay during their absence.

### Policy on Spouses Taking PFL

Company policy allows only one employee at a time to receive PFL to bond with the same child or care for the same family member.

## **Salary Action**

Any planned salary increase for an employee returning from a leave of absence with partial pay will be deferred by the length of the leave.

## **PAID MATERNITY/PATERNITY LEAVE (FULL-TIME EMPLOYEES ONLY)**

Public Prep offers six (6) weeks of paid leave to full-time employees for the birth or adoption of the employee's child. All full-time employees who have been employed by Public Prep for more than three (3) months are eligible for this paid leave. This leave will begin with the birth of the child, the placement of the adopted child with the family, or when the employee is physically unable to work because of the pregnancy. An employee who returns to work after six (6) weeks of maternity leave is entitled to return to the same or equivalent position.

This paid leave runs concurrently with the employee Short-Term Disability benefit.

Public Prep requests that employees inform their supervisor and Human Resources Department at Public Prep as soon as possible, after becoming aware of an impending birth so that we can maintain our standard level of quality instruction and service. When notifying, please provide your anticipated due date.

Maternity/Paternity leave will run concurrent with FMLA only if the employee is eligible for FMLA. Please see the policy on FMLA. If you are not eligible for FMLA, we still allow you to take an additional six weeks of unpaid leave.

## **VACATION (FULL-TIME EMPLOYEES ONLY)**

Time away from work to relax is important to everyone. All full-time employees are eligible for paid vacation benefits. Part-time and temporary employees are not eligible for paid vacation benefits. Full-time non-exempt employees are paid for regular scheduled hours during vacation periods in accordance with their employee type, as described below:

### **All Academic Year Employees and Calendar Year School-Based Employees:**

*Academic Year (10.5-Month) School-Based Employees* – Approved vacation periods for full-time Academic Year Employees shall be set forth in each year's Academic Year calendar and will be aligned with the student holiday schedule (inclusive of Federal holidays). School year calendars will be distributed at the beginning of each school year. Employees who resign or are terminated shall not be eligible to be paid for unused vacation days.

*Calendar Year (12-Month) School-Based Employees* – Approved vacation periods for full-time Calendar Year Employees shall be set forth in each year's School calendar and will be aligned with the student holiday schedule. In addition, all Calendar Year Employees will receive an additional eight (8) vacation days to be used during the summer months (July/August) when school is not in session. The scheduling of these additional vacation days must be approved by the employee's direct supervisor and/or the Principal. Requests must be made at least two weeks in advance by submitting a time off request. Employees will not be permitted to carry over any unused vacation time into the following year, nor will unused vacation days be paid out at the end of the year. Employees who resign or are terminated shall not be eligible to be paid for unused vacation days.

### **12-Month Leadership Team Members (Principal, Academic Directors, Director of Student & Family Affairs, Dean of Culture, Director of Operations, and Assistant Director of Student and Family Affairs):**

Leaders of Public Prep schools that are 12-month employees are granted eight (8) summer vacation days (in addition to the eight (8) days afforded to all Calendar Year Employees (discussed above) to be utilized between July 1, 2018 and the return of staff from summer vacation (as dictated by the Academic Year calendar).

Additionally, during the Academic Year, Leaders of Public Prep schools are granted up to five (5) days of vacation time as "comp days". These days can only be requested if the employee is working during school breaks and/or holidays. Requests to take "comp days" must be made at least two weeks in advance for payroll purposes. Requests will be approved only if they will not adversely affect work outcomes. Employees requesting "comp days" should discuss work outcomes with their supervisors when making their requests.

If an employee has not explicitly communicated the desire to work during a scheduled school vacation period with their supervisor, vacation time will automatically be applied.

**Public Prep Network-Based Employees:**

Public Prep Network-Based Employees are entitled to twenty (20) business days of paid vacation. The scheduling of these vacations must be approved by the employee's direct supervisor. Requests must be made at least two weeks in advance by submitting a time off request. Rollover/carryover of unused vacation is not permitted.

Any Public Prep Network-Based employee hired after August 1<sup>st</sup>, will receive a prorated number of vacation days for the remainder of the fiscal year based on their start date.

**FEDERAL HOLIDAYS**

All full-time, part-time, and temporary employees shall be entitled to the Federal holidays listed below. If a Federal holiday falls on a Thursday, then the following day, Friday, will also be considered a holiday.

2018		2019	
Independence Day	Wednesday, July 4, 2018	New Year's Day	Tuesday, January 1, 2019
Labor Day	Monday, September 3, 2018	MLK Jr. Birthday	Monday, January 21, 2019
Indigenous Peoples' Day	Monday, October 8, 2018	Presidents' Birthday	Monday, February 18, 2019
Thanksgiving Day	Thursday, November 22, 2018 Friday, November 23, 2018	Memorial Day	Monday, May 27, 2019
Christmas Day	Tuesday, December 25, 2018	**School-based employees should always reference the Academic Year calendar to verify if the school is open on a Federal Holiday. In the event school is in session, school-based employees are expected to work.	

**BEREAVEMENT LEAVE (FULL-TIME EMPLOYEES ONLY)**

In the unfortunate event of a death in the immediate family, a leave of absence of up to three (3) days with pay will be granted for full-time employees. If an employee requires more than 3 days, he or she must use his or her personal or vacation days. Employees must notify their supervisor by phone and or email. In the event the employee is unable to reach their supervisor, the employee is required to call the next level of supervisor and/or the Human Resources Department at Public Prep.

For this purpose, immediate family is defined as:

- Spouse
- Significant Other
- Child
- Step-child
- Parents (including in-laws), step-parents
- Siblings, step-siblings
- Grandparents
- Grandchildren

**COURT AND JURY DUTY LEAVE**

A leave of absence for will be granted to any employee who has been summoned to serve as a juror, or to appear as a witness in court proceedings.

**Jury Service**

Upon receipt of the notice to serve jury duty, the employee should immediate notify his/her supervisor and/or the Principal at the school-level. Full-time employees will receive their regular pay for up to seven (7) days during the period of jury duty, provided they submit documentation to their supervisor in advance. For jury duty that lasts more than seven (7) days, full-time employees will be compensated by payment of an amount equal to the difference between their jury duty pay and their regular salary. Part-time and temporary employees will be compensated at their regular rate of pay and based on their regular schedule of hours, but only up to a maximum of \$40 per day, for up to three (3) days of jury service. An employee on jury duty is expected to report to work any day he or she is excused from jury duty for the entire day or prior to 1:00 p.m.

Payment will apply only to employees who are *summoned* to jury or witness duty. An employee who volunteers for jury duty will not receive compensation from Public Prep or its schools.

If the jury duty falls at a time when the employee cannot be away from work, Public Prep shall request that the court allow the employee to choose a more convenient time to serve if he or she makes a request in accordance with the court's procedures. Classroom staff are expected to seek a postponement of jury duty until a date on which school is not in session.

### **Appearing as a Witness**

Employees are entitled to unpaid time off to appear as a witness in court proceedings.

### **TIME OFF FOR VOTING**

In the event an employee does not have four (4) consecutive hours in New York between the opening of the polls and the beginning of his or her work shift or between the end of his or her work shift and the closing of the polls to vote in a primary or general election held in the state, the employee may take up to two (2) hours of working time off with pay to vote. This time should be taken at the beginning or end of the regular work shift and the Public Prep may designate the appropriate time. The employee should notify his or her supervisor of the need to take time off to vote prior to the day of the election.

### **MILITARY LEAVE**

An employee who is a member of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be excused with pay for up to ten (10) work days per year to take required military service, training or related obligations, provided he or she submits valid orders from the excused period. Any military time taken after 10 days will be unpaid.

Moreover, an employee who is a member of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted a leave of absence for military service, training or related obligations in accordance with applicable law. Employees on military leave may substitute their accrued paid leave time for unpaid leave.

During a military leave of less than 31 days, an employee is entitled to continued group health plan coverage under the same conditions as if the employee had continued to work. For military leaves of more than 30 days, an employee may elect to continue his or her health coverage for up to four years of uniformed service, but may be required to pay all or part of the premium for the continuation coverage.

At the conclusion of the leave, and upon the satisfaction of certain conditions, an employee generally has a right to return to the position he or she would have attained with reasonable certainty but for the intervening absence due to military service, with equivalent seniority, status, pay and other terms and conditions of employment, that the employee is qualified to perform.

A spouse of a member of the US Armed Forces or Reserves who has been deployed, is entitled to 10 days of unpaid leave when the service member is on a leave from military duty.

### **WORKING FROM HOME**

Calendar Year Employees may arrange to work at home for some period of time during the summer. Public Prep Employees may also arrange to work at home. All requests to work from home must be planned and approved with a direct supervisor to ensure that the work that needs to be done can be completed outside of the Public Prep/Girls Prep/Boys Prep workspace. A written request is required. While working at home the employee must be available to Public Prep/Girls Prep/Boys Prep by phone and electronic communication and must be able to provide documentation supporting the work accomplished from home when asked by the supervisor.

### **SCHOOL CLOSING**

In the event of inclement weather, Public Prep and Public Prep Academies will follow the same schedule as the other public schools in New York City. Students, parents, teachers and other staff can obtain information regarding the closing of the School or reduced hours from the radio stations 880 or 1010 AM, by calling 311, or visiting [www.nyc.gov/311/](http://www.nyc.gov/311/).

## **EMPLOYEE BENEFITS**

## **DISCLAIMER**

Public Prep has established a variety of employee benefit programs designed to assist employees and their eligible dependents in meeting the financial burdens that can result from illness and disability, and to help employees plan for retirement. This portion of the Employee Handbook contains a general description of the benefits to which Public Prep employees may be entitled. Please understand that this general explanation is not intended to, **and does not** provide employees with all the details of these benefits. Employees should refer to the benefits summary and open enrollment documents for specific information, since this handbook only briefly summarizes some subjects. Moreover, this Handbook does not change or otherwise interpret the terms of the official plan documents and the terms of the written summary plan descriptions governing the insurance policies are the controlling documents. Your rights can be determined only by referring to the full text of the official plan documents, which are available at request from the Human Resources Department. To the extent that any of the information contained in this Handbook is inconsistent with any official plan documents, the provisions of the official plan documents will govern.

Please note that nothing contained in the benefit plans described herein shall be held or construed to create a promise of employment or future benefits, or a binding contract between Public Prep and its employees, retirees or their dependents, for benefits or for any other purpose. All employees shall remain subject to discharge or discipline to the same extent as if these plans had not been put into effect.

Public Prep reserves the right, in its sole and absolute discretion, to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, at any time, with or without notice, including any health benefits that may be extended to retirees and their dependents. Further, Public Prep reserves the exclusive right, power and authority, in its sole and absolute discretion, to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans.

For more complete information regarding any of our benefit programs, please refer to your Summary Plan Descriptions and/or contact the Human Resources Department at Public Prep.

### **Domestic Partnerships**

Public Prep recognizes Domestic Partnerships as a legal relationship permitted under the laws of the State and City of New York for couples that have a close and committed personal relationship. The Domestic Partnership Law recognizes the diversity of family configurations, including lesbian, gay and other non-traditional couples.

Recognized partnerships require that both parties are New York City residents and both persons are 18 years of age or older. Neither partner can be married or related by blood in a manner that would bar his or her marriage in New York State. Partners must have a close and committed personal relationship, live together (you must be able to truthfully state an identical residential address), and are financially interdependent. Neither party can be in another Domestic Partnership or have been for the last six months.

Partners must register as Domestic Partners with New York City at City Clerk office locations or at City Clerk online. Once registered, your partner may qualify for insurance benefits. To enroll your partner in benefits, you must be able to provide proof of Domestic Partnership to the Human Resources Department at Public Prep.

### **MEDICAL BENEFITS -- OXFORD**

All full-time employees are eligible for Comprehensive Medical benefits (including major medical, hospitalization, dental and optical). This coverage will become effective the first of the month following the date of hire. Current employees are required to pay between ten percent (single) and thirty percent (family) of the total cost of premiums for themselves and any covered dependents. That percentage is subject to change on 30 days prior notice.

### **DENTAL INSURANCE -- UNITED**

All full-time employees are eligible for dental insurance. Public Prep offers two tiers of coverage: a basic plan at no cost to employees and an enhanced plan that is charged to the employee. For further information and enrollment, contact the Human Resources Department at Public Prep or view benefits materials on the PPN\_HR\$ drive.

### **VISION INSURANCE -- UNITED**

All full-time employees are eligible for voluntary vision insurance at a minimal cost to the employee. For further information and enrollment, contact the Human Resources Department at Public Prep or view benefits materials on the PPN\_HR\$ drive.

### **LIFE INSURANCE -- UNUM**

All full-time employees are eligible for basic life insurance, up to the value of the employee's annual salary, at no cost to the employee. Additional "Ancillary" life insurance may be purchased by the employee. For further information and enrollment, contact the Human Resources Department at Public Prep or view benefits materials on the PPN\_HR\$ drive.

### **AUTOMATIC CHECK/DIRECT DEPOSIT**

All employees, regardless of their status, may request to have their payroll checks automatically deposited in their bank accounts (savings and/or checking). These deposits will become accessible to the employee no later than the close of business the day after the check date. To obtain a Direct Deposit instructions, please contact the Payroll Specialist at Public Prep.

### **COMMUTER BENEFITS -- INDEPENDENT PENSION SERVICES**

All full-time employees are eligible for commuter benefits to pay for commuting expense or parking. This benefit is offered through Independent Pension Services. If you are interested, please call Independent Pension Services at (516) 747-5210 for information and forms, contact the Human Resources Department at Public Prep, or view benefits materials on the PPN\_HR\$ drive.

### **FLEXIBLE SPENDING ACCOUNT -- INDEPENDENT PENSION SERVICES**

All full-time employees are eligible for Flexible Spending Account ("FSA") benefits. Through this program, employees can set aside pre-tax dollars for health and dependent care expenses. Changes to FSA deductions are not permitted during the plan year unless there is a significant life event (as defined by the FSA plan). The FSA is managed by Independent Pension Services. For Additional information please call Independent at (516) 747-5210, contact the Human Resources Department at Public Prep, or view benefits materials on the PPN\_HR\$ drive.

### **CONTINUATION OF HEALTH BENEFITS – COBRA**

In accordance with Consolidated Omnibus Budget Reconciliation Act (COBRA), all eligible employees may, upon termination of employment, continue their health insurance benefits as long as they meet all the qualifying requirements. The employee is responsible for payment of the entire premium plus 2% administrative costs. The maximum amount of time for continuation through our group coverage is thirty-six (36) months for medical and eighteen (18) months for dental and vision. Additional information will be provided at termination of employment. Please contact the Human Resources Department at Public Prep for additional information.

### **403B/RETIREMENT BENEFITS -- CPI/CUNA MUTUAL**

All full-time employees are eligible to participate in a retirement plan with Public Prep. Public Prep offers eligible staff a 403(b) plan. A description of the plan as set forth in the summary plan document is available from the Plan Administrator. It is the intention of Public Prep to match up to 5% of an employee's base salary as a contribution to the plan. Additional tiers of matching can be provided based on tenure. Additional information is available from the Human Resources Department at Public Prep.

### **SUPPLEMENTAL MEDICAL BENEFITS – AFLAC**

We offer supplemental medical coverage for employees through Aflac. This program was designed to help prevent loss of wages for employees in the event of medical emergencies. These plans are paid for, in full, by the employee and include:

- Accident Indemnity Protection
- Hospital Protection
- Personal Sickness Indemnity
- Short-Term Disability Income

- Specified Health Event Protection

## **DISABILITY INSURANCE – UNUM**

We offer short and long term disability coverage through Unum for qualified employees, at no cost to the employee. After seven (7) consecutive days of being disabled and unable to work, the Short Term Disability benefit begins on the 8th day and lasts for no more than twelve (12) weeks. If for the birth of a child, Short Term Disability lasts for six (6) weeks for vaginal delivery and eight (8) weeks C-section delivery. The benefit is 60% of salary (or up to \$2,000 per week). If the employee is still deemed unable to work after twelve (12) weeks, long term disability will begin, if qualified. Long term disability will last as long as the employee is disabled and unable to work, up to age 65. The benefit will then become monthly (60% of salary or up to \$7,000 per month).

All Public Prep/School employees are also offered optional voluntary benefits through Aflac. Additional information is available from the Human Resources Department at Public Prep.

## **CARE ADVANTAGE PROGRAM -- BRIGHT HORIZONS**

All full-time employees are eligible to enroll in Public Prep's Care Advantage Program through Bright Horizons. There is no cost to the employee to enroll, however, employees must pay a copay for services rendered as they utilize them. Additional information is available from the Human Resources Department at Public Prep.

## **STUDENT LOAN REPAYMENT ASSISTANCE -- PEOPLE JOY**

Full-time employees are eligible to receive an employer contribution that is equivalent to 10% of their minimum monthly payment. There is no cost to the employee for enrollment. Employees must make their monthly loan payments in order to receive matching and payments are made directly to the loan company. Additional information is available from the Human Resources Department at Public Prep.

## **NY529 EMPLOYER PLAN -- J.P. MORGAN**

All full-time employees are eligible to utilize Public Prep's group code to sign up for an Advisor-Guided College Savings Program to save for college for qualified dependents or loved ones. A description of the plan is set forth in the summary plan documents. Additional information is available from the Human Resources Department at Public Prep.

## **TUITION/CERTIFICATION REIMBURSEMENT PROGRAM**

Public Prep allocates funds to support the professional development and learning opportunities of its employees. Allocations from these funds are limited to tuition reimbursement for academic coursework aligned with the employee's position or certification costs associated with New York State Certification (i.e., applications, workshops, registration, etc.)

This program operates on a reimbursement basis. This means that employees must pay expenses and submit receipts/proof of payment for reimbursement.

All tuition/professional development requests must be approved by the direct supervisor and/or Principal prior to reimbursement.

The annual limit for the tuition/certification reimbursement program is \$2,000.

## **SABBATICALS**

Employees who have been with Public Prep at least seven (7) years may request to take time off in the form a sabbatical. Sabbaticals may be taken in half or full-year increments to allow an employee to pursue a program of study or immersive study experience. Employees on sabbatical will be paid a prorated amount according to the amount of time they are requesting. Employees are eligible to continue their benefits during sabbatical.

## **WORKERS COMPENSATION**

Employees are covered by the New York State Workers Compensation Law for any illness or injury arising from and in the course of employment with Public Prep. In the event of a job related illness or accident, please contact the Director of Operations at the school level and the Human Resources Department at Public Prep. For more information, see “Accidents and Emergencies.”

### **CHILD OF EMPLOYEE PREFERENCE**

New York law provides that preference may be provided to children of employees of the charter school or charter management organization, provided that such children of employees may constitute no more than fifteen percent of the charter school's total enrollment.

**ON-THE-JOB**

## **ATTENDANCE, PUNCTUALITY AND DEPENDABILITY**

Because Public Prep depends upon its employees to fulfill its educational mission, it is important that employees attend work as scheduled. Dependability, attendance, punctuality and a commitment to do the job right are essential at all times. As such, employees are expected at work on all scheduled work days and during all scheduled work hours and to report to work on time. Employees must notify their direct supervisor as far in advance as possible if they expect to be late or absent, and must follow the School's protocol for reporting sick, personal, vacation time.

## **MANDATED REPORTING OF CHILD ABUSE**

Public Prep is committed to assisting in nurturing the physical and psychological welfare of each child. Public Prep follows the guidelines for dealing with instances of suspected abuse in accordance with the current laws of New York State.

All staff members, as required by state law, are mandated reporters. Anyone who suspects a student has been abused or maltreated must notify the State Central Registrar of Child Abuse and Maltreatment ("SCR"). If you suspect that a student has been abused or maltreated, we encourage you to also contact the Director of Student and Family Affairs at the appropriate campus and he or she will support you through the reporting process. The Director of Student and Family Affairs will also be able to facilitate more efficient case management and follow up with the SCR if he or she is part of the reporting process.

The employee filing the report must also complete the Report of Suspected Child Abuse or Maltreatment Form, which is available at the school.

By law, you are not required to seek support from any staff member of Public Prep/Girls Prep/Boys Prep and you may report any case of suspected abuse or maltreatment without notification to the school. To report suspected abuse or maltreatment, call the mandated reporter line at (800) 342-3720. All staff members must protect the privacy of the family in question, not sharing confidential information with anyone at the school beyond personnel with a need to know. More information about being a mandated reporter can be found online at [www.nysmandatedreporter.org](http://www.nysmandatedreporter.org).

State law requires "reasonable case to suspect", rather than certainty, before reporting child abuse. The law recognizes that abuse usually occurs at home and without witness, so there may be no first-hand evidence or conclusive proof. Therefore, deductions from observations or circumstantial evidence must often be relied upon.

### **Legal Definition of Child Abuse and Maltreatment**

According to New York State law the following definitions apply to child abuse and maltreatment:

- "An abused child is one who is under 18 years of age whose parent or other person legally responsible for his care inflicts or allows to be inflicted upon the child or creates or allows to be created a physical injury or substantial risk of death, serious or protracted disfigurement or protracted impairment of physical or emotional health, or protracted loss or impairment of the functions of a bodily organ."
- "An abused child is also one whose parents or the person legally responsible for his care commits or allows to be committed a sex offense as defined in the Penal Law Article 130; commits incest; allows, permits or encourages such child to engage in prostitution; or allows such child to engage in acts or conduct which constitute a sexual performance."
- "A maltreated child is one who is under 18 years of age whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of the parent or other person legally responsible for his care to exercise a minimum degree of care. The maltreatment may occur through:
  1. Failure to supply the child with food, clothing, shelter, or compulsory education or medical, dental, optometric or surgical care though financially able to do so, or offered financial or other reasonable means to do so.
  2. Failure to provide the child with proper supervision or guardianship
  3. Unreasonably inflicting or allowing to be inflicted harm or substantial risk thereof, including the use of excessive corporal punishment

4. Misusing drugs or alcohol to the extent that he/she loses self-control of his/her actions
5. Abandoning the child.”

## **FINGERPRINTING**

To keep our school communities safe, we require all employees to be fingerprinted and undergo a background check before beginning work at Public Prep. Accordingly, you must be fingerprinted before beginning your position at Public Prep. If you have not already been fingerprinted, please contact the Director of Operations at the school or the Human Resources Department at Public Prep immediately to arrange to be fingerprinted.

Detailed instructions about the fingerprinting process can be found on the Fingerprinting page of the New York City Charter School Center’s website ([www.nyccharterschools.org](http://www.nyccharterschools.org)).

Public Prep will reimburse the full cost of fingerprinting for full-time and part-time employees with proper documentation.

## **CODE OF CONDUCT**

In dealings with our students, families, and each other, all Public Prep employees are expected to respect the dignity of each individual. With the foregoing in mind, Public Prep has developed policies and rules for the benefit of us all.

Some of the policies have already been outlined in the handbook. Others are contained in the following non-exclusive list. You are encouraged to read this list of actions and understand them fully. Engaging in any of the misconduct identified here, or in any other inappropriate behavior, as determined by Public Prep in its sole discretion, can result in disciplinary action, such as a PERFORMANCE IMPROVEMENT PLAN, or, up to and including dismissal.

1. Improperly treating a fellow employee, student, or parent, or using profanity.
2. Disregarding network-wide or school-based policies that lead to an unsafe environment for a fellow employee, student, or parent.
3. Unauthorized or excessive absences (including late arrival and early departure) from work.
4. Sleeping during the time you are supposed to be working.
5. Abusing or stealing Public Prep property or the property of any Public Prep employee or non-employee.
6. Removing company property or records without written authorization.
7. Falsifying your employment records or Public Prep reports or records.
8. Violating the law on Public Prep and school premises.
9. Fighting or starting a disturbance on Public Prep or school premises while performing job duties.
10. Unauthorized possession of firearms, weapons, or dangerous substances while performing job duties or on Public Prep or school premises.
11. Reporting to work in a condition unfit to perform your duties, including reporting to work with measurable amounts of illegal drugs or controlled substances in your system.
12. Consuming or selling alcohol, illegal drugs, or controlled substances on Public Prep or school premises or while performing your job duties.
13. Disclosing confidential Public Prep, school, or student information without authorization.

## **APPEARANCE**

Public Prep expects employees to maintain a neat, well-groomed appearance and maintain proper standards of conduct at all times.

We ask all staff to adhere to the following dress code. Throughout the school year, you will be interacting with a wide range of people, including students, parents, board members, funders, and representatives of local and national businesses/affiliated organizations. This dress code will help ensure that we individually and collectively represent ourselves in a professional manner.

Specifically, we ask that all employees avoid the following kinds of clothing on days school is in session:

- No jeans (except on days of field trips)

- No t-shirts with writing or logos
- No flip-flops
- No shorts (outside of summer months)
- No sweat suits or athletic clothing (except for those teaching PE or yoga)
- No thin-strap tank tops or sundresses worn alone (fine if under a cardigan or shirt)
- No short skirts
- No tube-tops/strapless dresses

Additional campus specific guidelines can be found in your school's handbook. If you have any questions about any campus-based guidelines, please contact the Principal or Director of Operations.

## **ANTI-NEPOTISM POLICY**

Members of an employee's immediate family, or an employee's romantic partner, will be considered for employment on the basis of their qualifications. Immediate family or romantic partners may not be hired, however, if employment would:

- (i) Create a supervisor/subordinate relationship with a family member;
- (ii) Have the potential for creating an adverse impact on work performance; or
- (iii) Create either an actual conflict of interest or the appearance of a conflict of interest.

This policy must also be considered when assigning, transferring or promoting an employee. For the purpose of this policy, immediate family includes: spouse, parent, child, sibling, in-law, aunt, uncle, niece, nephew, grandparent, grandchild, and members of the employee's household.

Employees who become immediate family members or establish a romantic relationship may continue employment as long as it does not involve any of the above. If one of the conditions outlined should occur, attempts will be made to find a suitable position within Public Prep to which one of the employees will transfer. If employees become immediate family members or establish a romantic relationship, Public Prep will make reasonable efforts to assign job duties so as to minimize problems of supervision, safety, security or morale.

## **ROMANTIC OR SEXUAL RELATIONSHIPS**

Consenting "romantic" or sexual relationships between a supervisor/manager and an employee may at some point lead to unhappy complications and significant difficulties for all concerned — the employee, the supervisor/manager and the School. Any such relationship may, therefore, be contrary to the best interests of the School.

Accordingly, Public Prep strongly discourages such relationships and any conduct (such as dating between a supervisor/manager and an employee) that is designed or may reasonably be expected to lead to the formation of a "romantic" or sexual relationship.

By its discouragement of romantic and sexual relationships, Public Prep does not intend to inhibit the social interaction (such as lunches or dinners or attendance at entertainment events) that are or should be an important part or extension of the working environment. This policy is not to be relied upon as justification or excuse for a supervisor's/manager's refusal to engage in such social interaction with employees.

If a romantic or sexual relationship between a supervisor/manager and an employee should develop, it shall be the responsibility and mandatory obligation of the supervisor/manager promptly to disclose the existence of the relationship to his or her direct supervisor. The employee may make the disclosure as well, but the burden of doing so shall be upon the supervisor/manager.

Upon being informed or learning of the existence of such a relationship, the direct supervisor may take all steps that are deemed appropriate. At a minimum, the employee and supervisor/manager will not thereafter be permitted to work together on the same matters (including matters pending at the time disclosure of the relationship is made), and the supervisor/manager must withdraw from participation in activities or decisions (including, but not limited to, hiring, evaluations, promotions, compensation, work assignments and discipline) that may reward or disadvantage any employee with whom the supervisor/manager has or has had such a relationship.

In addition, and in order for Public Prep to deal effectively with any potentially adverse consequences such a relationship may have for the working environment, any person who believes that he or she has been adversely affected by such a relationship, notwithstanding its disclosure, is encouraged to speak with his or her direct supervisor.

This policy shall apply without regard to gender and without regard to the sexual orientation or gender identity of the participants in a relationship of the kind described.

## **DRUG AND ALCOHOL ABUSE**

While all employees make their own lifestyle choices, it is the policy of Public Prep to protect all employees from the detrimental health effects and other risks associated with drug and alcohol abuse. Accordingly, the manufacture, distribution, dispensation, possession or use of any illegal drug, or controlled substance while on Public Prep premises is strictly prohibited. These activities constitute serious violations of the school's rules, jeopardize the school and can create situations that are unsafe or that substantially interfere with job performance. Employees in violation of the policy are subject to appropriate disciplinary action, up to and including dismissal.

The possession or consumption of alcohol on the school's premises is also prohibited, except for school sponsored activities or functions.

## **VIOLENCE IN THE WORKPLACE**

### **Corporal Punishment Policy**

Public Prep Network is committed to schools that are free of any and all forms of corporal punishment. Disruptive behavior by a student must never be punished by use of physical force.

Corporal punishment is defined as any act of physical force upon a student for the purpose of punishing the student. However, physical force may be used only to the extent necessary to:

- protect oneself from physical injury;
- protect another student or teacher or any other person from physical injury;
- protect the property of the school or of others; or
- restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school functions, powers or duties, if that student has refused to comply with a request to refrain from further disruptive acts, provided that alternative procedures and methods not involving the use of physical force cannot be reasonably employed to achieve the purpose set forth above.

Any employee found to have inflicted corporal punishment on a student will be subject to disciplinary action, up to and including termination of employment.

All allegations of corporal punishment of students by school employees, custodial employees or others must be reported immediately to the direct supervisor. No student, staff member or teacher will be subjected to any form of retaliation for filing a bona fide complaint or for assisting in a complaint investigation.

The direct supervisor will take immediate action to find out what occurred. Students and parents will be kept informed at all times of the status of their complaint, and every attempt will be made to resolve the complaint as soon as practicable. Steps that may be taken include reporting the incident to law enforcement officials, separating the students, or allowing the student claiming corporal punishment to transfer to another class. Every effort will be made to prevent public disclosure of the names of all parties involved except to the extent necessary to find out what transpired. All complaints will be investigated, and the School will take whatever action is appropriate to ensure adherence with this policy.

Formal notice will be given to all parties of the outcome, together with an assurance that the school will take steps to prevent recurrence of any corporal punishment and will correct its disciplinary effects on the complaint and others, where appropriate.

## **PERFORMANCE EVALUATIONS**

The Principal, or direct supervisor, is responsible for employees' performance evaluations. Each year, every staff member will normally undergo a midyear and end-of-year performance review with either the Principal or direct supervisor. At that time, the employee will receive formal feedback on his/her performance. He/she will also be encouraged to provide honest feedback to the school management on the way in which he/she have been managed and the school's expectations of employees, through both confidential and face-to-face mechanisms. At the discretion of the direct supervisor, the employee may be put on a Performance Improvement Plan, as necessary.

In the spring of each year, after performance reviews have taken place, the Principal or direct supervisor will inform the employee of whether Public Prep intends to renew the employee's employment agreement for the following year, and make the employee aware of the terms of employment, including salary, which may be offered to him or her for the following year. Employees will be expected to let his or her Principal or direct supervisor know their intentions to serve the following year according to the timeline set forth in the renewal letter or process memo.

## **ACCIDENTS AND EMERGENCIES**

Maintaining a safe work environment requires the continuous cooperation of all employees. Public Prep strongly encourages employees to communicate with fellow employees and their supervisors regarding safety issues.

Employees should contact his or her direct supervisor, designee, and/or 911 in the event of an accident or emergency. The school nurse, if present, should also be notified.

If an employee is injured on the job, Public Prep provides coverage and protection in accordance with the Worker's Compensation Law. When an injury is sustained while at work, it must be reported immediately to the Director of Operations, and then reported to the Human Resources Department at Public Prep.

Failure to report accidents is a serious matter as it may preclude an employee's coverage under Workers' Compensation Insurance.

## **INTERNAL COMPLAINT/GRIEVANCE PROCEDURES**

Public Prep promotes an atmosphere whereby employees can speak freely with members of the management staff. Employees are encouraged to openly discuss any problems with his or her direct supervisor so that appropriate action may be taken. Public Prep is interested in all of its employees' success and satisfaction. Therefore, we welcome the opportunity to provide assistance to our employees through our grievance process. Our goal is to foster a collaborative working environment in which the best people can be challenged and stimulated to develop innovative, effective classroom instruction in the pursuit of excellence.

The following steps should be taken to resolve grievances:

1. Discuss the grievance directly with the accused.
2. If a discussion with the accused does not resolve the issue, discuss the grievance with the direct supervisor of the accused.
3. When (1) a discussion with the direct supervisor does not resolve an employee's concerns, or (2) if the employee is not sure to whom he/she should speak to about a complaint or incident, or (3) if the employee has not received a satisfactory response within five (5) business days after reporting a complaint, or incident or (4) if the complaint or incident involves the employee manager, supervisor or department head, the complaint should be filed with the Principal and/or the Human Resources Department at Public Preparatory Network.
4. The Human Resources Department will ensure that an investigation is immediately conducted.

Every report of a complaint or incident will be fully investigated, and corrective action will be taken where appropriate. In order to allow Public Prep to prevent and correct unlawful conduct, it is essential that you use this complaint procedure and that Public Prep receive information about every instance of such complaint or incident. **NO EMPLOYEE WILL SUFFER RETALIATION OR INTIMIDATION AS A RESULT OF USING THIS COMPLAINT PROCEDURE.** If an employee engages in any form of retaliation against a complainant or witness, that employee could be subject to disciplinary action up to and including, termination of employment. Under no circumstances should employee believe or conclude that he or she cannot or should not report any unlawful conduct. All internal complaints will be investigated promptly and with discretion, and all information obtained will be handled on a "need to know" basis.

Public Prep will make a final determination as to what appropriate action should be taken in response to the employee grievance. Public Prep will notify all parties to the complaint as to the outcome of the investigation and provide assurances that immediate and appropriate corrective action will be taken (if deemed necessary.) Appropriate corrective action may include, but is not limited to, a verbal or written reprimand, demotion or other disciplinary action up to and including, termination of employment. Please contact the Human Resources Department at Public Prep for additional information.

## **COMPUTER, E-MAIL AND INTERNET POLICY**

Every employee is responsible for using Public Prep's computer system, including, without limitation, its electronic mail (e-mail) system and the Internet, properly and in accordance with this policy and will have to sign a Technology Use Agreement. Any questions about this policy should be addressed to the Director of Operations at the school level and/or the Director of Operations at the network level.

### **The Computer System is Company Property**

The computers that you use at work and the e-mail system are the property of Public Prep and have been provided for use in conducting school business. Accordingly, all communications and information transmitted by, received from, created or stored in its computer system (whether through word processing programs, e-mail, the Internet or otherwise) are school records and property of Public Prep. The computer system is to be used for school purposes only. "Surfing the Net" and using Public Prep's computers for other personal activities is discouraged.

### **No Expectation of Privacy**

Public Prep has the right to monitor any and all of the aspects of its computer system, including, without limitation, reviewing documents created and stored on its computer system, deleting any matter stored in its system (including, without limitation, its e-mail and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing e-mail sent and received by users. Further, Public Prep may exercise its right to monitor its computer system for *any* reason, with or without the permission of any employee. Employee use of Public Prep's computer system constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the computer system (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from Public Prep's computers is not assured. Use of passwords or other security measures does not in any way diminish Public Prep's right to monitor and access materials on its system, nor create any privacy rights of employees in the messages and files on the system. Any password used by employees to protect or restrict access to materials, messages, or files on Public Prep's systems must be revealed to Public Prep upon request, as files may need to be accessed by Public Prep in an employee's absence or for any other reason that Public Prep in its discretion deems appropriate.

Further, employees should be aware that deletion of any e-mail messages or files will not truly eliminate the messages from the system. All e-mail messages and other files are stored on a central back-up system in the normal course of data management.

Therefore, employees should not have an expectation of privacy in anything they create, store, send or receive on the computer system.

Notwithstanding the foregoing, although Public Prep has the right to retrieve, read and delete any information created, sent, received or stored on its computer system, e-mail messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any e-mail messages that are not sent to them. Any exception to this policy must receive the prior approval from his or her direct supervisor.

### **Professional Use of Computer System Required**

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. E-mails, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write e-mail communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on Public Prep letterhead. Finally, employees may not send unsolicited e-mail to persons with whom they do not have a prior relationship absent the express permission of their supervisor.

### **Offensive and Inappropriate Material**

Public Prep's policy against discrimination and harassment, sexual or otherwise, applies fully to Public Prep's computer system, and any violation of that policy is grounds for discipline, up to and including termination of employment. Therefore, no e-mail messages should be created, written, or sent if such messages contain intimidating, hostile, or offensive material concerning race, color, creed, religion, age, gender, sex, sexual orientation, ethnicity, national origin, alienage or citizenship status, disability, marital status, military status, predisposing genetic characteristics or any other characteristic protected by law. Further, material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful, inappropriate, offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in Public Prep's computers. Employees encountering or receiving this kind of material should immediately report the incident to their school-based Director of Operations and/or the Human Resources Department at Public Prep.

Public Prep may use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by School networks. Notwithstanding the foregoing, Public Prep is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to School blocking software.

### **Solicitations**

Public Prep's computer system (including, without limitation, its e-mail system) may not be used to solicit for religious or political causes, commercial enterprises, outside organizations, or other non-job related solicitations. Approval from their school-based Director of Operations is required before anyone can post any information on commercial on-line systems or the Internet.

### **Licenses and Fees**

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of the Director of Operations.

### **Games and Entertainment Software**

Employees may not use Public Prep's Internet connection to download games or other entertainment software, including wallpaper and screensavers, or to play games over the Internet.

### **Copyrights and Trademarks**

Public Prep's computer system may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Public Prep office. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult the Public Prep office.

Further, any School-approved material that is posted or sent via Public Prep's computer system should contain all proper copyright and trademark notices. Absent prior approval from the Public Prep office to act as an official representative of Public Prep, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of Public Prep."

### **Maintenance and Security of System**

Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in online chat groups, printing multiple copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are school-related. In addition, employees should routinely delete outdated or otherwise unnecessary e-mails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to Public Prep's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to Public Prep's network. In addition, files obtained from sources outside Public Prep, including flash or jump drives brought from home; files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to e-mail; and files provided by stakeholders or vendors may contain dangerous computer viruses that may damage Public Prep's computer network. Employees should never download files from the Internet, accept e-mail attachments from outsiders, or use flash or jump drives from non-School sources, without first scanning the material with School-approved virus checking software.

If you suspect that a virus has been introduced into Public Prep's network, notify your school-based Director of Operations immediately.

### **Violations of Policy**

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination of employment, and civil and criminal liability.

### **Telephone Use**

Although Public Prep realizes that there are times when an employee may need to use the telephone for personal reasons, it is expected that good judgment will be used in limiting the length and frequency of such calls. Additionally, no long distance personal calls may be made on School phones without prior approval from the Principal.

## **SOCIAL MEDIA GUIDELINES**

Social media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to: social networks, blogs, internet websites, internet forums, and wikis. Examples of social media include, but are not limited to: Facebook, Twitter, YouTube, Google+, and Flickr.

Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing Public Prep students to succeed in their educational and career endeavors.

Public Prep is committed to ensuring that all employees who choose to utilize social media technology for professional purposes described below do so in a safe and responsible manner. Public Prep strives to create professional social media environments that mirror the academically supportive environments of our schools.

These Social Media Guidelines ("Guidelines") provide guidance regarding recommended practices for professional social media communication between Public Prep employees, as well as social media communication between Public Prep employees and Public Prep students.

Please refer to Public Preparatory Network's Social Media Best Practices document for additional guidance regarding social media usage.

Professional social media is a work-related social media activity that is either school-based (e.g., a blog for a class) or non-school-based (e.g., the Public Prep Facebook page). Personal social media use is a non-work-related social media activity (e.g., a Public Prep employee establishing a Facebook page or a Twitter account for his or her own personal use).

### **Maintaining Separate Professional and Personal Social Media and E-mail Accounts**

Public Prep employees who decide to engage in professional social media activities should maintain separate professional and personal accounts and e-mail addresses. As such, Public Prep employees should not use their personal social media accounts or e-mail address for professional social media activities. Rather, employees should use a separate professional e-mail address and social media account that is completely separate from any personal e-mail and social media they maintain. In the event that an employee regularly uses a personal social media or e-mail address for professional purposes, Public Prep may consider the account and e-mail address, as a professional account that can be regulated by Public Prep.

### **Communication with Public Prep Students**

Public Prep employees who work with students and communicate (e.g. "friending" on Facebook, "commenting", "following") with students through social media sites should only do so through a professional social media account. Do

not communicate with students who are not legally able to have a social media account based on the age restrictions set forth by the social media site, and report students who have unauthorized social media profiles to the social media site authorities, school leadership and parents.

If a Public Prep employee chooses to set up a professional social media account or site, he/she must submit a request using the Public Prep Professional Site Request for Authorization form, which can be retrieved from the Development Associate at Public Prep. This approval shall not be unreasonably withheld.

When establishing a professional social media site, supervisors and employees should consider the intended audience and the level of privacy assigned to the site, specifically, whether the site should be a private network (for example, it is limited to a particular class or particular grade within a school) or a public network (for example, anyone within the school, a larger group within the Public Prep community can participate or individuals outside of Public Prep). If an already approved professional social media site undergoes a significant change, employees should consider whether an updated request is needed. As needed, Public Prep employees with professional social media sites can inform families about newly created social media sites.

Public Prep is responsible for maintaining a list of all professional social media sites. Professional Public Prep social media sites should include language identifying the site as a professional social media. For example, the professional sites can identify the Public Prep school, department, or particular grade that is utilizing the site.

Professional social media sites that are non-school-based should have a reasonable relationship to the mission and function of Public Prep.

Public Prep employees should use privacy settings to control access to their professional social media sites with the objective that professional social media communications only reach the intended audience. However, Public Prep employees should be aware that there are limitations to privacy settings. Private communication published on the Internet can become public and social media sites can change their current default privacy settings at any time. As a result, each employee has a responsibility to understand the rules of the social media site being utilized, and regularly update that knowledge.

Professional social media communication must be in compliance with existing Professional Conduct policies set forth in this handbook and applicable laws, including, but not limited to, prohibitions on the disclosure of confidential information and prohibitions on the use of harassing, obscene, discriminatory, defamatory or threatening language. No personally identifiable student information may be posted by a Public Prep employee on professional social media sites that are open beyond the classroom. If images of students are to be posted online there must be a photo release form on file at the school for each child featured. Treat professional social media space and communication like a classroom and/or a professional workplace. The same standards expected in Public Prep professional settings (e.g., as described in this Handbook) are expected on professional social media sites. If a particular type of behavior is inappropriate in the classroom or a professional workplace, then that behavior is also inappropriate on the professional social media site.

Public Prep students who participate in professional social media sites may not be permitted to post photographs or videos featuring other students without the approval of the teacher or other Public Prep employee responsible for the site.

### **Monitoring of Professional Social Media Site**

Public Prep employees who establish a professional social media site are responsible for monitoring their site. The monitoring responsibilities include reviewing the professional social media sites on a regular basis. Employees using professional social media have no expectation of privacy with regard to their use of such media. Public Prep has the right to monitor all professional sites, remove any questionable communications or behaviors and give feedback to the site administrator. Public Prep reserves the right to remove postings and/or disable a page from a professional social media site that does not adhere to the rules set forth in this handbook and those included on the Public Prep Professional Site Request for Authorization form.

To assist in monitoring, the Public Prep employee should examine the default settings for comments on professional social media sites and in general use more restrictive custom settings. If the default setting for comments is turned on, allowing any user to post a comment without review, the comments on the site should be monitored on a regular basis.

Any non-compliant communications as well as any violations that are otherwise brought to Public Prep's attention will be immediately directed to the Human Resources Department, and the violator will be subject to disciplinary action up to

termination of employment. Such reports of non-compliant communications will be immediately shared with the Public Prep employee and the Public Prep employee will be given the opportunity take corrective action, if necessary and if possible.

### **Press Inquiries**

Any press inquiries received via professional social media sites should be referred to the Development Associate at Public Prep.

### **Communication with Public Prep Students**

In order to maintain a professional and appropriate relationship with students, Public Prep employees should not communicate with students who are currently enrolled in Public Prep on personal social media sites. Public Prep employees' communication with Public Prep students via personal social media is subject to the following exceptions: (a) communication with relatives of a Public Prep student and (b) if an emergency situation requires such communication, in which case the Public Prep employee should notify his/her supervisor of the contact as soon as possible.

### **Guidance Regarding Personal Social Media Sites**

Public Prep employees should exercise caution and common sense when using personal social media sites. As a recommended practice, Public Prep employees are encouraged to use appropriate privacy settings to control access to their personal social media sites. However, be aware that there are limitations to privacy settings. Private communication published on the Internet can become public, and social media sites can change their current default privacy settings at any time. As a result, each employee has a responsibility to understand the rules of the social media site being utilized. It is not recommended that Public Prep employees "tag" photos of other Public Prep employees, Public Prep volunteers, Public Prep contractors or Public Prep vendors without the prior permission of the individuals being tagged or referenced.

The posting or disclosure of personally identifiable student information or confidential information via personal social media sites, in violation of the policies set forth in this handbook, is prohibited.

Public Prep employees should not use the Public Prep logo on a personal social media site. Use of the Public Prep logo that is automatically populated on personal social media sites, such as LinkedIn, is permitted.

Notwithstanding the guidelines above, postings by a Public Prep employee may be protected activity under applicable labor laws.

### **Applicability of Public Prep Policies and Other Laws**

These Guidelines provide guidance intended to supplement, not supersede, existing Public Prep policies, and laws. Users of professional social media sites must comply with all applicable federal, state, and local laws, including, but not limited to the Children's Online Privacy Protection Act (COPPA) (<http://business.ftc.gov/privacy-and-security/children>), Family Educational Rights and Privacy Act (FERPA) (<http://www2.ed.gov/policy/gen/guid/fpco/index.html>), and intellectual property laws.

## **USE OF SCHOOL EQUIPMENT - VEHICLES**

Only employees with an unrestricted, current driver's license and who have adequate insurance coverage may operate Public Prep vehicles or use a rented vehicle to conduct Public Prep business (a "school vehicle"). School vehicles may only be used for authorized School business, which is approved by his or her direct supervisor. Any employee operating a School vehicle must do so in a safe manner. Any employee operating a School vehicle under the influence of drugs or alcohol or in an unsafe or negligent manner will be immediately terminated. Public Prep has the right to search any School vehicle at any time. Therefore, employees have no reasonable expectation of privacy with respect to School vehicles.

## **USE OF EMPLOYEE VEHICLES FOR SCHOOL BUSINESS**

Employee vehicles shall not be used for school matters except with authorization in advance by the Director of Operations. In these circumstances, use of employee vehicles will be covered by the school's liability insurance policies and by the Use of Vehicles for School Business/Activities policy.

This is not applicable to employee vehicles for commuting between locations or to/from work.

## **CLASS OR STUDENT TRIPS**

Teachers must have express and prior written authorization from the Principal in order to conduct any trips, either with their classes or individual students. Moreover, all employees attending must follow the School's campus-based field trip request policy.

## **SMOKING POLICY**

In order to comply with government regulations and those of the New York City Department of Education, Public Prep prohibits smoking on its premises or within one hundred (100) feet of the entrances, exits, or outdoor areas of any school building or structure. Additionally, we strongly discourage all staff from smoking where they might be seen by students or their family members.

**LEAVING PUBLIC PREP**

## **AT-WILL EMPLOYEE TERMINATION AND RESIGNATION**

Every Public Prep employee has the status of an "employee-at-will," meaning that no one has a contractual right, express or implied, to remain in Public Prep's employ. Public Prep may terminate an employee's employment, or an employee may terminate his/her employment, without cause, and with or without notice, at any time for any reason.

### **Categories of Employment Separation**

Public Prep Network and its schools hope that its employment relationship with every employee will be long-term and mutually rewarding. However, separation of employment is an inevitable part of personnel activity within any organization. The most common circumstances under which employment is terminated are the following:

**RESIGNATION**, the voluntary separation initiated by an employee;

**DISCHARGE**, the involuntary separation initiated by Public Prep and the Schools.

**NON-RENEWAL**, the separation resulting from Public Prep's decision to not renew an employee's employment agreement at the end of its term, whether voluntary or involuntary.

**LAYOFF**, the involuntary separation initiated by Public Prep and the Schools for non-disciplinary reasons; and

**RETIREMENT**, the voluntary separation initiated by the employee who meets age, length of service and any other criteria for retirement from Public Prep and the Schools.

Public Prep and the Schools must continue to provide continuous service to its students. Therefore, employees who initiate resignation or retirement are expected to submit written notice to their supervisor at least four (4) weeks in advance for principals, and for all other school personnel, at least two (2) weeks in advance. Public Prep and the schools will attempt to provide at least two (2) weeks advance notice regarding separation whenever circumstances permit.

## **POST RESIGNATION/TERMINATION PROCEDURES**

### **Exit Interview**

We encourage employees to provide us with an opportunity to discuss their employment at Girls Prep/Boys Prep and Public Prep. If an employee is separating from one of the schools or Public Prep, the Human Resources Department will contact the employee before the last day of work to arrange a date and time to conduct an exit interview. Any information that the employee provides to the Human Resources Department is held in strict confidence. This information is only shared with the Chief Executive Officer and the Superintendent and on a need to know basis with the Board of Directors. This information helps us to understand how our schools and network are being run, if we are competitive with our market, and the relationship between our supervisors, managers and employees.

### **Return of Company Property**

The Director of Operations at the School or Public Prep is responsible for arranging the return of School property including, if applicable to the particular employee:

- Mobile devices
- Office keys
- School-issued credit cards
- School manuals
- Computers/laptops
- Student-level information
- Any additional School-owned or issued property.

### **Benefits**

Employees may choose the continuation or waiver of comprehensive medical coverage and dental coverage under COBRA. Specific information will be provided at the exit interview.

For calendar year, Public Prep network-based, or academic year employees who are terminating prior to the end of the academic year, benefits will end on the last day of the month in which the employees last day of employment falls. For

academic year employees terminating at the conclusion of an academic year, benefits end on the last day of the month in which the employee is paid.

### **Retirement Plan**

In order to receive a disbursement of any amounts due from the 403(b) Retirement Plan, the employee is required to complete and sign a distribution form and submit it to the Human Resources Department. Specific information may be provided at the exit interview.

### **Severance Pay**

Employees shall not be entitled to severance pay upon resignation or termination for any reason(s).

### **Final Pay**

Employees who leave the service of Public Prep or any of its schools for any reason shall be entitled to all pay that may be due them. Employees will not receive financial compensation for unused vacation/paid time off. Final paychecks will be paid out on the next regularly scheduled payday following the termination of employment.

### **Separation Procedures**

Employees who leave the service of Public Prep will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates, but their own expense, for up to thirty-six (36) months for medical and eighteen (18) months for dental and vision.

On the last day of employment, an employee who is terminated or who resigns must return all office keys, identification, security cards and codes, the borrowed personal laptop and office materials and supplies in such employee's possession to the Director of Operations or the Human Resources Department, whichever is applicable.

No information or copies of information, including, but in no way limited to, files, memos, computer-stored items, lists, or other similar information, may be taken by such employee, without the express permission of the CEO or Principal, whoever is applicable, and the Human Resources Department at Public Prep.

### **EMPLOYMENT VERIFICATION AND REFERENCE CHECKS**

Unless otherwise agreed, Public Prep Network will provide only dates of employment, final wage rate, position title and department to all employment-verification and reference-check inquiries from other employers, creditors or third parties.

## **A FEW CLOSING WORDS**

Now that you have read your Handbook, we hope that most of your questions have been answered. The information contained in this Handbook is general in nature so do not hesitate to speak with your Director of Operations, direct supervisor, Principal, or a member Human Resources Department at Public Prep, if you have any questions. As discussed earlier, the policies, benefits and rules contained in this Handbook may be changed from time to time.

Without your skill and dedication, Public Prep and Public Prep Academies could not be successful in providing a good education to our children. If you are a new employee, we hope that you will find your employment within Public Preparatory Network satisfying. To our veteran employees, we say thank you for the job you have done and will continue to do for years to come.

**ACKNOWLEDGEMENT FORM  
OF PERSONNEL POLICIES AND EMPLOYEE HANDBOOK**

I acknowledge receipt of Public Preparatory Network's Personnel Policies and Employee Handbook. The employee handbook describes important information about employment at Girls Prep, Boys Prep, and Public Prep, and I understand that I should consult my supervisor or the Human Resources Department at Public Prep regarding any questions not answered in the handbook. I acknowledge that I have entered into my employment relationship with Girls Prep, Boys Prep, or Public Prep voluntarily and acknowledge that there is no specified length of employment. Accordingly, either Girls Prep, Boys Prep, Public Prep or I can terminate the employment relationship at will, with or without cause, at any time.

Since the information, policies and benefits described here are necessarily subject to change, I acknowledge that policy exceptions and changes may be made and/or authorized by the Chief Executive Officer, except for policy of employment-at-will.

Furthermore, I acknowledge that this handbook is not a contract or agreement of employment between Girls Prep, Boys Prep, or Public Prep and myself and that it is my responsibility to read, understand and comply with the policies and procedures contained in this handbook and any revisions made to it.

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX A -- Blackout Dates (2018-2019 School Year)

The following list illustrate all dates that qualify for Public Prep's Black Out Date policy:

- August 13, 2018 (Summer Institute)
- August 24, 2018 (Network-Wide Day)
- August 31, 2018
- September 4, 2018
- October 5, 2018
- October 9, 2018
- November 6, 2018 (Network-Wide Day)
- November 21, 2018
- November 26, 2018
- December 6, 2018 (Family-Teacher Conference Day)
- December 21, 2018
- January 7, 2019 (Network-Wide Day)
- January 14, 2019-January 15, 2019 (Mock ELA State Test)
- January 18, 2019
- January 22, 2019
- January 23, 2019-January 24, 2019 (Mock Math State Test)
- February 15, 2019 (Network-Wide Day)
- February 25, 2019
- March 21, 2019 (Family-Teacher Conference Day)
- March 25, 2019
- April 1, 2019- April 5, 2019 (NYS ELA State Testing Week)
- April 29, 2019-May 3, 2019 (NYS Math State Testing Week)
- May 10, 2019
- May 20, 2019
- May 24, 2019
- May 28, 2019
- June 3, 2019 (NYS Science Test)
- June 6, 2019 (Network-Wide Day)
- June 12, 2019-June 28, 2019 (Last 2 Weeks of School)

*Please note, while this list is inclusive of the formal blackout dates due to network-wide events/professional development and dates that would extend federal holidays or prescribed vacation periods, all PTO requests are subject to review and approval in accordance with the procedures discussed above.*

## APPENDIX B – Time Off Benefit Prorating Scale

Prorating calculations for PTO and Vacation Days for full-time employees based on the month of hire. Banks of time off benefits reset each year on July 1st. These values are in increments of days.

<b>Month of Hire</b>	<b>Paid Time Off (12 or 10.5 Month)</b>	<b>Vacation (PPN)</b>
July	8 (64.00 hours)	20 (160.00 hours)
August	8 (64.00 hours)	20 (160.00 hours)
September	7 (56.00 hours)	18 (144.00 hours)
October	6.5 (52.00 hours)	16 (128.00 hours)
November	6 (48.00 hours)	14 (112.00 hours)
December	5.5 (44.00 hours)	12 (96.00 hours)
January	5 (40.00 hours)	10 (80.00 hours)
February	4.5 (36.00 hours)	8 (64.00 hours)
March	4 (32.00 hours)	6 (48.00 hours)
April	3 (24.00 hours)	4 (32.00 hours)
May	2 (16.00 hours)	2 (16.00 hours)
June	1 (8.00 hours)	0 (0.00 hours)

## APPENDIX C – Part-Time & Temporary Employee Sick Leave Benefit Prorating Scale

Month	Sick Leave (Hours)
July	18.00 hours
August	18.00 hours
September	16.00 hours
October	16.00 hours
November	14.00 hours
December	14.00 hours
January	12.00 hours
February	10.00 hours
March	8.00 hours
April	6.00 hours
May	4.00 hours
June	2.00 hours

**R-13a - Partner Organizations**

GPBX II is not submitting a proposal in conjunction with a partner organization.

**R-13b - Partner Commitment**

GPBX II is not submitting a proposal in conjunction with a partner organization.

**R-14ad - Governance**

**a. Board Members**

<b>Public Prep Academies Board of Trustees</b>					
<b>Trustee Name</b>	<b>Position on Board (Officer or Constituent Representative)</b>	<b>Committee Affiliations (if any)</b>	<b>Expertise and/or role at school (parent, staff, etc.)</b>	<b>Voting</b>	<b>Ex-officio</b>
R. Boykin Curry	Chair	Executive	NA	Voting	
Eric Grannis	Trustee		NA	Voting	
Nicole Greene	Trustee	Development, Governance		Voting	
Ramsey Lyons	Trustee	Development	NA	Voting	
H. Melvin Ming	Trustee		NA	Voting	
Paul Vermeylen, Jr.	Trustee	Finance-chair; Governance	NA	Voting	
Laura Weil	Trustee	Finance; Governance	NA	Voting	
TBD	Parent Representative	TBD	Parent	Voting	

**b. Education Corporation Board Roles and Responsibilities**

The PPA Board of Trustees is comprised of community leaders, educators, concerned citizens, and professionals all committed to improving educational opportunities for children in New York. The board will have all the powers and duties permitted by law to manage the business, property and affairs of the corporation. Ultimately, the Board of Trustees will maintain sole fiduciary responsibility and will exercise ultimate hiring and firing authority for the network executive director (and the associated contract that provides services from the network office to each school).

More specifically, the board shall have the following obligations and responsibilities:

- I. Selecting school leader(s) and partner or management organizations, i.e.*

- To hire the Principal (upon recommendation from the Superintendent and Chief Executive Officer of Public Prep Network) and ensure that the s/he is performing his/her duties in a responsible and effective manner;
  - To approve a performance-driven management services agreement with Public Prep Network – Charter Management Organization (PPN) for Public Prep Charter Schools Academies (PPA); and
  - With guidance from the CEO of Public Prep, participate with others in any corporation, partnership, limited partnership, joint venture or other association of any kind, or in any transaction on behalf of the network.
- II. *Monitoring school performance, i.e.*
- To monitor and evaluate Public Prep’s academic, operational, and financial performance as an Educational Corporation and the performance of each charter within the PPA against established academic and non-academic goals in approved charters and/or individual and/or network-wide accountability plans;
  - To approve annual organizational budgets and significant adjustments thereto, regularly monitoring organizational financial status, and ensuring organizational financial stability and transparency;
  - To approve all PPA operating policies;
  - To review reports of the network and schools as provided by the Principal Superintendent and/or Public Prep Network CEO, as well as independent programmatic and fiscal auditor reports from the annual audit and related activities;
  - To hire an independent auditor to conduct an annual financial audit of the school;
  - To ensure that the school operates in compliance with all applicable federal and state laws;
  - To hear complaints pursuant to Section 2855(4) of the Charter School Law;
  - To designate a discipline committee of the Board to run hearings regarding staff recommendations for a student’s suspension of more than ten days or for a student’s expulsion; and
  - To periodically visit the school to observe the staff in action.
- III. *Evaluating school leaders (and partner organizations) and holding them accountable for achievement of school’s mission and goals, i.e.*
- To participate in PPN’s annual evaluations of individual school leaders;
  - To provide input and recommendations on school or site-specific needs, issues, or challenges; and
  - To ensure the auditing of the admissions lottery to be held in the event the school received more applications than available spaces.
- IV. *Other, i.e.*
- To contribute financially to the support of the schools and assist in fundraising and resource development activities;
  - To Oversee the long-term planning of the network;
  - To appoint trustees to the board as vacancies and/or gaps emerge;
  - To promote positive community relations;
  - To establish and amend by-laws;
  - To conduct its business, carry on its operations and exercise its powers as a corporation; and

- To hold approximately six (6) board meetings per year with consistently high in-person attendance.

### **c. Education Corporation Board Design**

The rationale for the proposed design of the education corporation's board of trustees including:

#### **I. Number of trustees**

In accordance with our Bylaws, the number of Trustees of PPA shall be not less than 5 or more than 25. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. As of the date of this application, there are 11 trustees.

#### **II. Officer positions**

As noted in our Bylaws, the Officers of PPA consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). PPA also may have such other officers as the Board deems advisable.

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

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

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

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

#### **III. Ex-officio members (voting and non-voting)**

PPA does not have any ex-officio members.

#### IV. Standing committees

PPA's standing committees include:

1. Development
2. Finance
3. Academic
4. Governance
5. Executive

#### V. Delegation of authority to any committees, officers, employees, or contractors

In accordance with PPA's Bylaws, the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

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

As elaboration, the Finance Committee is responsible for monitoring PPA's financial performance in accordance to PPA's operating and finance policies and comparing the Board approved budget to actual year-to-date and year-end projections, cash flow projections, and audits. The CMO's Director of Finance provides information to the Finance Committee in order to meet this responsibility, and the Finance Committee reports out to the full Board.

Furthermore, the Board will also hire an independent auditing firm to review the PPA's financial status at the end of each fiscal year.

Likewise, the Academic Committee works with the CMO's Academic team in order to present student achievement data, analyze progress against year-end goals, and share each school's efforts to implement the Public Prep model and supplemental programs and pilots. Based on these discussions, the committee will provide recommendations to the Board to ensure further improvement and resource allocations.

Finally, the Governance Committee will report on Nominations as well as board engagement and governance best practices, and the Development Committee will report to the entire Board about outreach efforts.

Decisions including but not limited to the exceptions above will be determined by majority vote at Board meetings.

VI. Information to be received from the CMO, school leadership, staff, or contractors

At least one representative from the CMO will attend all PPA meetings and present information on the services provided by PPN to the schools. He/she will be available to answer any relevant questions from Trustees.

Moreover, CMO staff will provide the Board with the information necessary for the Trustees to prepare annual or semi-annual evaluations of each school's financial operations, academic program, future outlook and other areas.

Please see the Business Plan for a more thorough description of the role between the CMO and GP BX II.

VII. Frequency of board and committee meetings

The PPA Board meets six times annually, and committees meeting four times annually, unless otherwise determined by the committee.

VIII. Procedures for publicizing and conducting monthly school board meetings in accordance with the Ace and the NY Open Meetings Law

In accordance with the Ace and NY Open Meetings Law, the PPN CMO posts a public notice on the Public Prep website of all Board meetings and sends a copy of the public notice to news outlets including but not limited to The New York Times, New York Post, Daily News (NYC and Bronx), Wall Street Journal, El Diario, Bronx Times, Riverdale Press, Mount Hope Monitor, Metro North Media, Bronx Journal, Bronx News, Norwood News, Highbridge Horizon, Co-op City Times, Manhattan Media, The Villager, Downtown Express, New York Beacon, African-American Observer, La Voz Hispana, New York Megaphone, New York Amsterdam News, New York Town and Village, Manhattan Times and Harlem News.

IX. Trustee recruitment and selection process and criteria

1. Trustee Recruitment

Trustee recruitment includes but is not limited to referrals from Board members, Junior Board members, and partner organizations such as Harvard Business School, Cause Strategy Partners, LLC, and the Taproot Foundation.

2. Trustee Selection Process

- i. Governance Committee conducts needs assessment for Trustees and communicates findings to the Board.
- ii. Candidate identified to Board Chairs, Governance Committee or CEO by "Sponsor." Sponsor submits bio of candidate and reasons for recommending candidate

- (approximately three sentences) to Governance Committee and to Board Chairs.
- iii. The Governance Committee and Board Chairs review the names/profiles of suggested new Board members and determine whether to place candidate in Board pipeline/begin Board nomination process. The Governance Committee and Board Chairs should also make a recommendation for nominating candidates to either the PPA or PPN Board.
  - iv. The candidate visits a PPA school and meets with the CEO of Public Prep and/or another senior staff member; the CEO and/or the senior staff member share Board Expectations with the candidate.
  - v. Candidate meets with the Chair of the Governance Committee and any other members of the Governance Committee who wish to participate.
  - vi. Candidate meets with Board Chair for either PPA or PPN.
  - vii. Governance Committee meets to formally approve candidate for recommendation to the Board.
  - viii. Governance Committee Chair circulates candidate's bio/resume to full board.
  - ix. The candidate is voted onto the Board at a Board meeting. New Board Member signs Board Member Agreement.

### 3. Trustee Criteria

PPA acknowledges that the selection and development of its board is a critical element of the success of each school and the network as a whole. To date, PPA schools have benefitted from strong, high-performing Board of Trustees and guidelines to effectively leverage the Board on behalf of each school. Each trustee is committed to positioning student achievement and the best interest of PPA students above all else.

Moreover, a parent representation from each charter will be elected by the parent entities of each school's majority vote each year.

Qualifications for current and future Trustees include but are not limited to:

- Belief in the mission and values of the network and schools; ability and willingness to give time and energy to the schools;
- A willingness to focus on the academic achievement of children in the schools and not to divert the board's attention to matters that are peripheral to this mission;
- An ability to fairly and accurately represent the community and its needs and views, and to represent the network to the community;
- Age of no fewer than 21 years;
- A willingness to accept and support decisions democratically made;
- An ability to represent the network both in general and to the community; and
- A willingness and the ability to provide access to resources, both financial and other, in order to support and strengthen the schools.

Specific experiences and skills that will be maintained on the board include:

- At least one board member will have a financial/academic/business/fundraising background;
- At least one board member will be an elected parent representative for the network.

X. New trustee orientation process; and,

The Trustee orientation process includes sharing the academic model and programs that enable our schools to be successful, our financial model, and operating policies such as the Board Member Commitment, Bylaws, and insurance coverage.

XI. Board/trustee training and development.

The CMO staff will encourage relevant officers, employees and agents of PPA to attend conferences, seminars and training sessions identified or sponsored by the Trustees and which are designed to assist PPA to fulfill its mission.

#### **d. Stakeholder Participation**

PPA actively encourages parent and school staff engagement in governance of the education corporation. Specifically:

##### **1. Parents**

As noted above, parents vote by majority a Parent Representative of their sons' and/or daughters' charter to serve on the PPA Board. Furthermore, all Board meetings are open to the public, and parents are invited to participate.

As needed, parents such as representatives of the Community Council (in addition to the President who may serve on the Board as a parent representative) in offices such as Secretary or Vice President may serve on ad-hoc committees to support improvements in community relations and governance. As an example, please see the Grievance Policy.

##### **2. School Staff (including teachers)**

School staff members, including teachers, are also invited to attend Board meetings. Furthermore, School Staff members have served on ad-hoc committees such as our Total Rewards Committee, which focused on improving the benefits offered to school staff and the environment necessary to retain talented school staff members. School staff will continue to be invited to engage in such efforts.

**R-14e - Bylaws**

Girls Prep Bronx II (“GPBX II”) will be a part of the educational corporation, Public Prep Charter School Academies (“PPA”). The following are the Bylaws for PPA:

**BYLAWS  
of  
PUBLIC PREP CHARTER SCHOOL ACADEMIES**

**ARTICLE I  
NAME**

The name of the Corporation is Public Prep Charter School Academies (hereinafter the “Corporation”).

**ARTICLE II**

**MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

**ARTICLE III  
BOARD OF TRUSTEES**

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

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

1. To elect and remove Trustees;

2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;

3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;

5. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

6. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

7. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

8. The Board will delegate the management of the activities to the Chief Executive Officer of Public Preparatory Network, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such

capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees The number of Trustees of the Corporation shall be **not less than 5 nor more than 25**. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, **the exact number of Trustees is fixed at 16**.

C. Election of Trustees

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

2. Eligibility The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. In addition to other candidates, the Board will consider the following nominees:

a. At least one parent of an active Public Prep Charter School Academies parent, , who has been designated by the school (kindergarten through eighth grade) parents' association (known as "Community Council") to represent that Council (the "Parent Representative(s)").

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

4. Term of Office.

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

b. The term of each Trustee shall continue for three (3) years. Notwithstanding the foregoing, the term of any Trustee who is a Parent Representative shall be one (1) year.

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

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

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

5. Time of Elections. The Board shall elect Trustees whose terms begin on August 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

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

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later

date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

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

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

#### **ARTICLE IV PRINCIPAL OFFICE**

The Corporation's principal office shall be at 441 East 148th Street, Bronx, NY 10455, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

#### **ARTICLE V MEETINGS OF THE BOARD**

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

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

C. Regular Meetings. Regular Meetings shall be held at various times within the year as the Board determines and sufficient to meet the obligations set forth by Charter Schools Institute.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair or by any Trustee upon written demand of not less than one-fifth of the entire Board.

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

F. Notices. Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice to the Board, if the Bylaws or the Board fix the time and place of such meetings.

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

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

**ARTICLE VI**  
**ACTION BY THE BOARD**

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

C. Committees.

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Committee will consist of not less than three Trustees, who shall serve at the pleasure of the Board. The Board shall maintain a standing Finance Committee.

2. Authority of Board Committees. The Board may delegate to a Board Committee any of the authority of the Board, except with respect to:

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

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

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

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

1. Any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter as determined by the discretion of a majority of the Trustees then present.

## **ARTICLE VII OFFICERS**

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

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

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

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

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

agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur. All nominees to the Board of Trustees must be approved by CSI.

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

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

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

**ARTICLE VIII  
NON-LIABILITY OF TRUSTEES**

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

**ARTICLE IX  
INDEMNIFICATION OF CORPORATE AGENTS**

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or

threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

**ARTICLE X  
SELF-DEALING TRANSACTIONS**

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

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

**ARTICLE XI  
OTHER PROVISIONS**

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

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Public Preparatory Network Chief Executive Officer or Treasurer. In the event that a check is written in an amount over \$10,000, there must be two signatures; that of the Public Preparatory Network Chief Executive Officer and that of the Board Chair, Vice Chair or Treasurer.

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

E. Conflict of Interest. Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote by the Board, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during

the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

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

#### **ARTICLE XII AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws and any changes hereto must be approved by CSI.

## R-14f - Code of Ethics

GPBX II will be a part of the educational corporation, Public Prep Charter School Academies. The following is the Code of Ethics for Public Prep Charter School Academies.

The Trustees and employees of Public Prep Charter School Academies will be held to the highest standards of professional and ethical conduct. The following Code of Ethics is applicable to the Trustees, officers and employees of each school.

1. The Board of Trustees shall conduct or direct the affairs of the schools and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, each school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the schools to others, so long as the affairs of the schools are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 49 percent of the people serving on the Board of Trustees may be comprised of (a) people currently being compensated by a PPA school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
4. The Board of Trustees and the schools shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Trustee, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Trustees representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter schools shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following
  - a. Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
  - b. Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
  - c. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
  - d. Members of the faculty of the charter schools.
8. In no instance shall a trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.
9. Trustees, officers, or employees of any partner organization with the schools other than a for-profit management organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.
10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
12. Trustees shall not use his or her position with the charter schools to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter schools.
13. Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

## **R-14g - Complaint Policy**

### **Complaint Policy and Procedures of GPBX II**

PPA establishes complaint policies and procedures for its schools in order to ensure compliance with applicable state laws and regulations governing our schools. GPBX II will maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following: SUNY Charter School Institute, New York State Department of Education, and the mission, charter, and philosophy of GPBX II.

Please note that GPBX II encourages direct resolution between parties whenever possible.

#### **1. Staff and Employees**

The following language is included in the Public Prep Employee Handbook:

##### **a. Complaint Procedure for Harassment, Discrimination, or Retaliation**

Public Prep strongly urges the reporting of all incidents of discrimination, harassment, or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct that they believe is contrary to Public Prep's policy or who have concerns about such matters should file their complaints with his or her direct supervisor and/or the Director of Human Resources at the Public Prep office. In the event the harasser is the employee's direct supervisor, then the complaint should be filed with the Principal and/or the Director of Human Resources at the Public Prep office before the conduct becomes severe or pervasive.

##### **b. Important Notice to All Employees**

Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing legal action. Also, please note, federal, state, and local discrimination laws establish specific time frames for initiating a legal proceeding pursuant to those laws. Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, Public Prep strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. Public Prep will make every effort to stop alleged harassment before it becomes severe or pervasive, but can only do so with the cooperation of its staff/employees. The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

##### **c. Investigation**

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly, thoroughly and impartially. The investigation may include individual interviews with the parties involved

and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action. Responsive Action Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and appropriately. Responsive action may include, for example, training, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reduction of wages, demotion, reassignment, temporary suspension without pay or termination of employment, as Public Prep believes appropriate under the circumstances. Individuals who have questions or concerns about these policies should talk with the Director of Human Resources. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in school, business or work-related social activities or discussions in order to avoid allegations of harassment. The law and the policies of Public Prep prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further these policies, not to form the basis of an exception to them.

#### d. Internal Complaint/Grievance Procedures

Public Prep promotes an atmosphere whereby employees can speak freely with members of the management staff. Employees are encouraged to openly discuss any problems with his or her direct supervisor so that appropriate action may be taken. Public Prep is interested in all of its employees' success and satisfaction. Therefore, we welcome the opportunity to provide assistance to our employees through our grievance process. Our goal is to foster a collaborative working environment in which the best people can be challenged and stimulated to develop innovative, effective classroom instruction in the pursuit of excellence. When a discussion with the direct supervisor does not resolve an employee's concerns, or if the employee is not sure to whom he/she should speak to about a complaint or incident or if the employee has not received a satisfactory response within five (5) business days after reporting a complaint or incident or if the complaint or incident involves the employees manager, supervisor or department head, the complaint should be filed with the Principal and/or the Director of Human Resources at Public Preparatory Network. The Director of Human Resources will ensure that an investigation is immediately conducted. Every report of a complaint or incident will be fully investigated and corrective action will be taken where appropriate. In order to allow Public Prep to prevent and correct unlawful conduct, it is essential that you use this complaint procedure and that Public Prep receive information about every instance of such complaint or incident. **NO EMPLOYEE WILL SUFFER RETALIATION OR INTIMIDATION AS A RESULT OF USING THIS COMPLAINT PROCEDURE.** If an employee engages in any form of retaliation against a complainant or witness, that employee could be subject to disciplinary action to and including, termination of employment. Accordingly, please understand that under no circumstances should employee believe or conclude that he or she cannot or should not report any unlawful conduct. All internal complaints will be investigated promptly and with discretion, and all information obtained will be handled on a "need to know" basis. Public Prep will make a final determination as to what appropriate action should be taken in response to the employee grievance.

Public Prep will notify all parties to the complaint as to the outcome of the investigation and provide assurances that immediate and appropriate corrective action will be taken (if deemed necessary.) Appropriate corrective action will include, but is not limited to, a verbal or written reprimand, demotion or other disciplinary action up to and including, termination of employment. Please contact the Director of Human Resources for additional information.

## **2. Parents/Guardians**

### **a. Informal Complaints**

Complaints that are not violations of law or charter are considered to be informal. Families with informal complaints or concerns should first bring it directly to the attention of the child’s teacher or the Community Council President, depending on the situation. In the event that this does not yield a solution, families should then bring the issue to the attention of the Family Coordinator, [FILL IN NAME], at [FILL IN EMAIL ADDRESS], or the Director of Student and Family Affairs, [FILL IN NAME], at [FILL IN EMAIL ADDRESS]. If the issue remains unresolved after 24 hours, at that time, the complaint may be taken to the Principal, [FILL IN NAME], at [FILL IN EMAIL ADDRESS].

### **b. Formal Complaints**

A Formal Complaint is a complaint made when the law or charter is violated. If the law or charter is not violated, the formal complaint process is not the appropriate avenue for parents/guardians to seek a solution to a problem. Complaints that are regarding violation of law or charter must be addressed to the Chairman of the Board Trustees c/o Public Prep (may be sent via US Mail, email, or fax). The complaint will be reviewed by the Grievance Committee of the Public Prep Charter Schools Academies Board of Trustees. The Grievance Committee will investigate the complaint and determine whether the complaint warrants a hearing led by the Grievance Committee within 10 business days of receipt of the complaint, and, if so, the hearing will take place within 6 weeks. The Grievance Committee will provide a summary of findings and recommendations to the PPA Board of Trustees, and the PPA Board of Trustees will vote on these recommendations at the next scheduled board meeting.

#### **i. Grievance Committee Purpose**

The purpose of the Grievance Committee is to consider complaints of alleged violations of the law and/or the Public Prep Charter Schools Academy (“PPA”) charter.<sup>1</sup> The Committee will, in turn, make findings and recommendations of resolution to the PPA Board of Trustees in the case of formal complaints of alleged violations.

#### **ii. Grievance Committee Structure**

The Grievance Committee consists of at least four voting members:

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1

- Two PPA Parent Board Representatives
- Two elected members from the PPA Board of Trustees
- The COO of Public Prep (presides over the committee and is non-voting)
- Any additional designee determined by the Grievance Committee on a case-by-case basis

The Grievance Committee meets on an as-needed basis.

iii. Grievance Committee Procedure

A grievance may be submitted by a parent or guardian who is directly impacted by actions of a Public Prep School.

1. A Grievance Form is completed and submitted via email at [FamilyAffairs@publicprep.org](mailto:FamilyAffairs@publicprep.org) or via US Mail. The Grievance Form contains identifying information, the complaint, a summary of facts, a request of recourse, and steps taken to address the problem prior to appealing to the Grievance Committee.
2. The Grievance Form is circulated to members of the Grievance Committee.
3. The Committee investigates the allegations listed in the Complaint/Form. This investigation will be completed within 10 business days within receipt of the Committee.
3. Committee members determine whether the grievance alleges a violation of the charter and/or law and merits a hearing for further investigation.
4. Complaints or allegations that do not merit a hearing are turned over to the appropriate school staff member for resolution.
5. Grievances that merit a hearing are heard at a meeting of the Committee within 6 weeks of the initial receipt of the Grievance Form.
  - Hearings are attended by the interested parties and the Principal.
  - The Committee will determine who shall speak and for what length of time.
  - The Committee, by majority vote, will complete Findings and Recommendations based on their investigation and evidence presented.
  - The Committee will submit the Findings and Recommendations to the Board of Trustees.
  - The Board of Trustees will consider recommendations at its next meeting.

If the grievant wishes to appeal the decision made by the Board of Trustees, s/he may submit a grievance directly to the authorizer of PPA, the State University of New York, at:

Director of Public Affairs  
 Charter Schools Institute  
 State University of New York

41 State Street, Suite 700  
Albany, NY 12207

Or via email to: [charters@suny.edu](mailto:charters@suny.edu)

If the parent wishes to appeal the decision made by the SUNY Charter School's Institute, s/he may contact the New York State Board of Regents, which is responsible for the general supervision of all educational activities within the state at:

The New York State Board of Regents  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

### **3. Contractors**

The following language is included in contracts and is negotiated as necessary in a limited number of cases:

In the event of a dispute between PUBLIC PREP and Consultant respect of this Agreement or any Services, the affected entities shall first attempt to resolve such dispute as soon as practicable through good faith negotiation. If such dispute is not definitively resolved within ten (10) days, then the affected entities shall attempt to resolve the dispute through non-binding, third party mediation in New York, New York. The mediation shall be administered by the American Arbitration Association ("AAA") in accordance with its Commercial Mediation Rules and with a single mediator selected in accordance with such Rules.

## **R-14h - Board Member Resumes**

### Public Prep Academies Board

**Ravenel Boykin Curry IV** is the Managing Director and Senior Research Analyst at Eagle Capital Management, LLC. Prior to joining the firm in 2001, Mr. Curry was a Portfolio Manager at Kingdon Capital from 1997 to 1999. Prior to that, he was a Strategy Consultant at Bain & Company. Mr. Curry began his investment career at Miller Anderson & Sherrerd/Morgan Stanley Asset Management, where he managed an emerging markets fund. Mr. Curry is a Director of New America Foundation. He is a founder of Young Friends at MTC and Democrats for Education Reform. Mr. Curry earned an M.B.A. from Harvard Business School in 1994 and a B.A. in Economics from Yale University in 1988. Curry is founding board member and is Chair of the Public Prep Academies Board of Trustees.

**Eric J. Grannis** is a graduate of Columbia College ('86) and Columbia Law School ('93). He graduated third in his class, was an editor of the Law Review and a Kent Scholar, and was awarded first prize in oral advocacy. Following graduation, Mr. Grannis served as a law clerk to the Honorable Peter K. Leisure, United States District Court Judge, Southern District of New York. Mr. Grannis was subsequently associated with the firms of Debevoise & Plimpton (1994-1998) and Salans (1998-2002). At both of these firms, he specialized in civil litigation and commercial arbitration. Mr. Grannis's publications include *Fighting Words and Fighting Freestyle: The Constitutionality of Penalty Enhancement for Bias Crimes*, 93 Colum. L. Rev. 178, 191-92 (1993), and *A Problem of Mixed Motives: Applying Unocal to Defensive ESOPs*, 92 Colum. L. Rev. 851 (1992). Mr. Grannis is an experienced litigator who has tried six Federal cases to jury verdicts. He also speaks French and represents numerous French clients in U.S. litigation.

**Nicole Kail Greene** was previously an administrative director of four emergency departments of NewYork-Presbyterian Hospital. She graduated from Smith College and received a master's in public health from Yale. She joined the Public Prep Academies Board in 2013 and is co-chair of the Development Committee.

**Ramsey Lyons** joined the Public Prep Academies Board in 2016 and serves on the Development Committee.

**H. Melvin Ming** was the president and CEO of Sesame Workshop from 2011 until his retirement in 2014. He joined Sesame Workshop in 1999 as its chief financial officer and became the chief operating officer in 2002. Prior to this, he served as the Chief Financial Officer of the Museum of Television and Radio in New York from 1997 to 1999, Chief Operating Officer at WQED in Pittsburgh from 1994 to 1996 and Chief Financial Officer and Chief Administrative Officer at Thirteen/WNET New York from 1984 to 1994. Previously, Mr. Ming served as Vice President of Finance and Administration at National Public Radio in Washington, DC. Mr. Ming served as an Independent Director of Westwood One Inc. since July 7, 2006. He is a Certified Public Accountant and received a B.S. degree from Temple University. Ming joined the Public Prep Academies Board of Trustees in 2011.

**Paul A. Vermynen, Jr.** co-founded Kestrel Energy Partners, LLC and has been its President and Manager since July 2005. Mr. Vermynen served as a Vice President of Citibank N.A, where he was employed from 1971 to 1978. He served as a Vice President-Finance of Commonwealth Oil Refining Co. Inc., where he was employed from 1978 to 1982. He served as the Chief Financial Officer of Meenan Oil Co. L.P. from 1982 to 1992 and served as its President until 2001. He has pursued private investment opportunities, since 2001. He served as the Chairman of the Board at Downeast LNG Inc. He has been a Non-Executive Chairman of Kestrel Heat LLC, a General Partner of Star Gas Partners, L.P. since April 28, 2006, and also serves as its Lead Director. Mr. Vermynen serves as a Director of certain non-public companies in the energy industry in which he holds equity interests including COALition Energy LLC and Moneta Energy Services Ltd. He is a graduate of Georgetown University and has an M.B.A. from Columbia University. Vermynen is a founding board member and is the chair of the Finance Committee.

**Laura A. Weil** was a Managing Partner of Village Lane Advisory LLC, which she founded in 2015. Ms. Weil served as the Chief Operating Officer and Executive Vice President of New York & Company Inc. from June 28, 2012, to August 18, 2014, and also served as its Executive Consultant since February 2012. She served as the Chief Executive officer of Ashley Stewart Holdings, Inc., (formerly Urban Brands, Inc.) from 2008 to 2011. She served as the Chief Operating Officer and Senior Executive Vice President at Ann Taylor Corporation from August 31, 2005, to May 4, 2006. Ms. Weil was responsible for finance and accounting, investor relations, merchandise planning, information systems, and all supply chain operations including sourcing, logistics and distribution, real estate, construction and facilities and purchasing at Ann Taylor Stores Corp. She joined Ann Taylor from American Eagle Outfitters, Inc. where she served as the Chief Financial Officer and Executive Vice President from December 1995 to September 9, 2005. She was a Consultant at many companies including SSC, from March 1995 to December 1995. From 1992 to 1995, she served as a Senior Vice President and Head of the Retailing Investment Banking Practice at Oppenheimer & Co., Inc. Ms. Weil held various executive positions at R.H. Macy & Co., Inc. from 1989 to 1992, including as a Vice President of Finance and the Chief Financial Officer at Credit Operations. From 1988 to 1989, she served as an Executive at L'Herbier de Provence. From 1979 to 1981 and 1983 to 1988, she held various investment banking positions at Lehman Brothers and Kuhn Loeb Inc, including as a Vice President of the Merchandising Group. Ms. Weil is an alumna of Columbia University Business School, with an MBA in Finance and Marketing and is an alumna of Smith College, with a B.A. in Art History and Government. Weil is a founding board member.

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**Conflict of Interest**

10. If you or your spouse knows any of the other prospective board members, please so indicate the relationship.

*Friend of Bryan Lawrence and his family for many years.*

11. If you or your spouse know any people already known to be prospective school employees, please so indicate and describe the relationship.

N/A

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

N/A

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

*The school does not propose to partner with an educational service provider.*

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

N/A

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

*No, I do not anticipate conducting any business with the school.*

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

*I do not know of any conflict.*





Charter Schools Institute  
*The State University of New York*

**Request for Information  
from Prospective  
Charter School Trustees**

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*Guidance and Form*

Updated: May 21, 2007

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207  
518/433-8277  
Fax: 518/427-6510

**Guidance regarding the *Request for Information Form***

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest\* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

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\* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

## Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
  - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
    - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
    - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
  - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
  - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
  - 4) By-laws, which may:
    - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
    - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
    - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
    - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

**Institute Actions:**

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.

- The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

**REQUEST FOR INFORMATION FROM  
PROSPECTIVE CHARTER SCHOOL TRUSTEE**

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee: **Boys Preparatory Charter School of New York**
  
2. Full name: **Eric Grannis**  
Home Address: [REDACTED]  
[REDACTED]  
Business Name and Address: [REDACTED]  
[REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No: [REDACTED]  
E-mail address: [REDACTED]
  
3. A brief educational and employment history (you may attach a resume): **Resume attached.**
  
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  **I affirm.**
  
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  **Yes, I used to serve on the Board of Trustees of Bronx Preparatory Charter School. In addition, I used to serve on the Board of Trustees of the Girls Preparatory Charter School of New York and currently serve on the Board of Trustees of Public Preparatory Network.**
  
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  **Does not apply to me.**  Yes, .
  
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 **Does not apply to me.**  Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  **Yes, I know the other school trustees from serving on the Girls Preparatory Charter School of New York board of trustees and from serving on the Public Preparatory Network board of trustees. These are professional relationships.**
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  **I / we do not know any such employees.**  Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  **I / we do not know any such persons.**  Yes. Through my association with Public Preparatory .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  **I / we do not anticipate conducting any such business.**  Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 **Yes, I know the employees and officers, and all of the trustees of the Public Preparatory Network. These relationships are professional, aside from my relationship with Bryan Lawrence (Chair of board) which is both personal and professional.**
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  **I / we have no such interest.**  Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  **I / we or my family do not anticipate conducting any such business.**  Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this

information in response to prior items, you may so indicate.  **Does not apply to me, my spouse or family.**  Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  **Yes, I serve on the board of trustees of Public Preparatory Network.**

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

**I would require that the board member resign and report the self-dealing to the Charter Schools Institute.**

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  **I affirm.**

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

**CERTIFICATION**

I, Eric J. Grannis, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Boys Preparatory Charter School of New York is true and correct in every respect.



2/23/2011

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

NICOLE KAIL GREENE

[REDACTED] New York, NY 10003  
[REDACTED]

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[REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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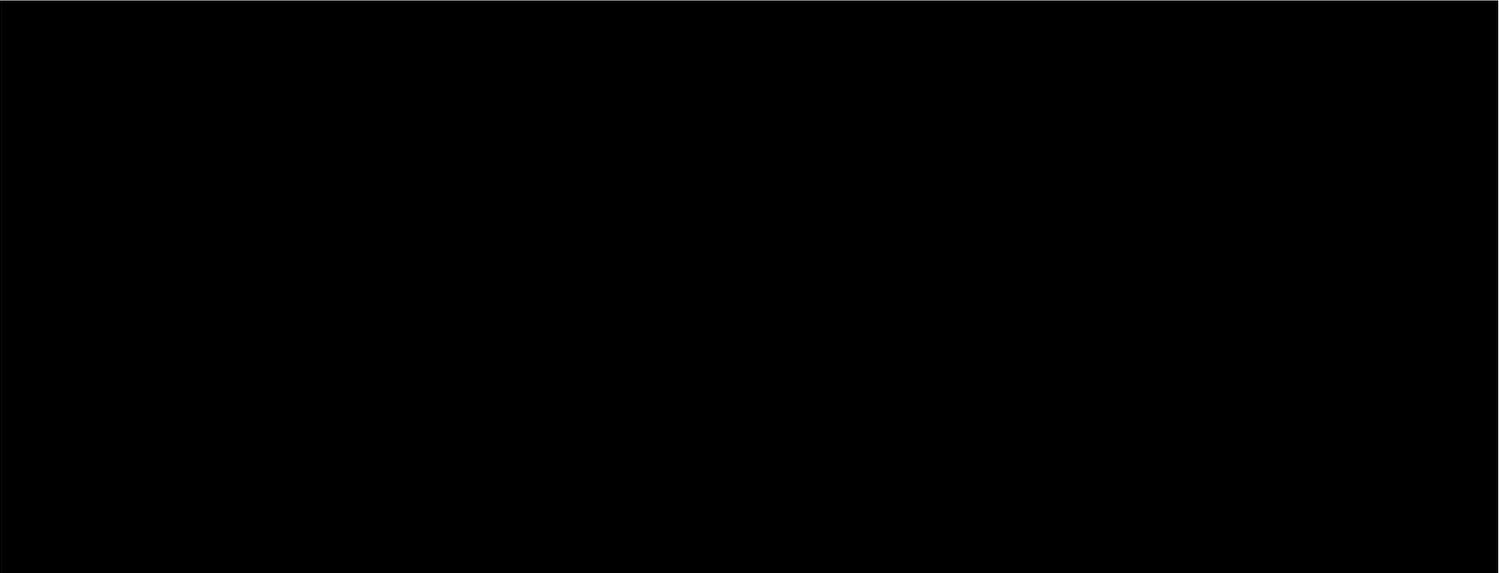
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



## EDUCATION

### **Yale University School of Epidemiology and Public Health**

**New Haven, CT**

*Master's degree of Public Health (MPH), 1998.*

- Concentration in Health Policy and Administration with coursework at Yale School of Management

### **Smith College**

**Northampton, MA**

*Bachelor of Arts, History of Art, May 1995*

- First Group Scholar 1993-1994. Premedical requirements completed

### **University of Firenze, Italy**

**Florence, Italy**

*1993-1994*

- All coursework in Italian
- 



**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

**FOR INSTITUTE USE ONLY**

**FILING FOR SCHOOL YEAR:** \_\_\_\_\_

**DATE RECEIVED:** \_\_\_\_\_

1. Name of charter school: Girls Preparatory Charter School of New York
2. Trustee's name (print): Nicole Greene
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): N/A
4. Home address: [REDACTED]
5. Business Address: \_\_\_\_\_
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? \_\_\_ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><b>NONE</b></p>			

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"><b>NONE</b></p>				



*Signature*

11/19/13

*Date*

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Girls Preparatory Charter School of New York
2. Full name: Nicole Greene  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the ~~business~~ that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Confronting involved trustee.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Nicole Greene, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Girls Prep Charter School is true and correct in every respect.

  
\_\_\_\_\_  
Signature

11/19/13  
\_\_\_\_\_  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))	Steps Taken to Avoid a Conflict of Interest, did not vote, did not participate in (discussion)	Nature of Financial Interest/Transaction	Date(s)
<i>None</i>			

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

8. Is Trustee an employee of the school? Yes.  No.  If you checked yes, please provide a description of the position you hold, your salary and your start date.

7. E-mail: [REDACTED]

6. Daytime phone: [REDACTED]

5. Business Address: [REDACTED]

4. Home address: [REDACTED]

3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): N/A

2. Trustee's name (print): Hilton Melvin Ming

1. Name of charter school: Boys Preparatory Charter School of New York

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY  
FILING FOR SCHOOL YEAR: \_\_\_\_\_  
DATE RECEIVED: \_\_\_\_\_

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>None</i>				

  
 \_\_\_\_\_  
*Signature*

*4/25/14*  
 \_\_\_\_\_  
*Date*



Charter Schools Institute  
*The State University of New York*

**Request for Information  
from Prospective  
Charter School Trustees**

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*Guidance and Form*

Updated: May 21, 2007

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207  
518/433-8277  
Fax: 518/427-6510

## Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest\* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

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\* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. <sup>Boys</sup> Girls Preparatory Charter School of New York
2. Full name:  
Home Address:  
Business Name and Address:  
Home telephone No.:  
Work telephone No.:  
E-mail address:
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

#### Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
  - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
    - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
    - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
  - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
  - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
  - 4) By-laws, which may:
    - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
    - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
    - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
    - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

<b>Institute Actions:</b>	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

## Certification

I, \_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the \_\_\_\_\_ Charter School is true and correct in every respect.

  
Signature

\_\_\_\_\_  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. **Girls Preparatory Charter School**
2. Full name: **Laura Weil**  
Home Address: [REDACTED]  
[REDACTED] NY 10021  
Business Name and Address:  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

Revised May 21, 2007

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes,

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

*FIRST, I WOULD MAKE SURE THAT THE ALLEGATION WAS SUBSTANTIATED WITH FACTUAL INFORMATION. IF THE SELF-DEALING WAS SUBSTANTIATED, I WOULD NOTIFY OTHER MEMBERS (TRUSTEES) OF THE BOARD AND THE INSTITUTE.*

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

## Certification

I, Laura Weil, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the \_\_\_\_\_ Charter School is true and correct in every respect.

Signature

Laura X Weil

Date

March 10, 2008

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

**FOR INSTITUTE USE ONLY**  
**FILING FOR SCHOOL YEAR:** \_\_\_\_\_  
**DATE RECEIVED:** \_\_\_\_\_

1. Name of charter school: GIRLS PREPARATORY SCHOOL
2. Trustee's name (print): LAURA A. WEIL
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the school? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

*NONE*

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

*Cara A. West*  
Signature

March 10, 2008  
Date



**Charter Schools Institute**  
*The State University of New York*

**Request for Information  
from Prospective  
Charter School Trustees**

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*Guidance and Form*

Updated: May 21, 2007.

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207  
518/433-8277  
Fax: 518/427-6510

## Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest\* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

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\* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

## Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
  - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
    - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
    - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
  - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
  - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
  - 4) By-laws, which may:
    - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
    - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
    - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
    - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

**Institute Actions:**

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.

- The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Revised May 21, 2007







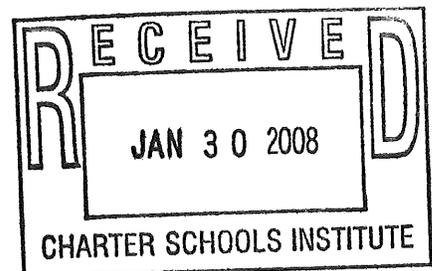




**Charter Schools Institute**  
**State University of New York**

**Request for Information from Prospective  
Charter School Board Members**

Charter Schools Institute  
74 North Pearl Street  
4<sup>th</sup> Floor  
Albany, NY 12207  
(518) 433-8277  
Fax: 518-427-6510



Jan 25 08 04:41p

laura weil

## REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school board is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school as well as the expenditure of public monies directed to the charter school.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

### Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

### Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

2125709610

Jan 25 08 04:41p laura weil

Other

- 19. Please indicate your understanding of the appropriate role of a public charter school board member.
- 20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
- 21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Laura Weil, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the \_\_\_\_\_ Charter School is true and correct in every respect.

Laura A Weil  
Signature

1/25/08  
Date

Jan 25 08 04:41p

laura weil

Laura Weil

Request for Information from Prospective Charter School Board  
Members

**Background**

1. See Attached CV

2. Yes

3. I was introduced to Girls Prep through a board member, Mary Mitchell, who is a friend of mine. I visited the school for the first time in Fall 2006, meeting the staff and attending classes. Over the ensuing months, I met with Miriam Raccah, the Executive Director of Girls Prep as well as several members of the Board and was impressed by their mission and goals.

4. I want to serve on the Board of Girls Prep because 1) I believe in the school's mission of providing a first-rate education to girls who otherwise would not have the opportunity for such; 2) I think that providing a great education to minority and/or at risk children is uplifting for the child as well the family of the child and has positive, long-lasting ramifications for her and society as a whole; and 3) I am very impressed with the leadership of Girls Prep, their dedication to their task and the progress they have made towards creating a school and learning environment that is welcoming, yet rigorous in its educational standards.

5. I have not served on the board of a charter school, but I have been very involved in working with not-for-profits. At American Eagle Outfitters, Inc., where I served as CFO/EVP for 10 years, I was a founder of the American Eagle Foundation and served as its Chairperson. The AE Foundation was the first corporate sponsor of Jumpstart, a not-for-profit that engages college students to help teach at risk preschoolers how to read. I have also been a sponsor and fundraiser for Miracle House, a New York based not-for-profit that provides housing for the families who are caring for seriously ill relatives in New York.

**Conflict of Interest**

Jan 25 08 04:41p laura well

6. I know one board member, Mary Mitchell, who works with my sister at Scholastic Inc.
7. No
8. No
9. No
10. No
11. No
12. No
13. No
14. There are no potential conflicts of interest.
15. If I thought there was self-dealing or a conflict of interest, I would ask that the Chairperson investigate the situation, or I would ask the board member to respond to the allegation. If it was determined that the person or persons were self-dealing, I would seek their immediate resignation from the board.

#### **Educational Philosophy**

16. The mission of the school is to provide lower income girls with an elementary school education that is equal to that of the best private girls preparatory schools in America and provides them with the strong educational foundation they will need to perform well in middle and high school. The mission of Girls Prep is supported by teachers from top ranked colleges and universities who are dedicated to providing a curriculum that promotes strong reading, math and problem solving skills and provides students with a love of learning as well as confidence that they can achieve their highest goals.

17. I am familiar with the educational program of the school. I have met with the leadership and faculty of the school, attended an Open House and visited the school on several occasions.

Jan 25 08 04:42p      laura well

18. A successful school has a good curriculum that gives its students the skills they need for each grade, has a dedicated staff that is responsive to the needs of the students and their parents, provides a safe and happy environment for learning, and is accountable to all constituencies it serves. I think the board is very aware of its obligation to provide everything necessary to ensure the school is and remains successful. The board is very focused on having a top-notch team of educators at every level and on creating a safe, happy and healthy environment for the students. I think the board has taken specific steps to ensure the school's success by providing adequate funding, keeping hiring standards high, reviewing test scores, and assembling a dedicated team of educators as well as board members.

#### **Other**

19. The role of a charter school board member is to: 1) provide oversight and leadership to the Executive Director and Principal as they run the school; 2) ensure that the school's policies are carried out; and 3) provide fiscal stability and support.

20. Yes

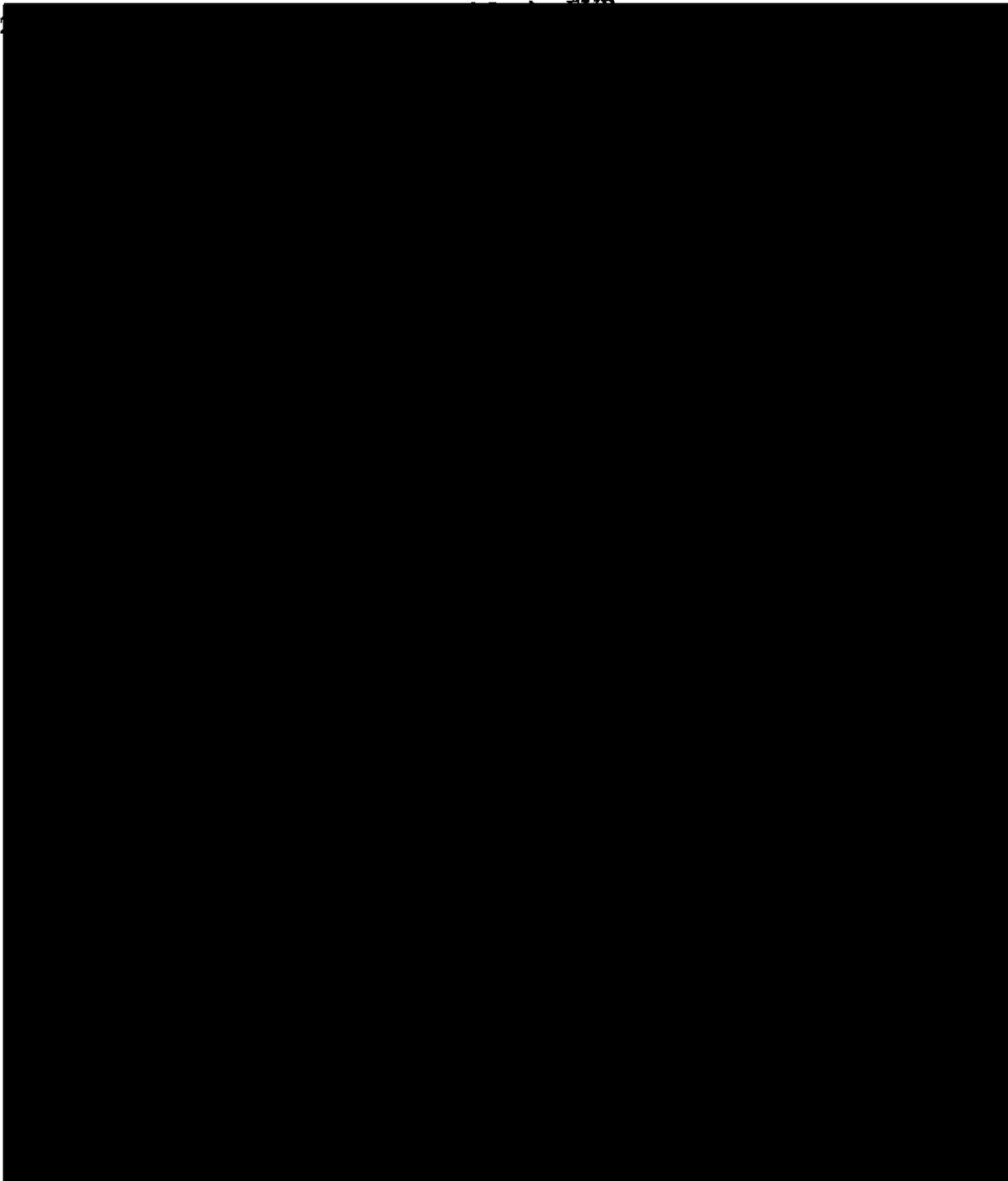
21. I believe that I am well qualified to serve on the board of Girls Prep and will do everything I can as a board member to help Girls Prep succeed in its mission of providing a quality, first-rate education to young girls.

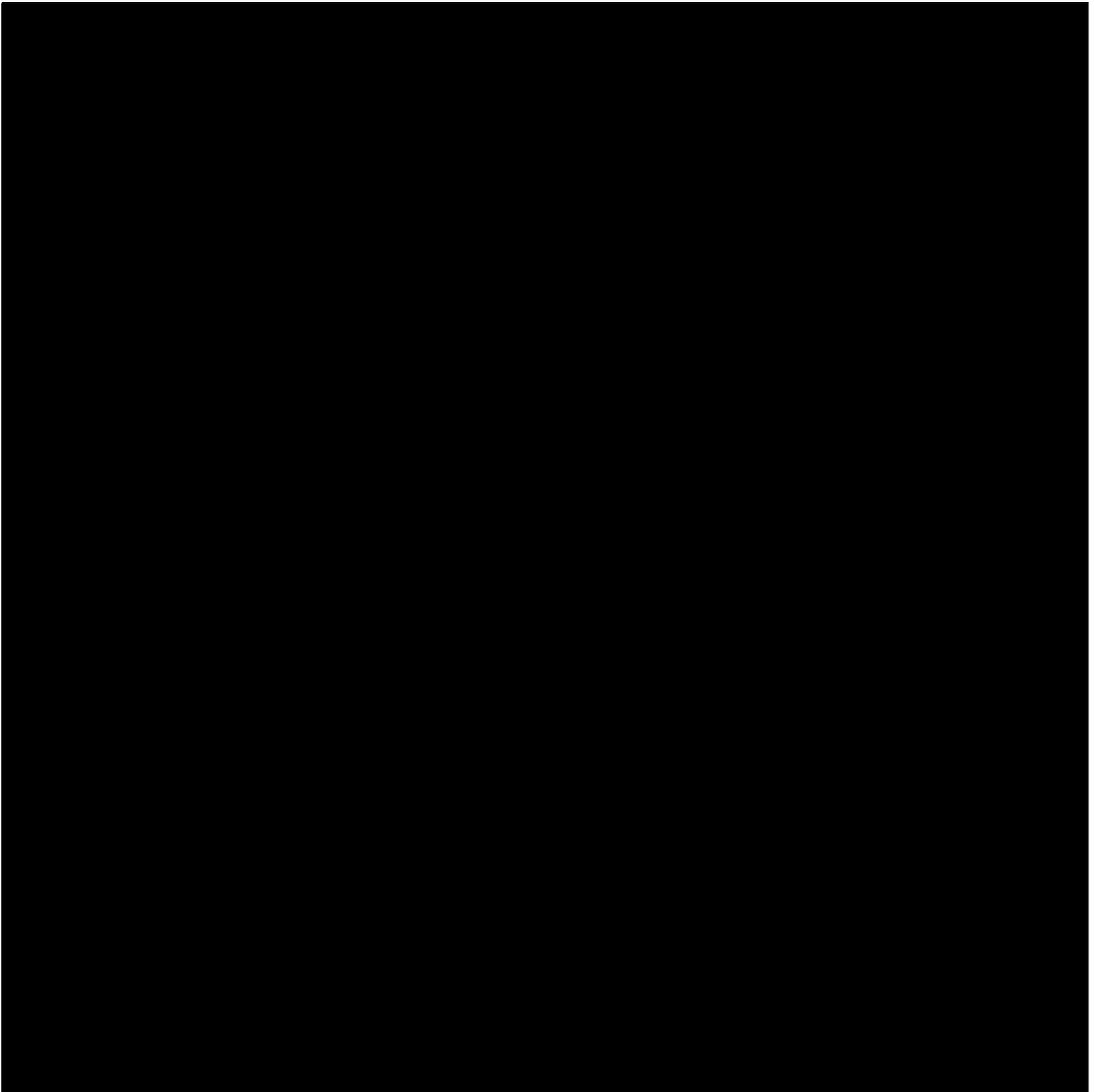
**Laura Weil**

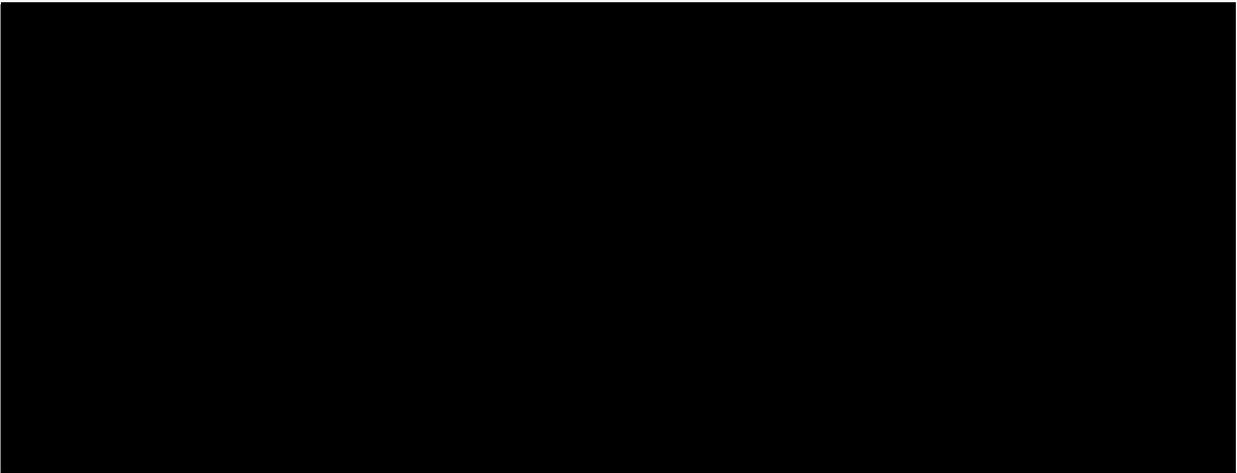
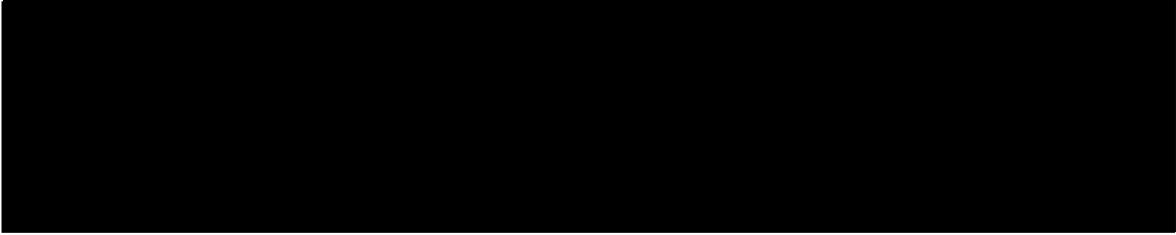
[REDACTED]  
**New York, New York 10021**

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[REDACTED]





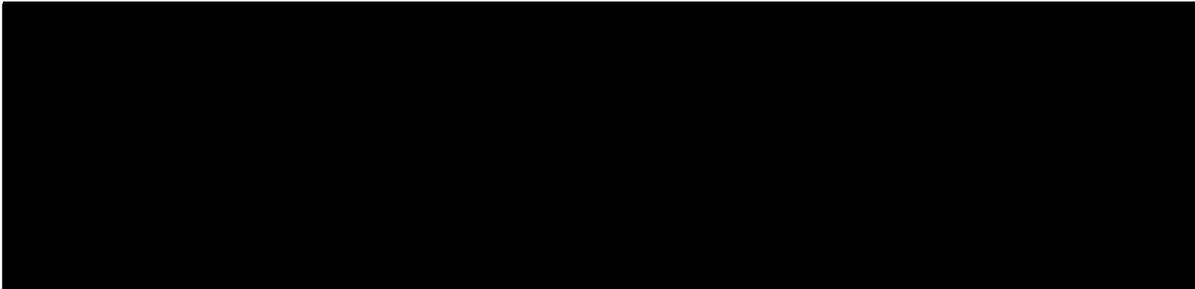
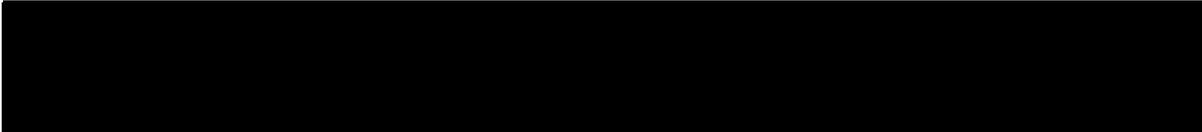




**Education**

MBA-Finance and Marketing-Columbia University

AB-Art History and Government-Smith College



## **R-15 - District Relations**

### 15(a) Relationship Strategies

PPA is deeply committed to collaborating with its co-located district schools and other public schools in New York City and beyond in order to share best practices and afford New York City families with high-quality public school options. One way that PPA schools collaborate with our district partners is by observing one another in practice as a form of professional development. For example, during the 2015-2016 school year, the Principal of P.S. 107, the district school which shares space with the PPA school Boys Prep Bronx Elementary School, observed literacy interventions at another PPA school, Girls Prep Bronx Elementary School.

Another form of collaboration is when students from both a PPA school and the district co-located school are able to interact with one another and benefit from a partnership. For example, in 2015-2016 year, Girls Prep LES Elementary School partnered with its co-located school, PM094, through the Marquis Studios inclusion residency. During this time, younger general education students from Girls Prep LES Elementary School are paired with older students from PM094, many of whom are disabled, and they worked together to create art projects. Similarly, Girls Prep Bronx Middle School offers opportunities for students to interact such as a sisterhood club with its collocated schools MS 301 and X188, a District 75 school, which meets during lunch time once a month. The schools also partners for a yearly arts showcase.

For the past 2 years, we have worked with M.S. 302, co-located with Girls Prep Bronx Elementary School, to apply for participatory budget grants to improve the school's playground and auditorium. Through this partnership we were able to win \$500,000 and \$600,000 in public funds respectively to make renovations to shared spaces in the school building.

Finally, the majority of Girls Prep LES Middle School and Girls Prep Bronx Middle School students graduate eighth grade and enroll in top public schools throughout the city. Our Director of Alumni Engagement and College Completion develops relationships with district high school principals as she helps our students and families navigate the high school admissions process. For a full list of the high schools our alumnae are attending, please visit our [website](#).

As an example of sharing best practices more broadly, PPA school leaders, faculty, and students have presented on panels for educators organized by Education Pioneers, the National Coalition of Girls' Schools, the New Teacher Project, and more.

### 15(b) School Partnerships

Girls Prep Bronx Elementary School is co-located with M.S. 302 and Girls Prep Bronx Middle School is co-located with M.S. 301, two under-performing schools in District 8. We are committed to establishing and maintaining strong partnerships with our co-located schools and other schools in the area where Girls

Prep Bronx II will be located. We will tap into some of the ideas mentioned above to share best practices, including joint showcases and observations.

Additionally, we will prioritize working with local schools to apply for participatory budget grants to make improvements that all schools in the neighborhood can benefit from. We are also interested in working with local elected officials to lead community conversations around pertinent topics, including special education, empowering young women and raising resilient men. We can work with co-located and nearby schools to plan these events and promote them to families.

## R-16ac - Facilities

Girls Prep Bronx II is applying to serve 520 students in the first charter term. Due to overwhelming demand for a single-sex option in Districts, 7, 8 and 9, as evidenced by current Girls Prep Bronx I waitlists, we seek to secure facilities within the borders of these districts. In order to ensure that the school has adequate time to secure and finance its permanent home in private space, the school will spend its first year incubating in the current Boys Prep Bronx facility.

Throughout the charter term, the school will require the following number of classrooms:

- Year 1- 4 general education and two specials
- Year 2- 8 general education, 3 specials, and 1 special services
- Year 3- 12 general education, 4 specials, and 2 special services
- Year 4- 16 general education, 4 specials, and 2 special services
- Year 5- 20 general education, 5 specials, and 3 special services

In addition, the school will require a main office/reception area, office space for at least 6 administrators (shared), a gymnasium, cafeteria, storage, a nurse's office, and ideally space for outdoor play.

### Facility Plans

Over the course of the last two years, the team at Public Prep Network has been supporting the school in securing a 35-year lease on a private facility, located at 192 E. 151st Street, to construct an 85,000 sq foot building to serve as the permanent home of Boys Prep. The school currently occupies the first and second floors and anticipates obtaining a temporary certificate of occupancy by mid-January to occupy the remaining three floors.



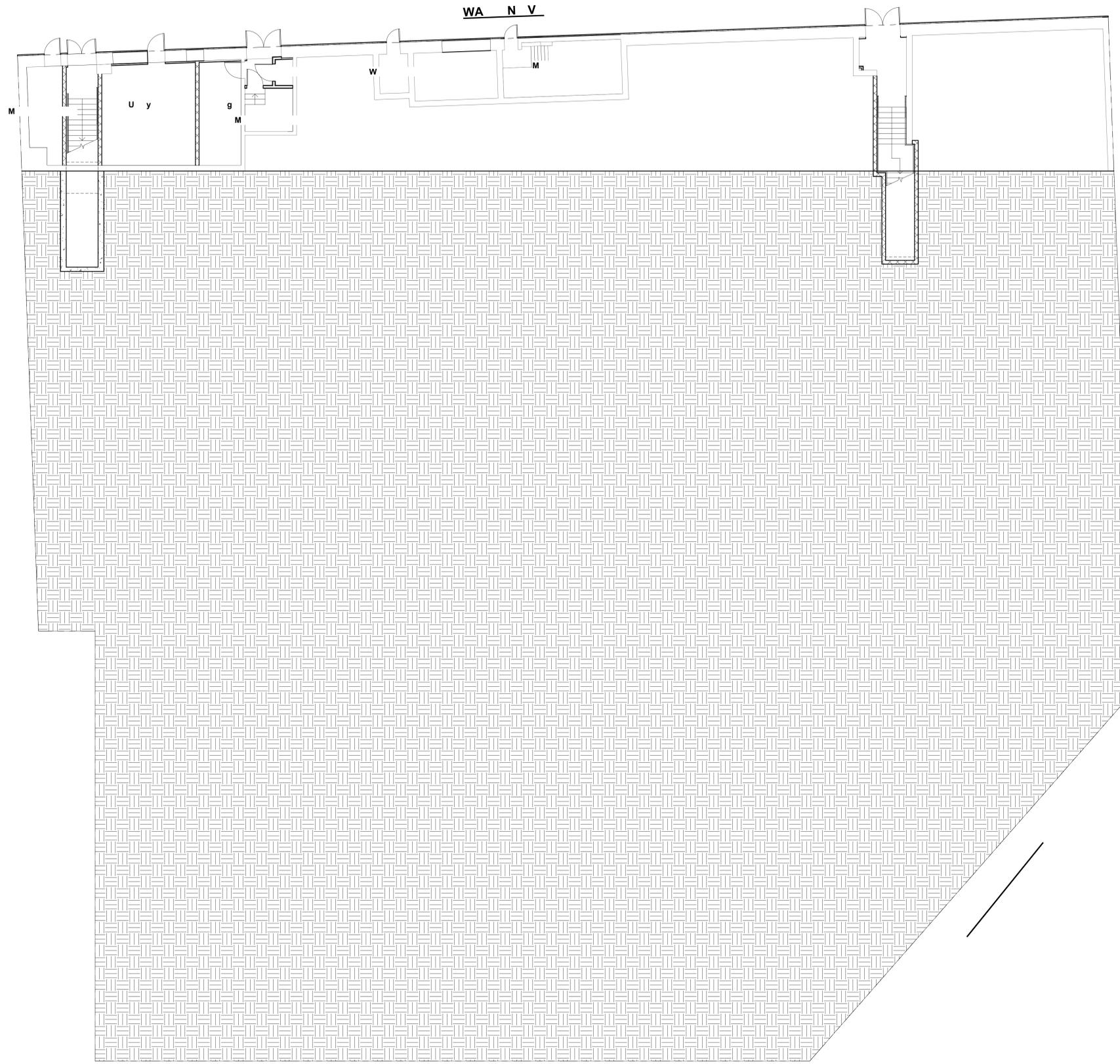
The facility includes two science labs, music and art rooms, a kiln, two libraries, a gym, two multipurpose rooms to facilitate whole school Unity meetings, as well as classroom space for up to 1000 students. Classrooms are fully equipped with technology and flexible furniture to encourage group work and collaboration in all grades. The building includes a multitude of pull-out spaces to ensure that students can comfortably receive Tier II academic interventions and receive mandated SETTS services and counseling. Finally, the building has been outfitted with state-of-the-art security equipment such as camera, card swipe access, and panic buttons to support the school administration in ensuring student safety.

In year one, Girls Prep Bronx II will require roughly 5-8 classrooms to house 4 Kindergarten classrooms, two Pre-K classrooms, and one room for pull-out and small group instruction. Given that Boys Prep will not reach capacity until 2021-22, there is open space that can support the start-up phase of Girls Prep Bronx II.

During the planning year, Public Prep Network will support the school in securing and renovating a private facility. As with the Boys Prep Bronx facility, Public Prep will seek the support of Andrew Stein, at Vicus Partners, to suggest possible options. During the 18-19 school year, exploratory visits to facilities have been completed with regularity.

#### Facility Conflicts of Interest

Both in the incubation year, as well as the subsequent years of the charter term, Girls Prep Bronx II will hold a lease on its facility with an associated entity, Friends of Girls Prep. Friends of Girls Prep holds no cash and no assets outside of facilities leases. Any income generated through leases or usage agreements with the community at large by Friends of Girls Prep will be redistributed to the Public Prep Academies reserve fund. No member of Public Prep Network, Public Prep Academies or their respective boards of trustees have any ownership interest in the facility.



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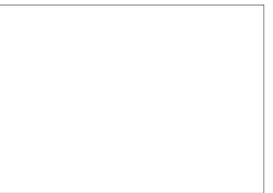






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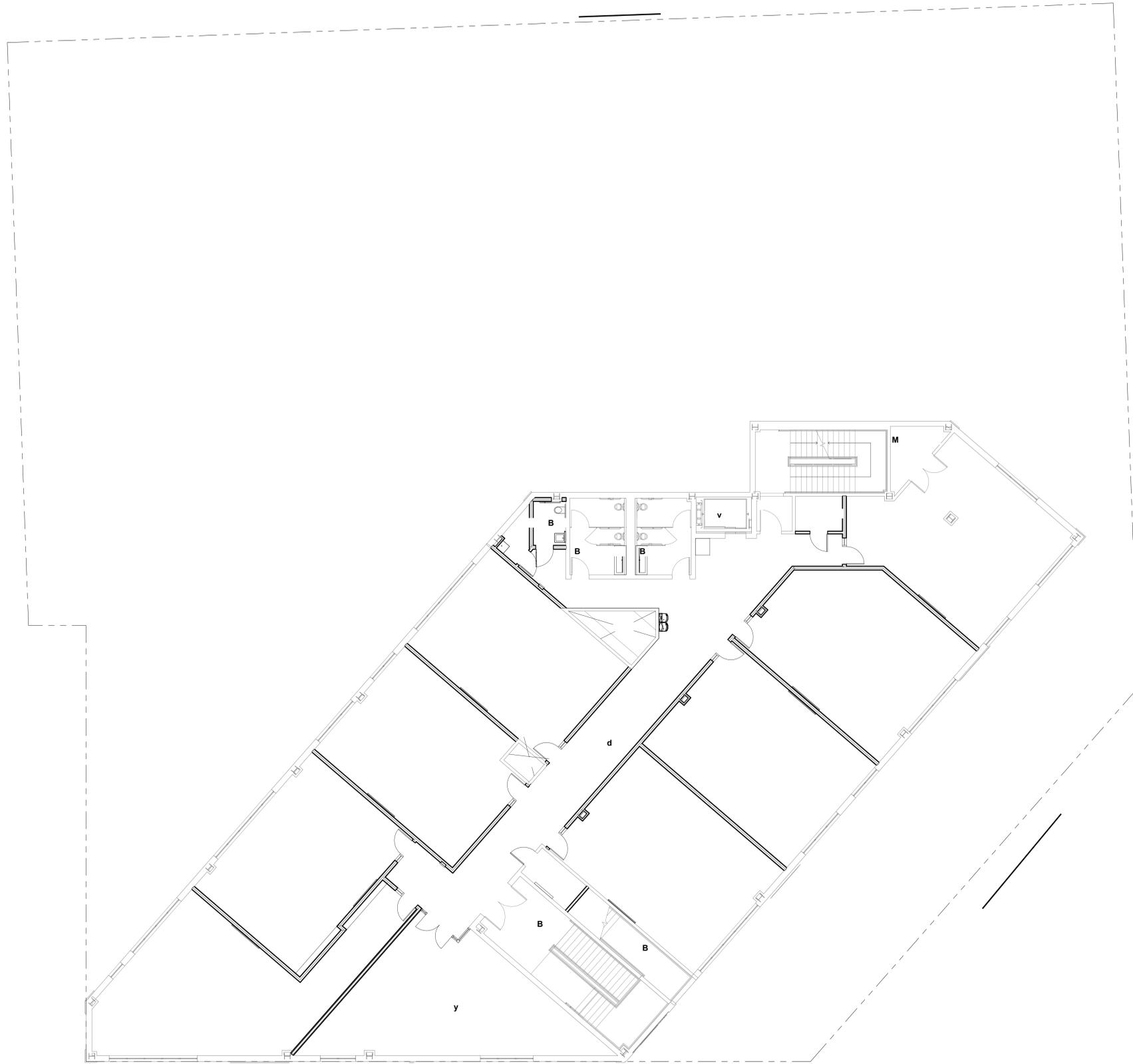
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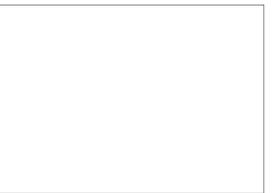
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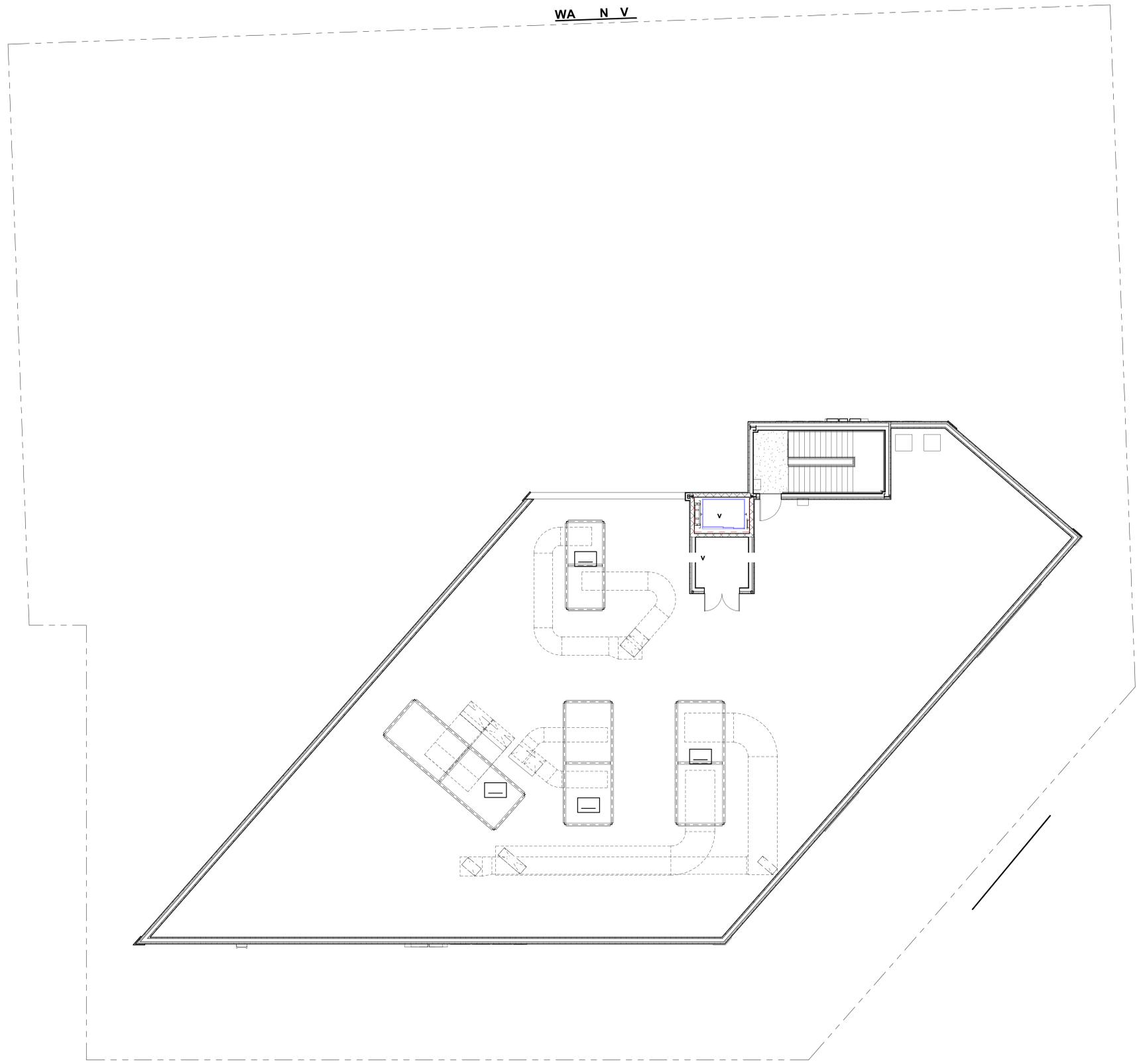
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## **R-17 - Food Services**

Girls Preparatory Charter School of the Bronx II (“GP Bronx II”) will be a part of the educational corporation, Public Prep Charter School Academies (PPA). The following is the Food Services plan for all of PPA, including GPBX II.

PPA utilizes the Office of Food and Nutrition Services of the Department of Education to provide breakfast, lunch and afternoon snack to each school. The Department of Education provides the food and administers the reimbursement from the federal lunch program, reducing the administrative burden on each school.

### **Participation in Subsidized Meal Programs**

Each school, including GPBX II, participates in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and adheres to all applicable requirements including, but not limited to:

- meal pricing
- nutritional value
- determination of eligibility
- reporting requirements

Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students.

Each school facility currently has its own food service facilities, including kitchen and cafeteria accommodations. Should the facility or access to food services facilities on the campus change, PPA will ensure that contractual arrangements provide food services to students directly in the classroom or in other suitable common areas.

## **R-18 - Health Services**

Girls Preparatory Charter School of the Bronx II ("GP Bronx II") will be a part of the educational corporation, Public Prep Charter School Academies (PPA). The following is the Health Services plan for all of PPA, including GP Bronx II.

All PPA schools, including GP Bronx II, shall comply with all health services requirements applicable to other public schools including but not limited to all immunization requirements and diagnostic testing requirements. Each school provides on-site health care services similar to the extent that such health services are available to children attending other public schools in the district where the charter school is located. Each school will explore options for the delivery of this service. Services are provided through a contractual arrangement with the district to supplement the level of health services mandated accordance with §2853(4)(a) and §912 of the Education Law.

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

### **New Students**

Hearing and vision testing are conducted for all new students by a qualified individual at the school site. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the county health department, local school districts, and other appropriate authorities to provide these services.

### **Immunization Requirements**

New York State law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/ Mumps/ Rubella [(MMR) Born before 1985:1 dose of MMR; born on or after 1985:2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)]; Hepatitis B [Born on or after 01/01/93:3 doses];, 7th graders entering school after 9/1 /00 - 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old] Varicella [Born on or after 1 / 1 /98:1 dose].

Before a student is permitted to enter or attend a PPA school, including GP Bronx II, parents or guardians are required present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization (see §2164 (8) and (9) of the Public Health Law). Documentation of such a waiver is maintained in the student's file and renewed annually as a part of each student's re-enrollment process.

**Defibrillator**

Each school site, including GP Bronx II, in accordance with §917 of the Education Law, maintains on-site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member is trained in the operation and use of such equipment for use in the school and at any school-sponsored events at other locations.

## **R-19 - Transportation**

Girls Preparatory Charter School of the Bronx II (“GP Bronx II”) will be a part of the educational corporation, Public Prep Charter School Academies (PPA). The following is the Transportation Services plan for all of PPA, including GP Bronx II.

Students attending each PPA school shall receive transportation services for which they are eligible under §2853(4)(b) and §3635 of the Education Law. Schools will not provide supplemental transportation to students ineligible for transportation under §3635 of the Educational Law. Parents or guardians of students ineligible for such transportation or transportation by the District shall be responsible to provide transportation for such students.

In the event that a PPA school, including GPBX II, is in session on days when the District is not in session, the school shall seek arrangements with the District to provide transportation, at cost, pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements.

## **R20 – Insurance**

Girls Preparatory Charter School of the Bronx II (“GP Bronx II”) will be a part of the educational corporation, Public Prep Charter School Academies (PPA). The following are Insurance Policies for all of PPA, including GP Bronx II.

Each PPA charter school carries the following:

- Commercial Package Policy including Property Insurance Business Interruption, Hired & Non-Owned Auto Liability and Crime coverage
- General Liability including Employee Benefits Liability
- Umbrella Liability
- Excess Educators Legal Liability
- Directors & Officers Liability including Educational Practices Wrongful Acts, Employment Practices Liability and Fiduciary Liability
- Workers’ Compensation & Employers’ Liability
- Student Accident
- Catastrophic Student Accident Insurance

Each school is named as the insured under the coverage plan.

The Commercial Package Policy is currently insured with The Hartford. The Property Insurance protects school assets including business personal property, valuable papers and records, etc. with a total limit of over \$550,000, Business Interruption limits in excess of \$500,000, Hired and Non-owned Auto Liability Limit of \$1,000,000 and Employee Dishonesty coverage of \$250,000.

The General Liability, Umbrella Liability and Excess Educators Legal Liability Insurance is currently insured with United Educators. General Liability Limits carried are \$1,000,000 Each Occurrence/\$3,000,000 Aggregate. Umbrella Liability limit is \$10,000,000 as well as Excess Educators Legal Liability.

Directors and Officers Insurance including Educational Practices Wrongful Acts, Employment Practices Liability and Fiduciary Liability is written with Great American Insurance. Each has as limit of \$1,000,000.

Workers’ Compensation and Employers’ Liability is written with The Hartford.

Student Accident and Catastrophic Student Accident Insurance are both written with QBE. The Student Accident policy has Accident Medical Expense Limit of \$50,000 and \$1,000,000 Limit on the Catastrophic Student Accident.

PPA charters will maintain the minimum insurances required at each site as outlined above, but may choose to increase coverage for a specific school based on the recommendation of the insurer and/or specific school elements that render higher coverages appropriate.

## R21ad - Fiscal Soundness

### a) Budget Narrative

One of the prongs of the North Star of College Completion is Organizational Stability, which includes a commitment to financial self-sustainability. This means that like all schools within Public Prep Academies, Girls Prep Bronx II is committed to operating on federal, state and local public funding. The school will be designed to operate solely on per pupil funds in the third or fourth year of operations, thus eliminating the need for continued philanthropy or support from the Public Prep Academies reserve fund.

It is important to note that both Girls Prep Bronx, Girls Prep Lower East Side, and soon Boys Prep, have all achieved an important proof point of financial self-sustainability: each school has sufficient student enrollment that enables it to operate within its public revenues. Thus, no further philanthropic funding is required to subsidize ongoing operations for Girls Prep Lower East Side nor Girls Prep Bronx I. Boys Prep is slated to be self-sustaining, in its own private building by the 20-21 school year. Girls Prep Bronx I and Girls Prep Lower East Side currently budget to ensure a 3% operating surplus to enable the organization to maintain a reserve fund. The reserve can be used to support Girls Prep Bronx II with cash requirements during years 1 and 2 of the charter term.

GPBX II will require approximately between \$1-1.5 million in philanthropy or government grants until it is serving a sufficient number of students to cover its expenses. These start-up funds cover the costs of:

- a planning year for the founding school principal,
- capital expenditures for renovating district school buildings or leased buildings (if necessary), and
- program costs – including dedicated science and math teachers – until our schools serve a sufficient number of students to receive adequate per pupil funds from the state to support the full cost of operations.

Other notes related to the budget in R21e - Budget Template.xls:

- The general education per pupil revenue used is \$ 15,613.. There is a 2% annual increase applied to that per pupil amount and 2% annual increase in wages.
- The staffing structure assumes one Collaborative Team Teaching class per grade, which pairs a General Education teacher with a Special education certified teachers. In grades K-2, in the non-CTT class, there are two lead teachers.
- This budget assumes that Girls Prep Bronx II will incubate for its first year in the Boys Prep building. In years 2-5, the budget assumes the rental and maintenance of private space, using actuals from the current Boys Prep Bronx facility.
- The budget assumes a full planning year to empower the founding principal to develop the strategic plan for the school, to secure year 2 facilities and hire the founding team.

The planning year also assumes a Director of Operations and Academic Director coming on board in January, and two operations associates for two months to prep the facility.

- The planning year assumes Girls Prep Bronx II will be eligible for a \$1,250,000 CSP grant.

#### b) Financial Planning

The Girls Prep Bronx II Director of Operations works with the Public Prep Managing Director of Finance and Operations to develop the annual and five-year operating budget and capital expenditures in partnership with the Superintendent and Chief Executive Officer. These budgets are reviewed and approved annually, first by the CEO, then by the Finance Committee of the Board and finally by the Public Prep Academies Board of Trustees and modified as necessary, with approval by the last day of the closing fiscal year. This process is described below.

The budget is created and updated annually based on actual expenditures and programmatic changes that occur during the year. Creation of the annual operating budget is an iterative process led by the MD of Finance and Operations but requires a great deal of input from the CEO, Superintendent, Principal Public Prep Academic Team Leadership, Board Chair, and Board Finance Committee. This input is necessary to ensure enrollment is accurately represented per the charter agreement, and to make certain the staff can properly support the proposed number of enrolled students. Critical school program expenses should be represented in the budget to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the revenues and expenses for the operating budget.

Once complete, the Managing Director of Finance and Operations presents the overall budget to the Finance Committee for review. If/when the Committee reviews and approves, the budget is then presented to the entire Board for a vote of approval. The budget must be approved and passed by the June 30th before the start of the new fiscal year. Once approved, the implementation of, and accountability for, the budget is held at the school level by the Director of Operations and the Principal, and at the network level by the Managing Director of Finance and Operations and the CEO. Figure 21.1 outlines the 2019-2020 school year Budget Timeline. A similar timeline will be followed for GPBXII for the 2020-21 school year.

After approval, the Managing Director of Finance and Operations uploads the budget into the accounting system. This budget is then used to run monthly budget vs. actual expense reports that are shared with the CEO. Differences of \$5,000.00 or more are described in the notes section. The CEO and Managing Director of Finance and Operations, with input from the school's principal and DOO, is responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary variances. In the case of an extreme event that significantly impacts the budget, the CEO will ensure that the Managing Director of Finance and Operations produces a contingency budget or ensures that revenues and expenses are brought back into alliance with the approved budget.

On a quarterly basis, the Public Prep finance team will work with the Girls Prep Bronx II Director of Operations and Principal to produce quarterly financial reports, budget versus actual, cash flow statements, and year-end projections to identify and potential variations or shortfalls versus

budget. These quarterly statements are reviewed with the Public Prep Finance Committee as well as submitted to SUNY's financial reporting system.

From a day-to-day operational standpoint, the CEO and Managing Director of Finance and Operations may work with the Treasurer of the Board or the Chairperson of the Board of Trustees to resolve questions or issues related to the budget.

#### c) Fiscal Audits

##### *Internal Controls*

Public Prep Charter School Academies (PPA) schools maintain appropriate internal controls and procedures. This internal control environment reflects the importance PPA places on internal controls as part of its day-to-day activities. Factors that impact the internal control environment can include management and board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations. These control procedures, among others, are reflected in the board of trustee approved Financial Policies and Procedures ("FPP"). See "R21ad - 01 - Fiscal Soundness – FPP.pdf"

The Board of Trustees will meet quarterly to ensure that its fiduciary duty is maintained. The Finance Committee will be responsible for selecting an audit firm on an annual basis, reviewing the financial policies and procedures manual on an annual basis, and working with the finance team to review the quarterly financial statements.

##### *Annual Independent Audit*

Public Prep Network's financial statements are audited annually by an independent certified audit firm selected by the Board of Trustees on the recommendation of the Finance Committee. This Committee will serve as Audit Committee for purposes of performing certain oversight responsibilities, including: (1) oversee the accounting and financial reporting processes and the audit of its financial statements; (2) annually retain or review the retention of an independent auditor to conduct the audit; (3) upon completion of the audit, review the results of the audit and any related management letter with the independent auditor. In addition, the Audit Committee, or the whole Board, is required to oversee the adoption and implementation of, and compliance with, any conflict of interest policy or whistleblower policy (unless this function is designated to another Committee). The Board or the Audit Committee is also required to file an independent certified public accountant's audit with the Attorney General.

If Public Prep Network or one of the schools, in the prior fiscal year or relevant year, reasonably expects to have annual revenue in excess of \$1 million, the audit committee or Board must also (1) prior to the commencement of the audit, review with the independent auditor the scope and planning of the audit, (2) upon completion of the audit, review with this independent auditor (a) any material risks and weaknesses in internal controls identified by the auditor, (b) any restrictions on the scope of the auditor's activities or access to requested information, (c) any significant disagreements between auditor and management, and (d) the adequacy of accounting and financial reporting process; (3) annually consider the performance and independence of the independent auditor; and (4) report of the audit committee's activities to the Board.

ALL PPA schools currently contract with Mengel Metzger, Barr, and Co. LLP (MMB), in an independent certified public accountant to perform audits of our financial statements at least annually as required by

law, and such audit shall be conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States. GPBXII will submit annual audited financial statements to the Charter Schools Institute and State Education Department on a yearly basis which will show clear evidence of sound financial practices.

GPBX II will develop an Accountability Plan as prescribed by the State University Charter Schools Institute that will contain multiple measures to determine school progress in academic measures, organizational viability, and other program areas which it will determine in consultation with the Institute.

#### d) Dissolution Procedures

##### *Dissolution Policy of Schools*

In the event of closure or dissolution of one or more schools within the network, the school will consult with legal counsel and follow the Closure Plan of the Charter Schools Institute in effect at the time, which covers the details of school closure and dissolution. This process will be delegated to the Principal of the school site and shall include - at the earliest possible opportunity - notification to parents of children enrolled in the school of their need to seek an alternative choice for the education of their child. The school(s) shall transfer student records to the New York City school district. The parents of the enrolled students shall be notified of the transfer of records immediately. Additionally, a list of students attending the school will be sent to the New York City Department of Education.

In the event that one but not all of the charter schools operated by Public Prep Charter School Academies (PPA) is closed, all remaining assets of the school will be transferred to the other charter schools within the education corporation.

##### *Dissolution Policy for Network*

In the event that the merged entity of PPA dissolves, the Board of Trustees shall delegate to the Chief Executive Officer of Public Prep Network the responsibility to manage the dissolution process, delegating responsibility to individual schools' Principals as appropriate. In the event that the education corporation dissolves and all schools operated by the education corporation close, the dissolution plan will provide that all property leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. All remaining assets of each school will be transferred to other charter schools within New York City.

The education corporation will establish an escrow account or reserve account, as required by the authorizer, to pay for legal and audit expenses that would be associated with the dissolution of the education corporation or any of the schools.



## GENERAL INSTRUCTIONS FOR 2019 NEW SCHOOL PROPOSAL

### TAB COLORS

**1- GRAY tabs contain the Instructions and the Funding by Districts Table.**

<a href="#">Instructions</a>	- Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	- Reference table with Per Pupil Revenue for current year.

**2- BLUE tabs require input of information.**

<a href="#">1) School Information</a>	- Enter school name, contact information and planned dates for proposed budgets.
<a href="#">2) Enrollment Chart</a>	- Enter enrollment information on this tab to be automatically populated throughout workbook.
<a href="#">3) Staffing Plan</a>	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
<a href="#">4) Pre-Opening Period Budget</a>	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
<a href="#">5) Pre-OP Cash Flow 6 Month</a>	- Enter Pre-Opening Cash Flow information on this tab only if opening in the year following the application submission with a 6-month preopening period.
<a href="#">6) Pre-OP Cash Flow 1 Year</a>	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
<a href="#">7) Year 1 Budget &amp; Assumptions</a>	- Enter Year-1 Budget information that includes Program and Support Services detail.
<a href="#">8) Year 1 Cash Flow</a>	- Enter Year-1 Budget information that includes monthly cashflow detail.
<a href="#">9) 5 YR Budget &amp; Cash Flow Ad</a>	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
<a href="#">10) Fiscal Impact</a>	which the majority of students are enrolled.

### CELL COLORS & GUIDANCE COMMENTS

- = Enter information into the light BLUE shaded cells.
- = Cells labeled in ORANGE contain guidance regarding the input of information.
- = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2017-18 Basic Tuition*	Final 2018-19 Basic Tuition*
570101	ADD SON CSD	12 263	12 480
410401	AD RONDACK CSD	12 671	13 038
80101	AFTON CSD	14 800	15 288
142101	AKRON CSD	11 134	11 395
10100	ALBANY C TY SD	15 072	15 541
450101	ALB ON CSD	11 580	11 734
140101	ALDEN CSD	10 862	11 106
180202	ALEXANDER CSD	12 335	13 021
220202	ALEXANDR A CSD	13 100	13 268
20101	ALFRED-ALMOND CSD	11 628	12 119
40302	ALLEGANY-L MESTONE CSD	11 362	11 350
460102	ALTMAR-PAR SH-W LL AMSTOWN CSD	12 463	12 735
580303	AMAGANSETT UFSD	58 648	61 891
140201	AMHERST CSD	11 721	12 003
580106	AM TYV LLE UFSD	18 777	19 104
270100	AMSTERDAM C TY SD	10 443	10 694
120102	ANDES CSD	22 107	22 538
20601	ANDOVER CSD	13 353	13 481
660405	ARDSLEY UFSD	21 471	22 360
640101	ARGYLE CSD	12 402	12 490
571901	ARKPORT CSD	10 680	11 022
131601	ARL NGTON CSD	12 469	12 797
670201	ATT CA CSD	10 552	10 914
50100	AUBURN C TY SD	11 495	11 759
90201	AUSABLE VALLEY CSD	14 185	14 483
491302	AVER LL PARK CSD	11 036	11 310
570201	AVOCA CSD	14 203	14 628
240101	AVON CSD	11 465	11 904
580101	BABYLON UFSD	17 928	18 331
80201	BA NBR DGE-GU LFORD CSD	12 434	12 489
280210	BALDW N UFSD	16 658	16 736
420901	BALDW NSV LLE CSD	11 722	12 223
521301	BALLSTON SPA CSD	12 797	13 219
401301	BARKER CSD	13 895	13 739
180300	BATAV A C TY SD	13 293	13 534
570302	BATH CSD	10 780	10 916
580501	BAY SHORE UFSD	16 357	16 730
580505	BAYPORT-BLUE PO NT UFSD	18 566	18 993
130200	BEACON C TY SD	12 093	12 392
231301	BEAVER R VER CSD	10 873	11 422
660102	BEDFORD CSD	21 556	22 246
90301	BEEKMANTOWN CSD	12 708	12 962
20801	BELFAST CSD	12 619	12 754
220909	BELLEV LLE HENDERSON CSD	11 030	11 580
280207	BELLMORE UFSD	20 638	21 284
280253	BELLMORE-MERR CK CENTRAL HS D STR CT	14 764	15 136
61001	BEMUS PO NT CSD	12 810	13 198
490101	BERL N CSD	13 890	14 158
10201	BERNE-KNOX-WESTERLO CSD	14 371	14 870
10306	BETHLEHEM CSD	13 513	13 713
280521	BETHPAGE UFSD	18 350	18 888
30200	B NGHAMTON C TY SD	11 220	11 413
661905	BL ND BROOK-RYE UFSD	21 318	21 651
22902	BOL VAR-R CHBURG CSD	11 885	12 383
630101	BOLTON CSD	21 535	22 004
570401	BRADFORD CSD	14 266	14 560
510101	BRASHER FALLS CSD	11 172	11 580

580512	BRENTWOOD UFSD	14 483	15 007
480601	BREWSTER CSD	17 808	18 243
661402	BR ARCL FF MANOR UFSD	23 861	24 030
580909	BR DGEHAMPTON UFSD	54 045	57 471
260101	BR GHTON CSD	13 448	13 931
171102	BROADALB N-PERTH CSD	9 636	9 939
261801	BROCKPORT CSD	11 745	12 214
62301	BROCTON CSD	13 437	13 907
660303	BRONXV LLE UFSD	22 606	22 891
250109	BROOKF ELD CSD	12 171	12 473
580203	BROOKHAVEN-COMSEWOGUE UFSD	14 498	15 068
490202	BRUNSW CK CSD (BR TTONK LL)	11 501	11 918
161601	BRUSHTON-MO RA CSD	12 409	12 693
140600	BUFFALO C TY SD	13 005	13 350
520101	BURNT H LLS-BALLSTON LAKE CSD	11 168	11 713
661201	BYRAM H LLS CSD	21 054	21 631
180701	BYRON-BERGEN CSD	12 347	12 615
190301	CA RO-DURHAM CSD	11 345	11 398
240201	CALEDON A-MUMFORD CSD	11 218	11 624
641610	CAMBR DGE CSD	13 350	13 616
410601	CAMDEN CSD	11 655	12 110
570603	CAMPBELL-SAVONA CSD	11 531	11 923
270301	CANAJOHAR E CSD	11 845	12 286
430300	CANANDA GUA C TY SD	11 828	12 275
21102	CANASERAGA CSD	13 329	13 617
250901	CANASTOTA CSD	10 837	11 440
600301	CANDOR CSD	12 287	12 704
571502	CAN STEO-GREENWOOD CSD	14 797	15 692
510201	CANTON CSD	12 252	12 648
280411	CARLE PLACE UFSD	21 187	21 462
480102	CARMEL CSD	16 409	16 783
222201	CARTHAGE CSD	8 972	8 572
60401	CASSADAGA VALLEY CSD	12 359	12 297
50401	CATO-MER D AN CSD	11 653	11 887
190401	CATSK LL CSD	15 130	15 386
42302	CATTARAUGUS-L TTLE VALLEY CSD	12 368	12 361
250201	CAZENOV A CSD	11 613	11 755
580233	CENTER MOR CHES UFSD	15 847	16 175
580513	CENTRAL SL P UFSD	20 614	21 888
460801	CENTRAL SQUARE CSD	10 571	10 872
212101	CENTRAL VALLEY CSD AT L ON-MOHAWK	10 253	10 294
661004	CHAPPAQUA CSD	20 041	20 336
120401	CHARLOTTE VALLEY CSD	11 907	12 319
160801	CHATEAUGAY CSD	11 879	12 254
101001	CHATHAM CSD	13 977	14 247
60503	CHAUTAUQUA LAKE CSD	15 457	15 820
90601	CHAZY UFSD	12 716	12 972
140701	CHEEKTOWAGA CSD	11 235	11 526
140702	CHEEKTOWAGA-MARYVALE UFSD	11 433	11 713
140709	CHEEKTOWAGA-SLOAN UFSD	12 946	12 952
30101	CHENANGO FORKS CSD	11 503	12 030
30701	CHENANGO VALLEY CSD	11 670	11 926
472202	CHERRY VALLEY-SPR NGF ELD CSD	13 674	13 993
440201	CHESTER UFSD	14 170	14 578
251601	CH TTENANGO CSD	11 983	12 159
261501	CHURCHV LLE-CH L CSD	11 122	11 420
110101	C NC NNATUS CSD	13 691	14 051
140801	CLARENCE CSD	10 001	10 278
500101	CLARKSTOWN CSD	14 310	14 573
140703	CLEVELAND H LL UFSD	11 428	11 674
510401	CL FTON-F NE CSD	18 107	18 337
411101	CL NTON CSD	12 529	12 623
650301	CLYDE-SAVANNAH CSD	14 326	14 886

60701	CLYMER CSD	15 425	15 883
541102	COBLESK LL-R CHMONDV LLE CSD	11 802	12 187
10500	COHOES C TY SD	12 791	13 170
580402	COLD SPR NG HARBOR CSD	21 586	22 091
510501	COLTON-P ERREPONT CSD	19 381	19 804
580410	COMMACK UFSD	16 506	16 846
580507	CONNETHQUOT CSD	16 947	17 428
471701	COOPERSTOWN CSD	12 917	13 214
230201	COPENHAGEN CSD	10 935	11 153
580105	COP AGUE UFSD	15 861	16 229
520401	CORNTH CSD	11 919	12 024
571000	CORN NG C TY SD	11 637	12 225
440301	CORNWALL CSD	12 262	12 686
110200	CORTLAND C TY SD	11 142	11 358
190501	COXSACK E-ATHENS CSD	12 888	13 208
660202	CROTON-HARMON UFSD	16 733	17 089
150203	CROWN PO NT CSD	16 175	16 816
22302	CUBA-RUSHFORD CSD	13 488	13 493
241101	DALTON-NUNDA CSD (KESHEQUA)	14 107	13 895
241001	DANSV LLE CSD	11 313	11 586
580107	DEER PARK UFSD	16 685	17 186
120501	DELAWARE ACADEMY CSD AT DELH	14 930	15 384
140707	DEPEW UFSD	11 409	11 571
31301	DEPOST CSD	15 304	15 566
250301	DERUYTER CSD	14 069	14 253
660403	DOBBS FERRY UFSD	19 927	20 363
211003	DOLGEV LLE CSD	11 527	11 844
130502	DOVER UFSD	12 245	12 634
120301	DOWNSV LLE CSD	18 143	18 308
610301	DRYDEN CSD	12 012	12 682
530101	DUANESBURG CSD	10 234	10 068
680801	DUNDEE CSD	10 998	11 641
60800	DUNK RK C TY SD	13 985	14 270
140301	EAST AURORA UFSD	11 205	11 660
430501	EAST BLOOMF ELD CSD	12 117	12 351
490301	EAST GREENBUSH CSD	12 659	12 974
580301	EAST HAMPTON UFSD	24 729	24 917
260801	EAST RONDEQUO T CSD	12 557	12 929
580503	EAST SL P UFSD	15 659	15 866
280203	EAST MEADOW UFSD	16 722	16 973
580234	EAST MOR CHES UFSD	18 372	18 563
580917	EAST QUOGUE UFSD	23 116	23 527
500402	EAST RAMAPO CSD (SPR NG VALLEY)	17 055	17 266
261313	EAST ROCHESTER UFSD	13 585	14 088
280219	EAST ROCKAWAY UFSD	19 383	19 583
420401	EAST SYRACUSE-M NOA CSD	14 674	14 871
280402	EAST W LL STON UFSD	21 784	22 187
660301	EASTCHESTER UFSD	18 832	19 259
580912	EASTPORT-SOUTH MANOR CSD	14 276	14 629
141201	EDEN CSD	10 674	10 900
660406	EDGEMONT UFSD	18 814	19 250
520601	ED NBURG COMMON SD	21 896	22 487
470501	EDMESTON CSD	12 243	12 603
513102	EDWARDS-KNOX CSD	11 536	11 827
180901	ELBA CSD	12 423	12 736
590801	ELDRED CSD	14 570	15 023
150301	EL ZABETHTOWN-LEW S CSD	14 358	14 605
622002	ELLENV LLE CSD	16 150	16 473
40901	ELL COTTV LLE CSD	12 491	12 710
70600	ELM RA C TY SD	12 012	12 238
70902	ELM RA HE GHTS CSD	11 136	11 295
280216	ELMONT UFSD	15 397	15 713
660409	ELMSFORD UFSD	23 211	23 794

580401	ELWOOD UFSD	15 773	16 118
141401	EVANS-BRANT CSD (LAKE SHORE)	12 618	12 810
420601	FAB US-POMPEY CSD	13 479	13 720
261301	FA RPORT CSD	11 647	12 033
61101	FALCONER CSD	10 522	10 777
590501	FALLSBURG CSD	20 402	21 059
280522	FARM NGDALE UFSD	17 831	18 311
421001	FAYETTEV LLE-MANL US CSD	11 653	12 111
22001	F LLMORE CSD	10 156	10 293
580514	F RE SLAND UFSD	108 303	112 278
581004	F SHERS SLAND UFSD	43 471	41 950
280222	FLORAL PARK-BELLEROSE UFSD	15 937	16 272
442115	FLOR DA UFSD	15 007	15 340
270601	FONDA-FULTONV LLE CSD	12 108	12 106
61503	FORESTV LLE CSD	11 484	11 575
640502	FORT ANN CSD	14 847	14 835
640601	FORT EDWARD UFSD	12 493	12 900
270701	FORT PLA N CSD	13 841	14 162
210402	FRANKFORT-SCHUYLER CSD	10 210	10 249
120701	FRANKL N CSD	14 106	13 934
280217	FRANKL N SQUARE UFSD	14 412	14 748
41101	FRANKL NV LLE CSD	12 351	12 328
62201	FREDON A CSD	13 007	13 285
280209	FREEPORT UFSD	16 703	17 151
60301	FREWSBURG CSD	11 206	11 618
21601	FR ENDSP CSD	13 385	13 932
141604	FRONT ER CSD	9 759	10 208
460500	FULTON C TY SD	12 616	13 021
520701	GALWAY CSD	11 157	11 353
650902	GANANDA CSD	10 757	10 999
280218	GARDEN C TY UFSD	18 620	18 909
480404	GARR SON UFSD	22 713	23 138
260401	GATES-CH L CSD	13 359	13 837
220401	GENERAL BROWN CSD	9 580	9 818
20702	GENESEE VALLEY CSD	12 013	12 355
240401	GENESEO CSD	13 257	13 726
430700	GENEVA C TY SD	13 688	14 179
81401	GEORGETOWN-SOUTH OTSEL C CSD	13 871	14 254
100902	GERMANTOWN CSD	15 614	16 004
470202	G LBERTSV LLE-MOUNT UPTON CSD	12 319	12 576
540801	G LBOA-CONESV LLE CSD	16 707	16 943
280100	GLEN COVE C TY SD	19 185	19 632
630300	GLENS FALLS C TY SD	12 469	12 753
630918	GLENS FALLS COMN SD	13 000	13 590
170500	GLOVERSV LLE C TY SD	10 865	11 063
430901	GORHAM-M DDLESEX CSD (MARCUS WH TMAN	12 872	13 288
440601	GOSHEN CSD	13 773	14 252
511101	GOUVERNEUR CSD	11 255	11 480
42801	GOWANDA CSD	12 326	12 820
141501	GRAND SLAND CSD	10 915	11 164
640701	GRANV LLE CSD	11 360	11 569
280407	GREAT NECK UFSD	23 468	23 954
260501	GREECE CSD	11 979	12 252
10701	GREEN SLAND UFSD	13 662	13 773
660407	GREENBURGH CSD	23 343	23 686
80601	GREENE CSD	11 565	11 757
581010	GREENPORT UFSD	17 700	18 697
190701	GREENV LLE CSD	14 454	14 655
640801	GREENW CH CSD	13 131	13 310
442111	GREENWOOD LAKE UFSD	19 311	19 713
610501	GROTON CSD	11 406	11 317
10802	GU LDERLAND CSD	12 354	12 628
630801	HADLEY-LUZERNE CSD	14 745	15 207

480401	HALDANE CSD	17 487	16 786
580405	HALF HOLLOW H LLS CSD	15 896	16 249
141601	HAMBURG CSD	10 716	10 997
250701	HAM LTON CSD	13 897	14 154
511201	HAMMOND CSD	13 727	14 120
572901	HAMMONDSPORT CSD	15 766	16 037
580905	HAMPTON BAYS UFSD	17 093	17 666
120906	HANCOCK CSD	15 267	15 275
460701	HANN BAL CSD	11 178	11 362
580406	HARBORF ELDS CSD	14 773	15 222
30501	HARPURSV LLE CSD	10 887	11 186
660501	HARR SON CSD	24 457	24 770
230301	HARR SV LLE CSD	13 372	13 899
641001	HARTFORD CSD	13 205	13 433
660404	HAST NGS-ON-HUDSON UFSD	20 404	20 896
580506	HAUPPAUGE UFSD	17 435	18 000
500201	HAVERSTRAW-STONY PO NT CSD (NORTH RO	18 121	18 221
280201	HEMPSTEAD UFSD	18 702	19 452
660203	HENDR CK HUDSON CSD	19 174	19 498
210601	HERK MER CSD	10 525	10 764
511301	HERMON-DEKALB CSD	13 646	13 858
280409	HERR CKS UFSD	18 029	18 431
512404	HEUVELTON CSD	11 704	12 132
280214	HEWLETT-WOODMERE UFSD	23 408	23 839
280517	H CKSV LLE UFSD	15 942	16 312
620803	H GH LAND CSD	13 457	13 676
440901	H GH LAND FALLS CSD	15 583	15 865
261101	H LTON CSD	11 200	11 568
41401	H NSDALE CSD	10 952	11 246
141701	HOLLAND CSD	12 032	12 083
412201	HOLLAND PATENT CSD	11 388	11 651
450704	HOLLEY CSD	11 275	11 314
110701	HOMER CSD	12 092	12 477
431401	HONEOYE CSD	13 141	13 400
260901	HONEOYE FALLS-L MA CSD	11 435	11 808
491401	HOOS C VALLEY CSD	11 338	11 477
490501	HOOS CK FALLS CSD	12 782	13 223
571800	HORNELL C TY SD	10 858	11 112
70901	HORSEHEADS CSD	11 188	11 726
101300	HUDSON C TY SD	14 222	14 774
641301	HUDSON FALLS CSD	11 021	11 239
190901	HUNTER-TANNERSV LLE CSD	17 482	17 655
580403	HUNT NGTON UFSD	18 512	18 951
130801	HYDE PARK CSD	13 055	13 191
200401	ND AN LAKE CSD	25 054	25 084
220301	ND AN R VER CSD	7 996	8 463
200501	NLET COMN SD	27 047	28 264
141301	ROQUO S CSD	10 751	11 124
660402	RV NGTON UFSD	21 150	21 911
280231	SLAND PARK UFSD	28 985	29 263
280226	SLAND TREES UFSD	16 505	16 784
580502	SL P UFSD	15 288	15 586
610600	THACA C TY SD	13 670	14 143
61700	JAMESTOWN C TY SD	11 164	11 412
420411	JAMESV LLE-DEW TT CSD	11 944	12 261
572702	JASPER-TROUPSBURG CSD	11 590	11 729
540901	JEFFERSON CSD	13 445	14 018
280515	JER CHO UFSD	24 911	25 088
630601	JOHNSBURG CSD	19 365	19 681
31502	JOHNSON C TY CSD	13 066	13 564
170600	JOHNSTOWN C TY SD	11 408	11 689
420501	JORDAN-ELBR DGE CSD	12 623	12 825
660101	KATONAH-LEW SBORO UFSD	21 507	21 522

150601	KEENE CSD	20 661	21 054
450607	KENDALL CSD	13 590	13 556
142601	KENMORE-TONAWANDA UFSD	10 477	10 607
101401	K NDERHOOK CSD	12 239	12 771
580805	K NGS PARK CSD	14 928	15 124
620600	K NGSTON C TY SD	15 461	15 861
441202	K RYAS JOEL V LLAGE UFSD	37 430	38 560
221401	LA FARGEV LLE CSD	10 458	10 814
141800	LACKAWANNA C TY SD	12 969	13 274
420807	LAFAYETTE CSD	16 766	17 309
630701	LAKE GEORGE CSD	13 521	13 823
151102	LAKE PLAC D CSD	15 942	16 414
200601	LAKE PLEASANT CSD	26 331	26 763
662401	LAKELAND CSD	16 009	15 966
141901	LANCASTER CSD	9 442	9 789
610801	LANS NG CSD	11 855	12 198
490601	LANS NGBURGH CSD	10 352	10 719
470801	LAURENS CSD	11 634	12 014
280215	LAWRENCE UFSD	23 502	23 528
181001	LE ROY CSD	11 790	12 335
670401	LETCHWORTH CSD	12 337	12 369
280205	LEV TTOWN UFSD	18 280	18 558
400301	LEW STON-PORTER CSD	12 729	12 912
590901	L BERTY CSD	17 977	18 477
580104	L NDENHURST UFSD	15 253	15 518
511602	L SBON CSD	13 322	13 924
210800	L TTLE FALLS C TY SD	12 471	12 792
421501	L VERPOOL CSD	13 529	13 950
591302	L V NGSTON MANOR CSD	17 085	17 604
240801	L VON A CSD	12 356	12 771
400400	LOCKPORT C TY SD	10 915	11 175
280503	LOCUST VALLEY CSD	23 507	23 996
280300	LONG BEACH C TY SD	23 348	23 654
200701	LONG LAKE CSD	43 198	43 695
580212	LONGWOOD CSD	15 380	15 811
230901	LOWV LLE ACADEMY & CSD	10 603	10 968
221301	LYME CSD	14 021	14 055
280220	LYNBROOK UFSD	18 680	19 009
421504	LYNCOURT UFSD	16 499	16 860
451001	LYNDONV LLE CSD	11 519	11 935
650501	LYONS CSD	11 690	11 999
251101	MAD SON CSD	11 738	12 199
511901	MADR D-WADD NGTON CSD	11 491	11 969
480101	MAHOPAC CSD	14 925	15 218
31101	MA NE-ENDWELL CSD	11 197	11 618
161501	MALONE CSD	11 520	11 693
280212	MALVERNE UFSD	20 705	21 730
660701	MAMARONECK UFSD	19 416	19 618
431101	MANCHESTER-SHORTSV LLE CSD (RED JACK	11 420	11 724
280406	MANHASSET UFSD	21 735	22 207
110901	MARATHON CSD	12 911	13 639
421101	MARCELLUS CSD	10 775	11 174
121401	MARGARETV LLE CSD	14 376	14 646
650701	MAR ON CSD	12 418	12 609
621001	MARLBORO CSD	16 512	16 865
280523	MASSAPEQUA UFSD	17 052	17 142
512001	MASSENA CSD	11 197	11 625
581012	MATT TUCK-CUTCHOGUE UFSD	16 967	17 342
170801	MAYF ELD CSD	11 094	11 187
110304	MCGRAW CSD	12 248	12 604
521200	MECHAN CV LLE C TY SD	10 780	11 035
450801	MED NA CSD	11 827	12 242
10615	MENANDS UFSD	16 870	17 548

280225	MERR CK UFSD	18 936	19 286
460901	MEX CO CSD	12 702	12 993
580211	M DDLE COUNTRY CSD	14 119	14 389
541001	M DDLEBURGH CSD	13 453	13 793
441000	M DDLETOWN C TY SD	13 759	14 126
471101	M LFORD CSD	13 217	13 505
132201	M LLBROOK CSD	13 902	14 099
580208	M LLER PLACE UFSD	13 922	14 376
280410	M NEOLA UFSD	24 709	24 959
150801	M NERVA CSD	26 637	26 368
441101	M N S NK VALLEY CSD	11 552	12 057
441201	MONROE-WOODBURY CSD	14 089	14 584
580306	MONTAUK UFSD	32 259	33 111
591401	MONT CELLO CSD	15 106	15 580
51301	MORAV A CSD	11 202	11 572
150901	MOR AH CSD	12 855	13 143
471201	MORR S CSD	11 436	11 899
512101	MORR STOWN CSD	14 680	14 783
250401	MORR SV LLE-EATON CSD	13 114	13 374
212001	MOUNT MARKHAM CSD	12 231	12 665
240901	MT MORR S CSD	13 120	13 970
660801	MT PLEASANT CSD	19 590	20 199
580207	MT S NA UFSD	15 841	16 166
660900	MT VERNON SCHOOL D STR CT	17 794	18 548
500108	NANUET UFSD	19 531	19 117
431201	NAPLES CSD	14 135	14 597
411501	NEW HARTFORD CSD	12 431	12 953
280405	NEW HYDE PARK-GARDEN C TY PARK UFSD	15 771	16 132
101601	NEW LEBANON CSD	16 792	16 688
621101	NEW PALTZ CSD	14 284	14 718
661100	NEW ROCHELLE C TY SD	17 138	17 668
581015	NEW SUFFOLK COMN SD	16 281	16 242
650101	NEWARK CSD	12 100	12 367
600402	NEWARK VALLEY CSD	11 287	11 621
441600	NEWBURGH C TY SD	15 796	16 159
151001	NEWCOMB CSD	44 080	45 001
400601	NEWFANE CSD	11 086	11 212
610901	NEWF ELD CSD	10 832	11 015
400800	N AGARA FALLS C TY SD	11 925	12 164
400701	N AGARA-WHEATF ELD CSD	11 443	11 561
530301	N SKAYUNA CSD	12 790	12 833
580103	NORTH BABYLON UFSD	15 290	15 799
280204	NORTH BELLMORE UFSD	18 493	18 926
142201	NORTH COLL NS CSD	14 023	14 594
10623	NORTH COLON E CSD	11 708	11 957
490801	NORTH GREENBUSH COMN SD (W LL AMS)	12 741	12 973
280229	NORTH MERR CK UFSD	18 825	19 378
651501	NORTH ROSE-WOLCOTT CSD	13 030	13 545
661301	NORTH SALEM CSD	21 280	21 659
280501	NORTH SHORE CSD	24 323	24 887
420303	NORTH SYRACUSE CSD	11 709	11 997
400900	NORTH TONAWANDA C TY SD	11 593	11 869
630202	NORTH WARREN CSD	16 475	16 292
131101	NORTHEAST CSD	16 342	16 460
90501	NORTHEASTERN CL NTON CSD	12 543	12 596
90901	NORTHERN AD RONDACK CSD	13 594	13 725
580404	NORTHPORT-EAST NORTHPORT UFSD	19 008	19 284
170901	NORTHV LLE CSD	14 440	14 781
81200	NORW CH C TY SD	10 956	11 350
512201	NORWOOD-NORFOLK CSD	11 652	12 063
411504	NY M LLS UFSD	12 834	13 345
500304	NYACK UFSD	19 240	19 752
300000	NYC CHANCELLOR'S OFF CE	14 527	15 307

181101	OAKF ELD-ALABAMA CSD	10 994	11 324
280211	OCEANS DE UFSD	17 067	17 195
550101	ODESSA-MONTOUR CSD	11 863	11 806
512300	OGDENSBURG C TY SD	14 953	15 475
42400	OLEAN C TY SD	11 976	12 152
251400	ONE DA C TY SD	12 079	12 368
471400	ONEONTA C TY SD	12 790	13 160
421201	ONONDAGA CSD	13 132	13 652
621201	ONTEORA CSD	19 571	19 861
271201	OPPENHE M-EPHRATAH-ST JOHNSV LLE CSD	13 497	13 830
142301	ORCHARD PARK CSD	11 523	11 933
412901	OR SKANY CSD	11 992	12 496
661401	OSS N NG UFSD	18 796	19 255
461300	OSWEGO C TY SD	13 270	13 258
471601	OTEGO-UNAD LLA CSD	12 481	12 617
600601	OWEGO-APALACH N CSD	12 524	12 961
81501	OXFORD ACADEMY & CSD	12 858	12 967
280506	OYSTER BAY-EAST NORW CH CSD	23 533	24 117
581002	OYSTERPONDS UFSD	33 931	32 944
650901	PALMYRA-MACEDON CSD	11 655	12 008
61601	PANAMA CSD	12 826	13 148
512501	PAR SHV LLE-HOPK NTON CSD	11 609	12 209
580224	PATCHOGUE-MEDFORD UFSD	13 814	14 350
181201	PAV L ON CSD	11 682	11 971
131201	PAWL NG CSD	16 571	16 675
500308	PEARL R VER UFSD	15 858	16 275
661500	PEEKSK LL C TY SD	17 430	17 697
661601	PELHAM UFSD	17 187	17 651
181302	PEMBROKE CSD	12 828	13 543
261201	PENF ELD CSD	13 346	13 586
680601	PENN YAN CSD	12 554	12 593
671201	PERRY CSD	12 041	12 001
91101	PERU CSD	12 849	13 207
431301	PHELPS-CL FTON SPR NGS CSD	12 376	12 673
462001	PHOEN X CSD	13 226	13 377
440401	P NE BUSH CSD	12 570	13 126
131301	P NE PLA NS CSD	15 565	16 116
60601	P NE VALLEY CSD (SOUTH DAYTON)	12 589	12 683
261401	P TTSFORD CSD	13 722	14 069
280518	PLA NEDGE UFSD	16 704	17 269
280504	PLA NV EW-OLD BETHPAGE CSD	18 942	19 213
91200	PLATTSBURGH C TY SD	14 604	14 714
660809	PLEASANTV LLE UFSD	17 558	17 881
660802	POCANT CO H LLS CSD	47 333	48 663
211103	POLAND CSD	12 690	12 858
51101	PORT BYRON CSD	11 865	12 124
661904	PORT CHESTER-RYE UFSD	14 392	15 031
580206	PORT JEFFERSON UFSD	22 199	22 792
441800	PORT JERV S C TY SD	12 904	13 237
280404	PORT WASH NGTON UFSD	21 028	21 583
42901	PORTV LLE CSD	11 058	11 453
512902	POTSDAM CSD	12 390	12 842
131500	POUGHKEEPS E C TY SD	13 524	13 680
572301	PRATTSBURGH CSD	11 626	11 569
461801	PULASK CSD	12 580	13 100
641401	PUTNAM CSD	24 966	26 554
480503	PUTNAM VALLEY CSD	17 888	18 253
630902	QUEENSBURY UFSD	10 538	10 812
580903	QUOGUE UFSD	47 923	47 885
500401	RAMAPO CSD (SUFFERN)	17 919	18 270
43001	RANDOLPH CSD	11 720	11 831
10402	RAVENA-COEYMANS-SELK RK CSD	14 289	14 550
651503	RED CREEK CSD	11 916	12 381

131701	RED HOOK CSD	14 202	14 712
411701	REMSSEN CSD	15 798	16 147
580901	REMSSENBURG-SPEONK UFSD	37 414	38 521
491200	RENSSELAER C TY SD	9 884	10 489
131801	RH NEBECK CSD	17 681	18 333
472001	R CHF ELD SPR NGS CSD	11 916	12 222
62401	R PLEY CSD	16 941	16 992
580602	R VERHEAD CSD	17 076	17 974
261600	ROCHESTER C TY SD	13 090	13 684
280221	ROCKV LLE CENTRE UFSD	19 767	20 259
580209	ROCKY PO NT UFSD	13 814	14 375
411800	ROME C TY SD	12 413	12 989
560603	ROMULUS CSD	15 567	16 067
620901	RONDOUT VALLEY CSD	18 589	18 723
280208	ROOSEVELT UFSD	17 425	17 883
591301	ROSCOE CSD	18 826	19 165
280403	ROSLYN UFSD	21 898	22 134
530515	ROTTERDAM-MOHONASEN CSD	9 989	10 370
121502	ROXBURY CSD	17 963	18 507
401201	ROYALTON-HARTLAND CSD	11 207	11 503
261701	RUSH-HENR ETTA CSD	13 330	13 739
661800	RYE C TY SD	19 917	20 287
661901	RYE NECK UFSD	19 357	19 942
580205	SACHEM CSD	14 251	14 488
221001	SACKETS HARBOR CSD	11 104	11 490
580305	SAG HARBOR UFSD	25 725	27 212
580910	SAGAPONACK COMN SD	16 281	16 753
43200	SALAMANCA C TY SD	12 582	12 510
641501	SALEM CSD	14 082	14 199
161201	SALMON R VER CSD	14 576	15 057
461901	SANDY CREEK CSD	13 911	14 146
91402	SARANAC CSD	12 333	12 688
161401	SARANAC LAKE CSD	14 999	14 951
521800	SARATOGA SPR NGS C TY SD	11 532	11 873
621601	SAUGERT ES CSD	12 822	13 325
411603	SAUQUO T VALLEY CSD	11 956	12 446
580504	SAYV LLE UFSD	17 460	17 846
662001	SCARSDALE UFSD	23 148	23 530
530501	SCHALMONT CSD	14 862	15 517
530600	SCHENECTADY C TY SD	12 515	12 628
470901	SCHENEVUS CSD	13 566	14 227
491501	SCHODACK CSD	13 169	13 477
541201	SCHOHAR E CSD	13 147	13 532
151401	SCHROON LAKE CSD	16 368	16 887
521701	SCHUYLERV LLE CSD	12 472	12 731
22401	SC O CSD	12 968	13 122
530202	SCOT A-GLENV LLE CSD	12 013	12 223
280206	SEAFORD UFSD	16 660	17 070
560701	SENECA FALLS CSD	12 016	12 537
280252	SEWANHAKA CENTRAL HS D STR CT	13 522	13 842
541401	SHARON SPR NGS CSD	15 154	15 184
580701	SHELTER SLAND UFSD	29 013	29 556
520302	SHENENDEHOWA CSD	11 919	12 263
82001	SHERBURNE-EARLV LLE CSD	11 712	12 094
62601	SHERMAN CSD	11 196	11 278
412000	SHERR LL C TY SD	10 651	11 065
580601	SHOREHAM-WAD NG R VER CSD	16 726	17 231
121601	S DNEY CSD	12 637	13 134
61501	S LVER CREEK CSD	12 223	12 540
421601	SKANEATELES CSD	13 337	13 456
580801	SM THTOWN CSD	14 969	15 255
651201	SODUS CSD	13 623	13 994
420702	SOLVAY UFSD	12 760	13 019

662101	SOMERS CSD	17 825	18 189
10601	SOUTH COLON E CSD	13 137	13 272
580235	SOUTH COUNTRY CSD	16 951	17 426
521401	SOUTH GLENS FALLS CSD	11 667	11 847
580413	SOUTH HUNT NGTON UFSD	16 758	17 272
220101	SOUTH JEFFERSON CSD	10 183	10 516
121702	SOUTH KORTR GHT CSD	14 381	14 715
231101	SOUTH LEW S CSD	14 513	14 880
500301	SOUTH ORANGETOWN CSD	16 503	16 762
560501	SOUTH SENECA CSD	14 574	14 960
580906	SOUTHAMPTON UFSD	24 414	25 076
50701	SOUTHERN CAYUGA CSD	14 419	14 879
581005	SOUTHOLD UFSD	18 400	18 772
60201	SOUTHWESTERN CSD AT JAMESTOWN	11 202	11 187
131602	SPACKENK LL UFSD	17 018	17 443
261001	SPENCERPORT CSD	11 533	11 970
600801	SPENCER-VAN ETTEN CSD	11 808	12 222
580304	SPR NGS UFSD	22 275	23 162
141101	SPR NGV LLE-GR FF TH NST CSD	12 347	12 493
161801	ST REG S FALLS CSD	14 886	15 422
121701	STAMFORD CSD	14 915	14 999
401001	STARPO NT CSD	10 789	11 141
522001	ST LLWATER CSD	10 269	10 520
251501	STOCKBR DGE VALLEY CSD	11 638	12 028
591502	SULL VAN WEST CSD	16 008	16 203
30601	SUSQUEHANNA VALLEY CSD	13 156	13 473
140207	SWEET HOME CSD	12 954	13 335
280502	SYOSSET CSD	21 263	21 684
421800	SYRACUSE C TY SD	12 930	13 257
100501	TACON C H LLS CSD	14 622	15 138
220701	THOUSAND SLANDS CSD	13 027	13 387
580201	THREE V LLAGE CSD	16 887	17 345
151501	T CONDEROGA CSD	14 455	14 829
600903	T OGA CSD	10 451	10 802
142500	TONAWANDA C TY SD	11 051	11 198
211901	TOWN OF WEBB UFSD	21 143	21 215
591201	TR -VALLEY CSD	19 324	19 736
491700	TROY C TY SD	16 486	17 048
611001	TRUMANSBURG CSD	11 227	11 514
580913	TUCKAHOE COMN SD	29 200	30 114
660302	TUCKAHOE UFSD	21 009	21 257
421902	TULLY CSD	11 036	11 388
160101	TUPPER LAKE CSD	12 461	12 877
441903	TUXEDO UFSD	18 470	18 139
660401	UFSD-TARRYTOWNS	17 449	18 170
81003	UNAD LLA VALLEY CSD	12 393	12 785
51901	UN ON SPR NGS CSD	13 059	13 703
280202	UN ONDALE UFSD	20 864	21 461
31501	UN ON-END COTT CSD	12 048	12 454
412300	UT CA C TY SD	9 780	10 023
660805	VALHALLA UFSD	21 983	22 440
441301	VALLEY CSD (MONTGOMERY)	12 222	12 667
280213	VALLEY STREAM 13 UFSD	16 487	16 771
280224	VALLEY STREAM 24 UFSD	21 044	21 164
280230	VALLEY STREAM 30 UFSD	19 777	20 089
280251	VALLEY STREAM CENTRAL HS D STR CT	15 858	16 053
211701	VAN HORNESV LLE-OWEN D YOUNG CSD	12 991	13 735
31601	VESTAL CSD	13 166	13 415
431701	V CTOR CSD	10 518	10 941
11003	VOORHEESV LLE CSD	13 742	14 189
580302	WA NSCOTT COMN SD	16 281	18 412
621801	WALLK LL CSD	11 997	12 287
121901	WALTON CSD	11 718	11 931

280223	WANTAGH UFSD	14 593	15 005
132101	WAPP NGERS CSD	11 887	12 269
631201	WARRENSBURG CSD	15 836	15 994
671501	WARSAW CSD	12 643	13 421
442101	WARW CK VALLEY CSD	13 198	13 509
440102	WASH NGTONV LLE CSD	12 931	13 156
522101	WATERFORD-HALFMOON UFSD	13 844	14 291
561006	WATERLOO CSD	11 263	11 593
222000	WATERTOWN C TY SD	9 985	10 360
411902	WATERV LLE CSD	11 900	12 149
11200	WATERVL ET C TY SD	10 404	10 529
550301	WATK NS GLEN CSD	11 489	11 561
600101	WAVERLY CSD	10 063	10 172
573002	WAYLAND-COHOCTON CSD	11 769	11 938
650801	WAYNE CSD	12 034	12 478
261901	WEBSTER CSD	11 872	12 379
50301	WEEDSPORT CSD	12 820	13 308
200901	WELLS CSD	22 823	23 341
22601	WELLSV LLE CSD	12 671	12 998
580102	WEST BABYLON UFSD	15 849	16 226
210302	WEST CANADA VALLEY CSD	12 723	13 252
420101	WEST GENESEE CSD	11 199	11 361
280227	WEST HEMPSTEAD UFSD	17 759	17 850
260803	WEST RONDEQUO T CSD	11 413	11 516
580509	WEST SL P UFSD	14 799	15 117
142801	WEST SENECA CSD	11 179	11 286
40204	WEST VALLEY CSD	14 623	14 800
280401	WESTBURY UFSD	19 287	20 226
62901	WESTF ELD CSD	12 891	13 055
580902	WESTHAMPTON BEACH UFSD	19 354	19 873
420701	WESTH LL CSD	11 635	11 727
412801	WESTMORELAND CSD	12 938	13 823
151601	WESTPORT CSD	14 591	14 820
262001	WHEATLAND-CH L CSD	16 259	16 148
170301	WHEELERV LLE UFSD	19 435	19 870
662200	WH TE PLA NS C TY SD	20 443	20 840
641701	WH TEHALL CSD	13 236	13 529
412902	WH TESBORO CSD	10 886	11 417
22101	WH TESV LLE CSD	11 904	12 012
31401	WH TNEY PO NT CSD	12 324	12 694
580232	W LL AM FLOYD UFSD	15 169	15 645
651402	W LL AMSON CSD	13 113	13 244
140203	W LL AMSV LLE CSD	11 904	12 143
151701	W LLSBORO CSD	16 355	16 604
401501	W LSON CSD	11 386	11 692
191401	W NDHAM-ASHLAND-JEWETT CSD	19 838	20 191
31701	W NDSOR CSD	11 115	11 505
472506	WORCESTER CSD	13 352	13 790
580109	WYANDANCH UFSD	17 666	18 039
490804	WYNANTSK LL UFSD	12 243	12 967
671002	WYOM NG CSD	16 376	16 286
662300	YONKERS C TY SD	15 023	15 607
241701	YORK CSD	11 694	11 968
43501	YORKSH RE-P ONEER CSD	12 406	12 710
662402	YORKTOWN CSD	17 743	17 837



**2019 New School Proposal  
Budget(s) & Cash Flow(s) Template**

**Girls Preparatory Charter School of the Bronx II**

**Contact Name:** Carl-Anthony Watson  
**Contact Title:** Managing Director of New School Development  
**Contact Email:** [REDACTED]  
**Contact Phone:** [REDACTED]

**First Academic Year:** 2020-21

**Pre-Opening Period:** July 1, 2019 - June 30, 2020

**Note: For pre-opening period if the RFP submission date is:**

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

**GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II**  
2020-21 through 2024-25

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25	AGE RANGE
Kindergarten	Elementary School	104	104	104	104	104	5-6
1st Grade	Elementary School		104	104	104	104	6-7
2nd Grade	Elementary School			104	104	104	7-8
3rd Grade	Elementary School				104	104	8-9
4th Grade	Elementary School					104	9-10
5th Grade	Middle School						
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
<b>TOTAL</b>		104	208	312	416	520	

**\*NOTE**  
Please copy the ENROLLMENT CHART (cells B5:H21) and paste into the Enrollment Section of the New School Proposal.

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	4	4	4	4	4
1st Grade	Elementary School		4	4	4	4
2nd Grade	Elementary School			4	4	4
3rd Grade	Elementary School				4	4
4th Grade	Elementary School					4
5th Grade	Middle School					
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
<b>TOTAL</b>		4	8	12	16	20

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	26	26	26	26	26
1st Grade	Elementary School	0	26	26	26	26
2nd Grade	Elementary School	0	0	26	26	26
3rd Grade	Elementary School	0	0	0	26	26
4th Grade	Elementary School	0	0	0	0	26
5th Grade	Middle School	0	0	0	0	0
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		104	208	312	416	520
Total Middle School Enrollment		-	-	-	-	-
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
<b>Total Enrollment</b>		<b>104</b>	<b>208</b>	<b>312</b>	<b>416</b>	<b>520</b>
Change in Net Enrollment from Prior Year (Count)		104	104	104	104	104
Change in Net Enrollment from Prior Year (Percent)		100.0%	100.0%	50.0%	33.3%	25.0%
Anticipated rate of attrition (Percent)		15.0%	25.0%	25.0%	25.0%	25.0%

ADDITIONAL NOTES/COMMENTS						

**\*NOTE**  
Enrollment by Grade should equal Enrollment by District  
  
*RED Numbers indicate that corrections are necessary.*

ESTIMATED ENROLLMENT BY DISTRICT						
<b>ANNUAL ENROLLMENT BY DISTRICT TOTALS</b>		<b>104</b>	<b>208</b>	<b>312</b>	<b>416</b>	<b>520</b>
Enrollment by Grade vs Enrollment by District (should 0)		-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -> **1**

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2020-21	2021-22	2022-23	2023-24	2024-25
<b>DISTRICT'S ANNUAL TOTAL OPERATING BUDGET</b>		\$ 25,596,000,000	\$ 25,596,000,000	\$ 25,596,000,000	\$ 25,596,000,000	\$ 25,596,000,000
<b>ENROLLMENT (Charter School)</b>		104	208	312	416	520
<b>DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET</b> (Include web address if available)		<a href="https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/03/FY19-Department-of-Education-Expense.pdf">https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/03/FY19-Department-of-Education-Expense.pdf</a>				

SECONDARY SENDING SCHOOL DISTRICT		2021-22	2022-23	2023-24	2024-25
<b>DISTRICT'S ANNUAL TOTAL OPERATING BUDGET</b>		\$ -	\$ -	\$ -	\$ -
<b>ENROLLMENT (Charter School)</b>					
<b>DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET</b> (Include web address if available)					

**GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II**

STAFFING PLAN FTE	Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	K	K-1	K-2	K-3	K-4
Enrollment	104	208	312	416	520	

**\*NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

**\*NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	2.0	2.0	2.0	3.0	3.0
Deans, Directors & Coordinators	2.0	2.0	2.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	2.0	3.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	7.0	8.0	8.0	10.0	10.0

Description of Assumptions
Principal, Lower Elementary Director in years 1-3, Adding Upper Elementary Director in year 4-5.
Dean of Culture and Family Coordinator is Year 1-3, Add Student and Family Affairs
Director of Ops in Year 1
Ops Manager, 2 Associates

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	6.0	12.0	18.0	22.0	26.0
Teachers - SPED	2.0	4.0	6.0	8.0	10.0
Substitute Teachers	1.0	1.0	1.0	2.0	2.0
Teaching Assistants					
Specialty Teachers	4.0	4.0	6.0	6.0	6.0
Aides	1.0	1.0	2.0	2.0	2.0
Therapists & Counselors	1.0	1.0	1.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	15.0	23.0	34.0	42.0	48.0

2 teachers per room in K-2
2 sections of ICT per grade

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	1.0	1.0	1.0
Security	2.0	2.0	2.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	3.0	3.0	3.0	3.0	3.0

<b>TOTAL PERSONNEL SERVICE FTE</b>	25.0	34.0	45.0	55.0	61.0
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STAFFING PLAN WAGES	Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	K-1	K-2	K-3	K-3	K-4
Enrollment	104.00	208.00	312.00	416.00	520.00	

**\*NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

**\*NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

ADMINISTRATIVE PERSONNEL WAGES	WAGES				
	Salary/Incr %	2.00%	2.00%	2.00%	2.00%
Executive Management	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Management	\$ 245,000	\$ 249,900	\$ 254,898	\$ 264,996	\$ 272,296
Deans, Directors & Coordinators	\$ 145,000	\$ 147,900	\$ 150,858	\$ 153,875	\$ 156,953
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 105,000	\$ 107,100	\$ 109,242	\$ 111,427	\$ 113,655
Administrative Staff	\$ 105,000	\$ 107,100	\$ 109,242	\$ 111,427	\$ 113,655
TOTAL ADMINISTRATIVE STAFF	\$ 600,000	\$ 612,000	\$ 624,240	\$ 637,225	\$ 650,953

Description of Assumptions
Principal at 140K, AD at 105K
Dean at 95K, Family Coord. at 50K, SFA manager at 55K
Ops Manager at 65K, Ops Assoc at 40K

INSTRUCTIONAL PERSONNEL WAGES	WAGES				
Teachers - Regular	\$ 68,500	\$ 411,000	\$ 830,220	\$ 1,257,824	\$ 1,556,981
Teachers - SPED	\$ 68,500	\$ 137,000	\$ 276,740	\$ 419,275	\$ 564,660
Substitute Teachers	\$ 50,000	\$ 50,000	\$ 51,000	\$ 52,020	\$ 103,060
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 68,500	\$ 274,000	\$ 279,480	\$ 422,070	\$ 430,511
Aides	\$ 30,000	\$ 30,000	\$ 30,600	\$ 61,212	\$ 62,436
Therapists & Counselors	\$ 70,000	\$ 70,000	\$ 71,400	\$ 72,828	\$ 144,285
Other	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL	\$ 972,000	\$ 1,539,440	\$ 2,285,229	\$ 2,861,933	\$ 3,330,172


NON-INSTRUCTIONAL PERSONNEL WAGES	WAGES				
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ 65,000	\$ 65,000	\$ 66,300	\$ 67,626	\$ 68,979
Security	\$ 40,000	\$ 80,000	\$ 81,600	\$ 83,232	\$ 84,897
Other	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL	\$ 145,000	\$ 147,900	\$ 150,858	\$ 153,875	\$ 156,953


<b>TOTAL PERSONNEL SERVICE WAGES</b>	\$ 1,717,000	\$ 2,299,340	\$ 3,100,327	\$ 3,848,333	\$ 4,336,300
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Please FTE St (cells and pa Person of the Pr

**GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**July 1, 2019 - June 30, 2020**

*\*NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."  
 The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS	
<b>Total Revenue</b>	<b>1,250,000</b>		
<b>Total Expenses</b>	<b>624,185</b>		
<b>Net Income</b>	<b>625,815</b>		
		<b>START-UP PERIOD</b>	
<b>REVENUE</b>			
<b>REVENUES FROM STATE SOURCES</b>			
<b>Grants</b>			
Stimulus	-		
DYCD (Department of Youth and Community Developmt.)	-		
Other	-		
Other	-		
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>-</b>		
<b>REVENUE FROM FEDERAL FUNDING</b>			
<b>Grants</b>			
Charter School Program (CSP) Planning & Implementation	1,250,000		
Other	-		
Other	-		
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>1,250,000</b>		
<b>LOCAL and OTHER REVENUE</b>			
Contributions and Donations	-		
Fundraising	-		
Erate Reimbursement	-		
Earnings on Investments	-		
Interest Income	-		
Food Service (Income from meals)	-		
Text Book	-		
OTHER	-		
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>-</b>		
<b>TOTAL REVENUE</b>	<b>1 250 000</b>		
<b>EXPENSES</b>			
	FTE No. of Positions		
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>			
Executive Management	-	-	
Instructional Management	2.00	192,500	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	52,500	
Administrative Staff	2.00	13,333	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>	<b>258,333</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>5.00</b>	<b>258 333</b>	

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes		24,852
Fringe / Employee Benefits		64,583
Retirement / Pension		12,917
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>102,352</b>

**TOTAL PERSONNEL SERVICE COSTS**5.00360 685**CONTRACTED SERVICES**

Accounting / Audit		-
Legal		-
Management Company Fee		187,500
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
<b>TOTAL CONTRACTED SERVICES</b>		<b>187,500</b>

**SCHOOL OPERATIONS**

Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		15,000
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		12,000
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		24,000
Fundraising		-
Other		-
<b>TOTAL SCHOOL OPERATIONS</b>		<b>51,000</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance		-
Janitorial		-
Building and Land Rent / Lease / Facility Finance Interest		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		<b>-</b>

**DEPRECIATION & AMORTIZATION****DISSOLUTION ESCROW & RESERVES / CONTIGENCY**

-
25,000

**TOTAL EXPENSES**624 185**NET INCOME**625 815

PRE-OPENING CASH FLOW 1-YEAR		GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II												
<b>*NOTE:</b> Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
		July 1, 2019 - June 30, 2020												
Total Revenue	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	1,250,000
Total Expenses	62,914	34,914	34,914	34,914	34,914	34,914	34,914	65,348	59,348	59,348	59,348	74,656	68,656	624,185
Net Income	41,253	69,253	69,253	69,253	69,253	69,253	38,819	44,819	44,819	44,819	29,511	35,511	625,815	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	41,253	110,505	179,758	249,011	318,263	387,516	426,335	471,154	515,974	560,793	609,304	659,304	625,815
Net Income	41,253	110,505	179,758	249,011	318,263	387,516	426,335	471,154	515,974	560,793	609,304	659,304	625,815	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>REVENUE</b>														
<b>REVENUES FROM STATE SOURCES</b>														
<b>Grants</b>														
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>														
<b>Grants</b>														
Charter School Program (CSP) Planning & Implementation	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	1,250,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	104,167	1,250,000
<b>LOCAL and OTHER REVENUE</b>														
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>104,167</b>	<b>1,250,000</b>
<b>EXPENSES</b>														
<b>ADMINISTRATIVE PERSONNEL COSTS</b>														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	2.00	11,667	11,667	11,667	11,667	11,667	11,667	20,417	20,417	20,417	20,417	20,417	20,417	192,500
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	-	-	8,750	8,750	8,750	8,750	8,750	8,750	52,500
Administrative Staff	2.00	-	-	-	-	-	-	-	-	-	-	-	-	13,333
TOTAL ADMINISTRATIVE STAFF	5.00	11,667	11,667	11,667	11,667	11,667	11,667	29,167	29,167	29,167	29,167	35,833	35,833	258,333
<b>INSTRUCTIONAL PERSONNEL COSTS</b>														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>5.00</b>	<b>11,667</b>	<b>11,667</b>	<b>11,667</b>	<b>11,667</b>	<b>11,667</b>	<b>11,667</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>35,833</b>	<b>35,833</b>	<b>258,333</b>
<b>PAYROLL TAXES AND BENEFITS</b>														
Payroll Taxes	1,122	1,122	1,122	1,122	1,122	1,122	2,806	2,806	2,806	2,806	3,447	3,447	3,447	24,852
Fringe / Employee Benefits	2,917	2,917	2,917	2,917	2,917	2,917	7,292	7,292	7,292	7,292	8,958	8,958	8,958	64,583
Retirement / Pension	583	583	583	583	583	583	1,458	1,458	1,458	1,458	1,792	1,792	1,792	12,917
TOTAL PAYROLL TAXES AND BENEFITS	4,622	4,622	4,622	4,622	4,622	4,622	11,556	11,556	11,556	11,556	14,197	14,197	14,197	102,352
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>5.00</b>	<b>16,289</b>	<b>16,289</b>	<b>16,289</b>	<b>16,289</b>	<b>16,289</b>	<b>40,723</b>	<b>40,723</b>	<b>40,723</b>	<b>40,723</b>	<b>50,031</b>	<b>50,031</b>	<b>50,031</b>	<b>360,685</b>
<b>CONTRACTED SERVICES</b>														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	187,500
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	15,625	187,500
<b>SCHOOL OPERATIONS</b>														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	3,000	-	-	-	-	-	6,000	-	-	-	-	6,000	-	15,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	6,000	3,000	3,000	3,000	3,000	3,000	9,000	3,000	3,000	3,000	9,000	3,000	3,000	51,000

<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000
<b>TOTAL EXPENSES</b>	<b>62,914</b>	<b>34,914</b>	<b>34,914</b>	<b>34,914</b>	<b>34,914</b>	<b>34,914</b>	<b>65,348</b>	<b>59,348</b>	<b>59,348</b>	<b>59,348</b>	<b>74,656</b>	<b>68,656</b>	<b>624,185</b>
<b>NET INCOME</b>	<b>41,253</b>	<b>69,253</b>	<b>69,253</b>	<b>69,253</b>	<b>69,253</b>	<b>69,253</b>	<b>38,819</b>	<b>44,819</b>	<b>44,819</b>	<b>44,819</b>	<b>29,511</b>	<b>35,511</b>	<b>625,815</b>
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	<b>41,253</b>	<b>69,253</b>	<b>69,253</b>	<b>69,253</b>	<b>69,253</b>	<b>69,253</b>	<b>38,819</b>	<b>44,819</b>	<b>44,819</b>	<b>44,819</b>	<b>29,511</b>	<b>35,511</b>	<b>625,815</b>
<b>Beginning Cash Balance</b>	-	41,253	110,505	179,758	249,011	318,263	387,516	426,335	471,154	515,974	560,793	590,304	-
<b>ENDING CASH BALANCE</b>	<b>41,253</b>	<b>110,505</b>	<b>179,758</b>	<b>249,011</b>	<b>318,263</b>	<b>387,516</b>	<b>426,335</b>	<b>471,154</b>	<b>515,974</b>	<b>560,793</b>	<b>590,304</b>	<b>625,815</b>	<b>625,815</b>



Technology	75 000	-	-	-	-	75 000	Chromebooks Staff Laptops Projectors Wiring
Student Testing & Assessment	5 000	-	-	-	-	5 000	MAP Software and STEP Kits
Field Trips	3 000	-	-	-	-	3 000	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	1 500	-	-	-	-	1 500	
Office Expense	5 000	-	-	-	-	5 000	
Staff Development	8 000	-	-	-	-	8 000	Tuition Reimbursement
Staff Recruitment	-	-	-	-	-	-	Included in CMO Fee
Student Recruitment / Marketing	5 000	-	-	-	-	5 000	Swag and Branding
School Meals / Lunch	46 800	-	-	-	-	46 800	
Travel (Staff)	5 000	-	-	-	-	5 000	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>292 300</b>	<b>5 000</b>				<b>297 300</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	25 000	-	-	-	-	25 000	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	468 000	-	-	-	-	468 000	Utilities included
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>493 000</b>					<b>493 000</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>							
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>							
<b>TOTAL EXPENSES</b>	<b>2,315,657</b>	<b>267,000</b>				<b>600,000</b>	<b>3,182,657</b>
<b>NET INCOME</b>	<b>(104,198)</b>	<b>234,225</b>				<b>(600,000)</b>	<b>(469,973)</b>
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	104					104	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
<b>TOTAL ENROLLMENT</b>	<b>104</b>					<b>104</b>	
<b>REVENUE PER PUPIL</b>	<b>21,264</b>					<b>26,083</b>	
<b>EXPENSES PER PUPIL</b>	<b>22,266</b>					<b>30,602</b>	



Student Recruitment / Marketing	417	417	417	417	417	417	417	417	417	417	417	417	417	5,000
School Meals / Lunch	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	46,800
Travel (Staff)	417	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>24,775</b>	<b>24,775</b>	<b>24,775</b>	<b>297,300</b>										
<b>FACILITY OPERATION &amp; MAINTENANCE</b>														
Insurance	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	39,000	39,000	39,000	39,000	39,000	39,000	39,000	39,000	39,000	39,000	39,000	39,000	39,000	468,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>41,083</b>	<b>41,083</b>	<b>41,083</b>	<b>493,000</b>										
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>265,221</b>	<b>265,221</b>	<b>265,221</b>	<b>3,182,657</b>										
<b>NET INCOME</b>	<b>166,944</b>	<b>(265,221)</b>	<b>166,944</b>	<b>(145,529)</b>										
<b>CASH FLOW ADJUSTMENTS</b>														
<b>OPERATING ACTIVITIES</b>														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	0
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>										
<b>NET INCOME</b>	<b>166,944</b>	<b>(265,221)</b>	<b>166,944</b>	<b>(145,529)</b>										
Beginning Cash Balance	625,815	792,759	527,537	694,481	429,260	596,204	330,982	497,926	232,705	399,649	134,427	301,371	155,842	625,815
<b>ENDING CASH BALANCE</b>	<b>792,759</b>	<b>527,537</b>	<b>694,481</b>	<b>429,260</b>	<b>596,204</b>	<b>330,982</b>	<b>497,926</b>	<b>232,705</b>	<b>399,649</b>	<b>134,427</b>	<b>301,371</b>	<b>155,842</b>	<b>155,842</b>	<b>155,842</b>

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II					DESCRIPTION OF ASSUMPTIONS	
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>			PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					<i>*NOTE: State assumptions that are being made in the section provided below.</i>	
<b>Total Revenue</b>			2,712,684	5,512,860	8,353,664	11,263,368	14,244,026		
<b>Total Expenses</b>			3,182,657	5,832,088	7,671,818	9,342,920	10,770,141		
<b>Net Income (Before Cash Flow Adjustments)</b>			(469,973)	(319,228)	681,846	1,920,449	3,473,884		
<b>Budgeted Student Enrollment</b>			104	208	312	416	520		
			<b>Year 1 2020-21</b>	<b>Year 2 2021-22</b>	<b>Year 3 2022-23</b>	<b>Year 4 2023-24</b>	<b>Year 5 2024-25</b>		
<b>REVENUE</b>			<b>2.0%</b>	<b>2.0%</b>	<b>2.0%</b>	<b>2.0%</b>	<b>2.0%</b>		
<b>REVENUES FROM STATE SOURCES</b>			<b>2.0%</b>	<b>2.0%</b>	<b>2.0%</b>	<b>2.0%</b>	<b>2.0%</b>		
Per Pupil Revenue			Basic Tuition (2018-19)						
PRIMARY School District	NYC Chancellor's Office	15,307	1,623,767	3,312,484	5,068,100	6,892,616	8,788,086		
Other District 1		-	-	-	-	-	-		
Other District 2		-	-	-	-	-	-		
Other District 3		-	-	-	-	-	-		
Other District 4		-	-	-	-	-	-		
Other District 5		-	-	-	-	-	-		
Other District 6		-	-	-	-	-	-		
Other District 7		-	-	-	-	-	-		
Other District 8		-	-	-	-	-	-		
Other District 9		-	-	-	-	-	-		
Other District 10		-	-	-	-	-	-		
Other District 11		-	-	-	-	-	-		
Other District 12		-	-	-	-	-	-		
Other District 13		-	-	-	-	-	-		
Other District 14		-	-	-	-	-	-		
Other School Districts' Revenue		-	-	-	-	-	-		
TOTAL Per Pupil Revenue	(Weighted Avg.)	15,307	1,623,767	3,312,484	5,068,100	6,892,616	8,788,086		
Special Education Revenue	(Weighted Avg.)	-	476,225	992,992	1,489,488	1,985,984	2,482,480		
<b>Grants</b>									
Stimulus		-	-	-	-	-	-		
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-		
Lease Assistance		468,000	936,000	1,404,000	1,872,000	2,340,000	4500 per student		
Other		-	-	-	-	-	-		
<b>TOTAL REVENUE FROM STATE SOURCES</b>			2,567,992	5,241,476	7,961,588	10,750,600	13,610,566		
<b>REVENUE FROM FEDERAL FUNDING</b>									
IDEA Special Needs		25,000	52,000	78,000	104,000	130,000	1000 per 60+ student		
Title I		52,000	104,000	156,000	208,000	260,000	\$500 per student		
Title Funding - Other		1,560	3,120	4,680	6,240	7,800	\$15 per student Title II		
School Food Service (Free Lunch)		35,100	70,200	105,300	140,400	175,500	Per CSBM- budget for 75% reimbursement		
<b>Grants</b>									
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-		
Other		-	-	-	-	-	-		
Other		-	-	-	-	-	-		
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>			113,660	229,320	343,980	458,640	573,300		
<b>LOCAL and OTHER REVENUE</b>									
Contributions and Donations		-	-	-	-	-	-		
Fundraising		-	-	-	-	-	-		
Erate Reimbursement		25,000	30,000	30,000	30,000	30,000	Based on other PPA schools		
Earnings on Investments		-	-	-	-	-	-		
Interest Income		-	-	-	-	-	-		
Food Service (Income from meals)		-	-	-	-	-	-		
Text Book		6,032	12,064	18,096	24,128	30,160	\$58 per student NYSTL		
OTHER		-	-	-	-	-	-		
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>			31,032	42,064	48,096	54,128	60,160		
<b>TOTAL REVENUE</b>			2,712,684	5,512,860	8,353,664	11,263,368	14,244,026		
<b>EXPENSES</b>									
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>			Year 1 No. of					<i>*NOTE: For all 5-Years of FTE/Staffing detail please see the Staffing 'tab of</i>	
Executive Management		-	-	-	-	-	-		
Instructional Management	2.00	245,000	249,900	254,898	364,996	372,296	Principal, Lower School Director in years 1-3, Adding Upper School		
Deans, Directors & Coordinators	2.00	145,000	147,900	150,858	203,875	207,953	Dean of Culture and Family Coordinator is Year 1-3, Add Student and		
CFO / Director of Finance	-	-	-	-	-	-	-		
Operation / Business Manager	1.00	105,000	107,100	109,242	111,427	113,655	Director of Ops in Year 1		
Administrative Staff	2.00	105,000	107,100	149,242	152,271	155,271	Ops Manager, 2 Associates		
<b>TOTAL ADMINISTRATIVE STAFF</b>			7.00	600,000	612,000	664,240	832,525	849,175	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>									
Teachers- Regular	6.00	411,000	830,220	1,257,824	1,556,981	1,862,121	2 teachers per room in K-2		
Teachers- SPED	2.00	137,000	276,740	419,275	564,660	712,954	2 sections of ICT per grade		
Substitute Teachers	1.00	50,000	51,000	52,020	103,060	105,122			
Teaching Assistants	-	-	-	-	-	-	-		
Specialty Teachers	4.00	274,000	279,480	422,070	430,511	439,121			
Aides	1.00	30,000	30,600	61,212	62,436	63,685			
Therapists & Counselors	1.00	70,000	71,400	72,828	144,285	147,170			
Other	-	-	-	-	-	-	-		
<b>TOTAL INSTRUCTIONAL</b>			15.00	972,000	1,539,440	2,285,229	2,861,933	3,330,172	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>									
Nurse	-	-	-	-	-	-	-		
Librarian	-	-	-	-	-	-	-		
Custodian	1.00	65,000	66,300	67,626	68,979	70,358			
Security	2.00	80,000	81,600	83,232	84,897	86,595			
Other	-	-	-	-	-	-	-		
<b>TOTAL NON-INSTRUCTIONAL</b>			3.00	145,000	147,900	150,858	153,875	156,953	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>			25.00	1,717,000	2,299,340	3,100,327	3,848,333	4,336,300	
<b>PAYROLL TAXES AND BENEFITS</b>									
Payroll Taxes		87,542	212,689	286,780	355,971	401,108			
Fringe / Employee Benefits		227,500	574,835	775,082	962,083	1,084,075			
Retirement / Pension		22,750	28,742	38,754	48,104	54,204			
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>				337,792	816,266	1,100,616	1,366,158	1,539,387	
<b>TOTAL PERSONNEL SERVICE COSTS</b>			25.00	2,054,792	3,115,606	4,200,943	5,214,492	5,875,687	
<b>CONTRACTED SERVICES</b>									
Accounting / Audit		-	-	-	-	-	-		
Legal		-	-	-	-	-	-		
Management Company Fee		293,565	546,873	810,215	1,083,892	1,368,213			
Nurse Services		-	-	-	-	-	-		
Food Service / School Lunch		5,000	10,000	10,000	10,000	10,000	On-Site Serving/Food Prep		
Payroll Services		9,000	10,000	10,000	10,000	10,000			
Special Ed Services		5,000	7,500	7,500	10,000	10,000			
Titlment Services (i.e. Title I)		-	-	-	-	-	-		
Other Purchased / Professional / Consulting		25,000	50,000	10,000	10,000	10,000	External PD is less in later years		
<b>TOTAL CONTRACTED SERVICES</b>				337,565	624,373	847,715	1,123,892	1,408,213	
<b>SCHOOL OPERATIONS</b>									

Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	30,000	30,600	31,212	31,836	32,473	
Special Ed Supplies & Materials	5,000	5,100	5,202	5,306	5,412	
Textbooks / Workbooks	35,000	35,700	36,414	37,142	37,885	
Supplies & Materials other	10,000	10,200	10,404	10,612	10,824	
Equipment / Furniture	60,000	61,200	62,424	63,672	64,946	
Telephone	3,000	3,060	3,121	3,184	3,247	
Technology	75,000	76,500	78,030	79,591	81,182	
Student Testing & Assessment	5,000	5,100	5,202	5,306	5,412	
Field Trips	3,000	3,060	3,121	3,184	3,247	
Transportation (student)	-	-	-	-	-	
Student Services - other	1,500	1,530	1,561	1,592	1,624	
Office Expense	5,000	5,100	5,202	5,306	5,412	
Staff Development	8,000	8,160	8,323	8,490	8,659	
Staff Recruitment	-	-	-	-	-	
Student Recruitment / Marketing	5,000	5,100	5,202	5,306	5,412	
School Meals / Lunch	46,800	93,600	140,400	187,200	234,000	\$2.50 per student per day
Travel (Staff)	5,000	5,100	5,202	5,306	5,412	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>297,300</b>	<b>349,110</b>	<b>401,020</b>	<b>453,033</b>	<b>505,149</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	25,000	91,000	92,820	94,676	96,570	Based on BP estimates in private space
Janitorial	-	75,000	76,500	78,030	79,591	Janitorial on-staff
Building and Land Rent / Lease / Facility Finance Interest	468,000	936,000	1,404,000	1,872,000	2,340,000	Estimates from BP
Repairs & Maintenance	-	46,000	46,920	47,858	48,816	Estimates from BP
Equipment / Furniture	-	250,000	250,000	100,000	50,000	Gradual investment
Security	-	5,000	5,100	5,202	5,306	Security on-staff
Utilities	-	340,000	346,800	353,736	360,811	Based on BP estimates in private space
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>493,000</b>	<b>1,743,000</b>	<b>2,222,140</b>	<b>2,551,503</b>	<b>2,981,093</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>3,182,657</b>	<b>5,832,088</b>	<b>7,671,818</b>	<b>9,342,920</b>	<b>10,770,141</b>	
<b>NET INCOME</b>	<b>(469,973)</b>	<b>(319,228)</b>	<b>681,846</b>	<b>1,920,449</b>	<b>3,473,884</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
PRIMARY School District NYC CHANCELLOR'S OFFICE	104	208	312	416	520	
Other District 1	-	-	-	-	-	
Other District 2	-	-	-	-	-	
Other District 3	-	-	-	-	-	
Other District 4	-	-	-	-	-	
Other District 5	-	-	-	-	-	
Other District 6	-	-	-	-	-	
Other District 7	-	-	-	-	-	
Other District 8	-	-	-	-	-	
Other District 9	-	-	-	-	-	
Other District 10	-	-	-	-	-	
Other District 11	-	-	-	-	-	
Other District 12	-	-	-	-	-	
Other District 13	-	-	-	-	-	
Other District 14	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>104</b>	<b>208</b>	<b>312</b>	<b>416</b>	<b>520</b>	
<b>REVENUE PER PUPIL</b>	<b>26,083</b>	<b>26,504</b>	<b>26,775</b>	<b>27,075</b>	<b>27,392</b>	
<b>EXPENSES PER PUPIL</b>	<b>30,602</b>	<b>28,039</b>	<b>24,589</b>	<b>22,459</b>	<b>20,712</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	100,000	250,000	250,000	250,000	
Other	-	-	-	-	-	
Total Operating Activities	-	100,000	250,000	250,000	250,000	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	0	-	-	-	-	
Total Financing Activities	0	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>0</b>	<b>100,000</b>	<b>250,000</b>	<b>250,000</b>	<b>250,000</b>	
<b>NET INCOME</b>	<b>(469,973)</b>	<b>(219,228)</b>	<b>931,846</b>	<b>2,170,449</b>	<b>3,723,884</b>	
<b>Beginning Cash Balance</b>	<b>625,815</b>	<b>155,842</b>	<b>(63,387)</b>	<b>868,459</b>	<b>3,038,908</b>	
<b>ENDING CASH BALANCE</b>	<b>155,842</b>	<b>(63,387)</b>	<b>868,459</b>	<b>3,038,908</b>	<b>6,762,792</b>	

**5-YEAR FISCAL IMPACT REPORT**

Largest School District- NYC CHANCELLOR'S OFFICE							
A	B	C	D	E	F	G	H
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants,	Total Funding to Charter School From District	NYC CHANCELLOR'S OFFICE	Projected Impact (% of District's Total Budget)
Year 1 (2020-21)	104	15,613	1,623,767	2,236,459	3,860,225	25,596,000,000	0.015%
Year 2 (2021-22)	208	15,925	3,312,484	2,200,376	5,512,860	25,596,000,000	0.022%
Year 3 (2022-23)	312	16,244	5,068,100	3,285,564	8,353,664	25,596,000,000	0.033%
Year 4 (2023-24)	416	16,569	6,892,616	4,370,752	11,263,368	25,596,000,000	0.044%
Year 5 (2024-25)	520	16,900	8,788,086	5,455,940	14,244,026	25,596,000,000	0.056%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			<a href="https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/03/FY19-Department-of-Education-Expense.pdf">https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/03/FY19-Department-of-Education-Expense.pdf</a>				
OTHER NOTES:							

**\*NOTE**  
Please copy FISCAL IMPACT CHART (cell range B4:114) and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	*Total General Fund Operating	Projected Impact
Year 1 (2020-21)	104	-	-	-	-	-	#DIV/0!
Year 2 (2021-22)	208	-	-	-	-	-	#DIV/0!
Year 3 (2022-23)	312	-	-	-	-	-	#DIV/0!
Year 4 (2023-24)	416	-	-	-	-	-	#DIV/0!
Year 5 (2024-25)	520	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			(Enter Source on Tab 2, "Enrollment Chart")				
OTHER NOTES:							

**\*NOTE**  
If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:126) and paste into the FISCAL IMPACT Section of the New School Proposal.

**R-21f - Letters of Commitment**

At this time, there are no letters of commitment for GPBX II.

**R-21g - Non-SUNY Financials**

Request is not applicable.

**R-22 - Action Plan**

Public Prep will hire a Founding Principal for GPBX II an entire year before the school opens. The Resident Principal (Principal) will devote his or her time to working alongside a Host Principal and planning for the launch of GPBX II. Below is a summary of key deadlines and action items for replication:

ACTION	START DATE	COMPLETION DATE	PROJECT/TASK MANAGER
<b>OUTREACH &amp; ENROLLMENT</b>			
Publicize school to community and recruit at least twice as many eligible students as there are seats available for starting grade levels, in order to ensure full enrollment and a healthy waiting list to offset attrition.	12/2/19	4/1/20	Director of Operations (Public Prep) and Student Recruitment Associate (Public Prep); Principal
Hold student admissions lottery to admit students from the applicant pool.	4/8/20	4/8/20	Director of Operations; Principal
Hold summer enrollment sessions, where parents will fill out enrollment forms, learn about school policies and procedures, order and obtain uniforms, get prepped on what medical and immunizations are required, and provide other information required by law for enrollment in New York City public schools.	4/8/20	4/15/20	Director of Operations; Principal; Dean of Culture
Plan and host welcome events for accepted families.	5/1/20	5/31/20	Director of Operations; Principal; Dean of Culture
Identify all students eligible for special education services; obtain all IEPs and student records of all incoming students.	4/9/20	8/14/20	Director of Operations

Administer home language survey to all incoming students	5/1/20	8/14/20	Director of Operations; Dean of Culture
Make home visits to conduct parent-student-school staff introductory meeting.	6/15/20	8/21/20	Director of Operations; Dean of Culture
<b>CURRICULUM AND PROGRAM DEVELOPMENT</b>			
Review network-wide ELA Curriculum for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	7/1/19	8/30/19	Principal; Public Prep Academic Team
Finalize network-wide ELA Curriculum for grades K-5 <sup>th</sup> , with emphasis on Kindergarten based on feedback from instructors and assessment results.	7/1/19	6/30/20	Principal; Public Prep Academic Team
Review network-wide ELA Assessments for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	7/1/19	8/30/19	Principal; Chief Learning Officer
Finalize network-wide ELA Assessments for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	7/1/19	6/30/20	Principal; Chief Learning Officer
Review Host School Mathematics Curriculum for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	7/1/19	8/30/19	Principal; Host Principal
Finalize Mathematics Curriculum for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	7/1/19	6/30/20	Principal; Public Prep Academic Team
Review network-wide Math Assessments for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	7/1/19	8/30/19	Principal; Chief Learning Officer
Finalize network-wide Math Assessments for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	7/1/19	8/30/20	Principal; Chief Learning Officer

Develop a list of programs to study at Host School (i.e. Reading Recovery, Cognitively Guided Instruction, Close Reading, etc.)	7/1/19	8/30/19	Principal; Chief Learning Officer
Observe instruction in all K-2 classrooms at Host School	9/1/19	10/30/19	Principal
Participate in grade level team meetings at Host School, with emphasis on grades K and 1.	9/1/19	12/15/20	Principal
Review Host School Science Curriculum for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	9/1/19	10/1/19	Principal; Public Prep Academic Team
Finalize science curriculum for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	10/1/19	11/1/19	Principal; Public Prep Academic Team
Review Host School Social Studies Curriculum for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	10/1/19	11/1/19	Principal; Public Prep Academic Team
Finalize Host School Social Studies curriculum for grades K-5 <sup>th</sup> , with emphasis on Kindergarten.	11/1/19	12/1/19	Principal; Public Prep Academic Team
Observe academic programs in action at Host School (i.e. Reading Recovery, Cognitively Guided Instruction, Close Reading, etc.),	12/1/19	2/28/20	Principal
Observe specials and partner programs (i.e. physical education, yoga, art, music, and programs such as the National Dance Institute).	3/1/20	4/1/20	Principal
Determine specials and partnerships to implement in the first year of operations.	4/1/20	5/1/20	Principal

Finalize family handbook, positive behavior intervention, and discipline policies.	5/1/20	6/30/20	Principal; Dean of Culture
Plan professional development and training for the summer institute.	5/1/20	8/1/20	Principal; Chief Learning Officer
Conduct new teacher orientation for all incoming instructional staff to train them on instruction, school culture, classroom management expectations, and data analysis.	8/9/20	8/15/20	Principal; Public Prep Academic Team
Conduct all staff summer institute for all school staff to review instructional and operational expectations and procedures, review school norms, conduct teambuilding activities, and set up classrooms	8/19/20	8/30/20	Principal, Director of Operations, Dean of Culture
Refine school's daily schedule.	7/1/20	8/15/20	Principal; Director of Operations
<b>HUMAN RESOURCES</b>			
Identify, recruit, interview, and hire Elementary Principal to lead Girls Prep Bronx Elementary School II	1/28/19	6/30/19	Public Prep CEO and CEO recruits and interviews candidates and makes recommendations to Trustees, who then interview and hire the Principal.
Identify, recruit, interview and hire all instructional and administrative staff for the school.	12/1/19	7/3/20	Director of Recruitment will recruit and recommend; Principal has final hiring authority and responsibility.
Set-up payroll system and fringe benefit policies, including health insurance, flexible spending	1/1/20	7/1/20	Managing Director of Talent

accounts, and 403b plans.			
Completion of all necessary payroll and benefits paperwork by all school staff.	1/1/20	8/14/20	Managing Director of Talent and Human Resources Associate
All school-based staff members are fingerprinted.	1/1/20	8/14/20	Managing Director of Talent and Human Resources Associate
All staff members receive personnel handbook and a copy of school policies.	8/7/20	8/14/20	Managing Director of Talent
<b>OPERATIONS</b>			
Order all furniture and instructional/auxiliary supplies for school (books, IT equipment, classroom materials, etc.)	5/1/20	8/1/20	Director of Operations
Prepare student information and student data tracking systems.	4/15/20	8/14/20	Director of Operations
Prepare all classrooms, common areas, offices and other school spaces for school opening; all spaces are student ready for the first day of school.	7/1/20	8/20/20	Teachers; Director of Operations
Negotiate meal services contract and prepare for services to commence.	5/1/20	8/15/20	Director of Operations
Train school instructional staff and administrative personnel on the use of a defibrillator and in first aid and CPR techniques.	8/15/20	8/20/20	Director of Operations
Provide all school staff with laptops.	8/15/20	8/20/20	Director of Operations
Procure and put in place liability	8/15/20	8/20/20	CEO and Managing Director

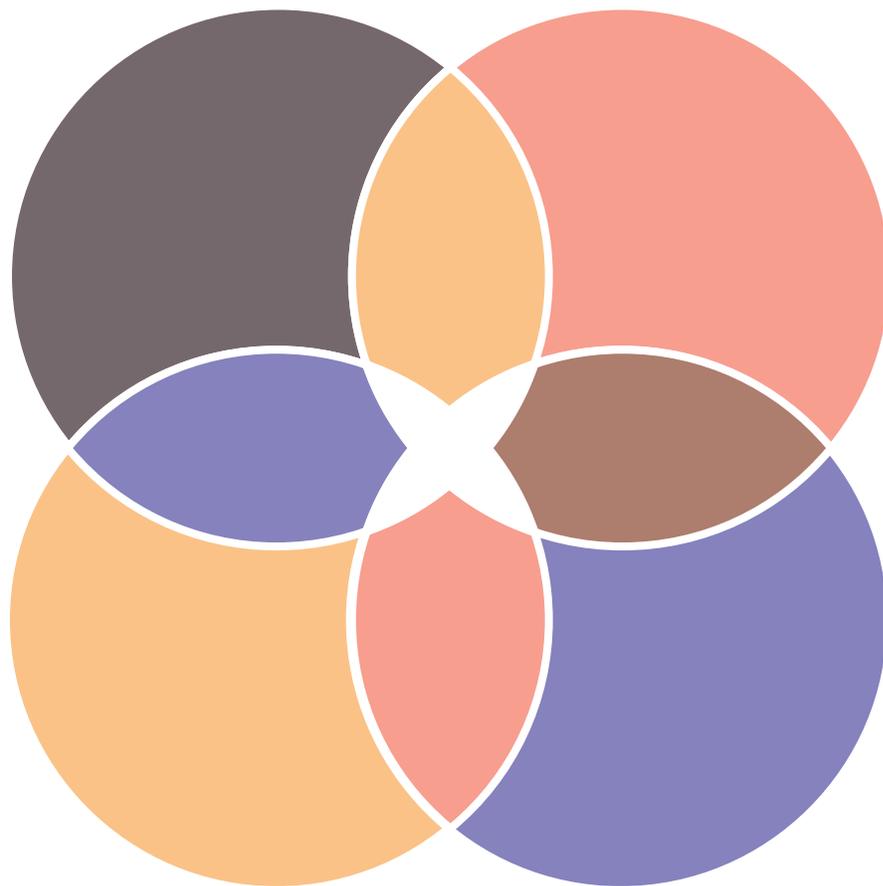
insurance plan.			of Finance and Operations
Set up the procurement system for school staff.	6/1/20	6/30/20	Director of Operations
Set up FedEx account.	8/1/20	8/15/20	Director of Operations
<b>FINANCE</b>			
Set and adopt school budget.	3/1/20	4/30/20	CEO and Managing Director of Finance and Operations work with Principal and head of Finance Committee of the Board of Trustees to set budget; Board adopts the budget.
Set up the bank account.	3/1/20	3/31/20	Managing Director of Finance and Operations
Set up a chart of accounts for the school's billing processes.	3/1/20	4/1/20	Managing Director of Finance and Operations and Director of Operations
Set up an annual audit schedule.	3/1/20	4/1/20	Managing Director of Finance and Operations and Director of Operations
Ensure timely submission of all applications for federal, state and local public funds.	1/1/20	4/30/20	Managing Director of Finance and Operations and Director of Operations
<b>DEVELOPMENT</b>			
Identify potential institutional and individual donors for GPBX II.	8/1/19	12/31/19	Assistant Director of Development and External Relations
Complete and submit applications for funding from prospective local and national donors.	11/1/19	3/31/20	Assistant Director of Development and External Relations

Plan and host individual donor fundraising events	4/1/20	7/31/20	Assistant Director of Development and External Relations
<b>GOVERNANCE</b>			
Nominate additional board member(s) with specific interest and/or expertise in GPBX II.	1/1/20	3/31/20	Board of Trustees with support from CEO and Assistant Director of Development and External Relations

## R-23a - Supplemental Narrative

- R-23b - Supplemental Attachments-A contains the Danielson Teacher Evaluation Rubric referenced in R09ad-(d) Teacher Evaluation & Accountability.
- R-23b - Supplemental Attachments-B contains the Public Prep Network's Assessment Strategy.
- R-23b - Supplemental Attachments-C contains the PPN ES Scope and Sequence for Grades 3&4.
- R-23b - Supplemental Attachments-D contains the PPN Math MS Calendar of Objectives 2018-2019.
- R-23b - Supplemental Attachments-E contains the ELA Scope and Sequence.
- R-23b - Supplemental Attachments-F contains a Sample ELA Interim Unit Assessment.
- R-23b - Supplemental Attachments-G contains a Math Curricular Calendar.
- R-23b - Supplemental Attachments-H contains Math Scopes and Sequences.
- R-23b - Supplemental Attachments-I contains Science Course Overview.
- R-23b - Supplemental Attachments-J contains the Student and Family Handbook.
- R-23b - Supplemental Attachments-K contains the Commitment to College Completion.

**THE FRAMEWORK FOR TEACHING**  
EVALUATION INSTRUMENT  
**2013 EDITION**



**CHARLOTTE DANIELSON**

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**THE FRAMEWORK FOR TEACHING**  
EVALUATION INSTRUMENT

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**2013 EDITION**

**CHARLOTTE DANIELSON**

VERSION 1.2 • 8/25/14



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The Framework for Teaching identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

### The 1996 Edition

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of *Praxis III: Classroom Performance Assessments*, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

### The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, “The Research Foundation.” Moreover, the 2007 edition included frameworks for nonclassroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: “Selecting Instructional Goals” was changed to “Setting Instructional Outcomes.”
- 1f: “Assessing Student Learning” was revised to “Designing Student Assessments.”
- 3a: “Communicating Clearly and Accurately” was revised to “Communicating with Students.”
- 3d: “Providing Feedback to Students” was altered to “Using Assessment in Instruction.”
- 4d: “Contributing to the School and District” was changed to “Participating in a Professional Community.”

Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that “Contributing to the School and District” was an additional responsibility, not integral to the work of teaching; whereas the new name, “Participating in a Professional Community,” suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

### The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher’s practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

- *Rubric language tighter even than that of the 2007 edition of the Framework for Teaching.* Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.
- *“Critical attributes” for each level of performance for each component.* These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- *Possible examples for each level of performance for each component.* These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications.

Practitioners found that the enhancements not only made it easier to determine the level of performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

## The 2013 Edition

The principal reason for releasing the 2013 edition of the Framework for Teaching Evaluation Instrument was to respond to the instructional implications of the Common Core State Standards (CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

In particular, the CCSS advocate specific recommendations in different curricular areas:

- In ELA and literacy in all fields, a close reading of text and a greater emphasis on nonfiction works in addition to fiction
- In mathematics, a focus on the principal topics in each grade level, with growing fluency and skill in the application of mathematical concepts

To the extent that the CCSS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

But teachers will also have to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation, and for logical reasoning have not, after all, been high priorities in most school districts or preparation programs. In most classrooms, students don't take an active role in their own learning, nor do they (respectfully) challenge the thinking of their classmates. All of this will represent a major departure, and therefore a major challenge, for many teachers.

But educators who are familiar with the Framework for Teaching will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. After all, the centerpiece of the Framework is student engagement, which is defined not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

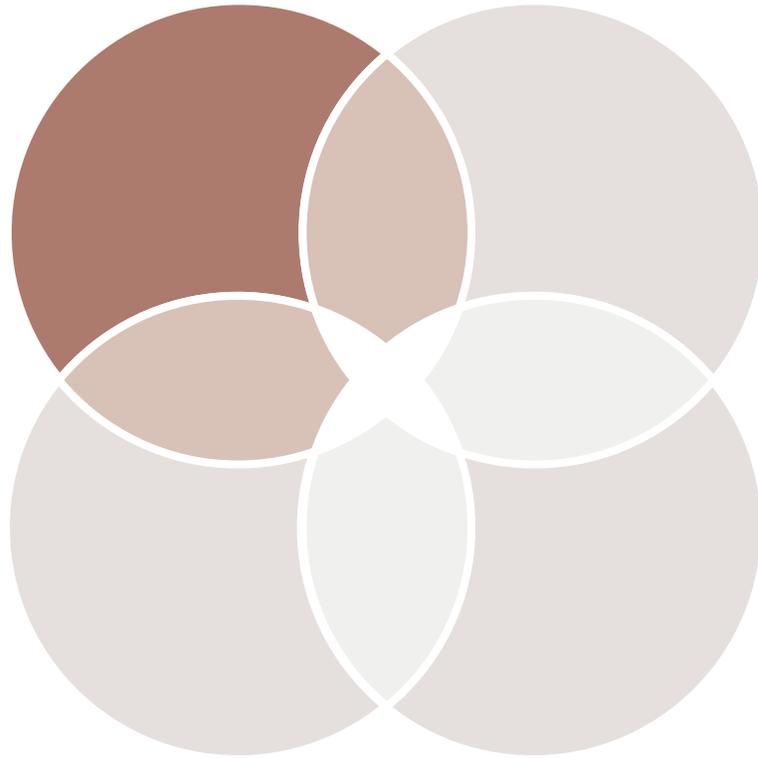
- Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments
- Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interest of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who "speak that language" and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

# DOMAIN 1 • PLANNING AND PREPARATION

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## PLANNING AND PREPARATION

# DOMAIN 1 • PLANNING AND PREPARATION

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## 1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

### The elements of component 1a are:

#### Knowledge of content and the structure of the discipline

*Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.*

#### Knowledge of prerequisite relationships

*Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.*

#### Knowledge of content-related pedagogy

*Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.*

### Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students’ questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

## UNSATISFACTORY • LEVEL 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

## CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

## POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- *And others...*

## BASIC • LEVEL 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

- *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

- *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

- *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- *And others...*

# DOMAIN 1 • PLANNING AND PREPARATION

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## 1b DEMONSTRATING KNOWLEDGE OF STUDENTS

Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

### The elements of component 1b are:

#### Knowledge of child and adolescent development

*Children learn differently at different stages of their lives.*

#### Knowledge of the learning process

*Learning requires active intellectual engagement.*

#### Knowledge of students' skills, knowledge, and language proficiency

*What students are able to learn at any given time is influenced by their level of knowledge and skill.*

#### Knowledge of students' interests and cultural heritage

*Children's backgrounds influence their learning.*

#### Knowledge of students' special needs

*Children do not all develop in a typical fashion.*

### Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

## UNSATISFACTORY • LEVEL 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

## CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

## POSSIBLE EXAMPLES

- *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.*
- *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.*
- *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.*
- *And others...*

## BASIC • LEVEL 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

- *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*
- *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.*
- *Lesson plans make only peripheral reference to students' interests.*
- *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher knows, for groups of students, their levels of cognitive development.
  - The teacher is aware of the different cultural groups in the class.
  - The teacher has a good idea of the range of interests of students in the class.
  - The teacher has identified “high,” “medium,” and “low” groups of students within the class.
  - The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
  - The teacher is aware of the special needs represented by students in the class.
- 
- *The teacher creates an assessment of students' levels of cognitive development.*
  - *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.*
  - *The teacher administers a student interest survey at the beginning of the school year.*
  - *The teacher plans activities using his knowledge of students' interests.*
  - *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.*
  - *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.*
  - *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.*
  - *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
  - The teacher seeks out information from all students about their cultural heritages.
  - The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
- 
- *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*
  - *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.*
  - *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
  - *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.*
  - *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*
  - *And others...*

# DOMAIN 1 • PLANNING AND PREPARATION

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## 1c SETTING INSTRUCTIONAL OUTCOMES

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

### The elements of component 1c are:

#### Value, sequence, and alignment

*Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.*

#### Clarity

*Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.*

#### Balance

*Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.*

#### Suitability for diverse students

*Outcomes must be appropriate for all students in the class.*

### Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

**UNSATISFACTORY • LEVEL 1**

The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

**CRITICAL ATTRIBUTES**

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

**POSSIBLE EXAMPLES**

- *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*
- *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.*
- *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.*
- *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*
- *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.*
- *And others...*

**BASIC • LEVEL 2**

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

- *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.*
- *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.*
- *Most of the English Language Arts outcomes are based on narrative.*
- *And others...*

**PROFICIENT • LEVEL 3**

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

- Outcomes represent high expectations and rigor.
- Outcomes are related to “big ideas” of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

- *One of the learning outcomes is for students to “appreciate the aesthetics of 18th-century English poetry.”*
- *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.*
- *The learning outcomes include students defending their interpretation of the story with citations from the text.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

- The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

- *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher’s higher expectations of them.*
- *Students will develop a concept map that links previous learning goals to those they are currently working on.*
- *Some students identify additional learning.*
- *The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.*
- *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.*
- *And others...*

# DOMAIN 1 • PLANNING AND PREPARATION

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## 1d DEMONSTRATING KNOWLEDGE OF RESOURCES

Student learning is enhanced by a teacher’s skillful use of resources. Some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

### The elements of component 1d are:

#### Resources for classroom use

*Materials must align with learning outcomes.*

#### Resources to extend content knowledge and pedagogy

*Materials that can further teachers’ professional knowledge must be available.*

#### Resources for students

*Materials must be appropriately challenging.*

### Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

## UNSATISFACTORY • LEVEL 1

The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.

## CRITICAL ATTRIBUTES

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

## POSSIBLE EXAMPLES

- *For their unit on China, the students find all of their information in the district-supplied textbook.*
- *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.*
- *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*
- *In the literacy classroom, the teacher has provided only narrative works.*
- *And others...*

## BASIC • LEVEL 2

The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

- *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.*
- *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.*
- *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*
- *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

- *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.*
- *The teacher takes an online course on literature to expand her knowledge of great American writers.*
- *The ELA lesson includes a wide range of narrative and informational reading materials.*
- *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

- *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.*
- *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.*
- *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*
- *And others...*

# DOMAIN 1 • PLANNING AND PREPARATION

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## 1e DESIGNING COHERENT INSTRUCTION

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

### The elements of component 1e are:

#### Learning activities

*Instruction is designed to engage students and advance them through the content.*

#### Instructional materials and resources

*Aids to instruction are appropriate to the learning needs of the students.*

#### Instructional groups

*Teachers intentionally organize instructional groups to support student learning.*

#### Lesson and unit structure

*Teachers produce clear and sequenced lesson and unit structures to advance student learning.*

### Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

**UNSATISFACTORY • LEVEL 1**

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

**CRITICAL ATTRIBUTES**

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

**POSSIBLE EXAMPLES**

- *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.*
- *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.*
- *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.*
- *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*
- *And others...*

**BASIC • LEVEL 2**

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

- *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*
- *The teacher finds an atlas to use as a supplemental resource during the geography unit.*
- *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.*
- *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*
- *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.*
- *And others...*

**PROFICIENT • LEVEL 3**

Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

- *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.*
- *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.*
- *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.*
- *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*
- *The fourth-grade math unit plan focuses on the key concepts for that level.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

- *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.*
- *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.*
- *After the cooperative group lesson, the students will reflect on their participation and make suggestions.*
- *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*
- *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
- *And others...*

# DOMAIN 1 • PLANNING AND PREPARATION

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## 1f DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

### The elements of component 1f are:

#### Congruence with instructional outcomes

*Assessments must match learning expectations.*

#### Criteria and standards

*Expectations must be clearly defined.*

#### Design of formative assessments

*Assessments for learning must be planned as part of the instructional process.*

#### Use for planning

*Results of assessment guide future planning.*

### Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

**UNSATISFACTORY • LEVEL 1**

Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

**CRITICAL ATTRIBUTES**

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

**POSSIBLE EXAMPLES**

- *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.*
- *The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”*
- *The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.”*
- *And others...*

**BASIC • LEVEL 2**

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

- *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.*
- *The plan indicates that the teacher will pause to “check for understanding” but does not specify a clear process for accomplishing that goal.*
- *A student asks, “If half the class passed the test, why are we all reviewing the material again?”*
- *And others...*

**PROFICIENT • LEVEL 3**

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

- *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.*
- *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.*
- *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.*
- *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

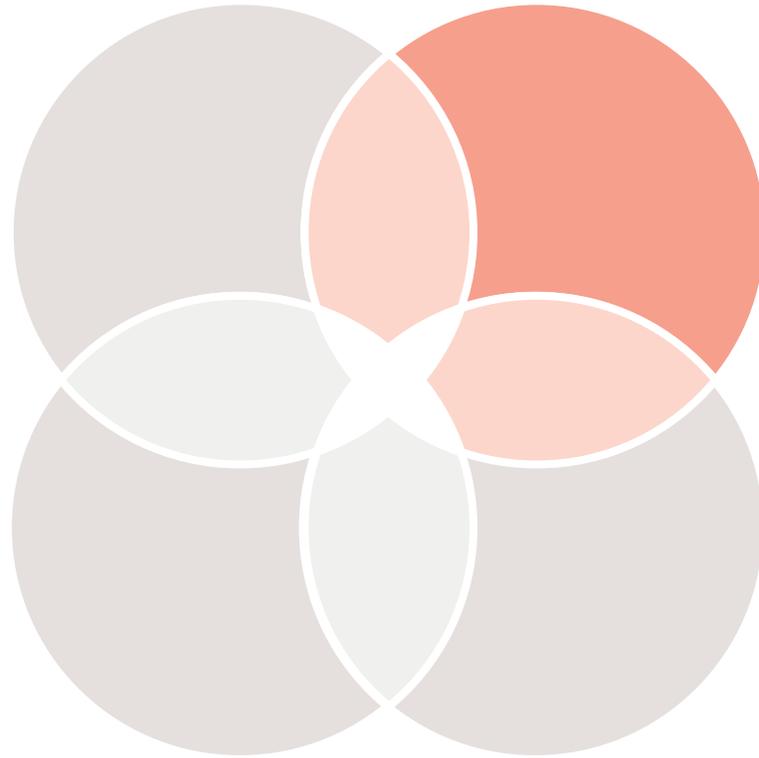
All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

- *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.*
- *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.*
- *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.*
- *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.*
- *And others...*

# DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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## THE CLASSROOM ENVIRONMENT

# DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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## 2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

### The elements of component 2a are:

#### Teacher interactions with students, including both words and actions

*A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.*

#### Student interactions with other students, including both words and actions

*As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.*

### Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students’ backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

**UNSATISFACTORY • LEVEL 1**

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

**CRITICAL ATTRIBUTES**

- The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Students' body language indicates feelings of hurt, discomfort, or insecurity.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.

**POSSIBLE EXAMPLES**

- *A student slumps in his chair following a comment by the teacher.*
- *Students roll their eyes at a classmate's idea; the teacher does not respond.*
- *Many students talk when the teacher and other students are talking; the teacher does not correct them.*
- *Some students refuse to work with other students.*
- *The teacher does not call students by their names.*
- *And others...*

**BASIC • LEVEL 2**

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

- *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.*
- *A few students do not engage with others in the classroom, even when put together in small groups.*
- *Students applaud halfheartedly following a classmate's presentation to the class.*
- *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.*
- *And others...*

**PROFICIENT • LEVEL 3**

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

- Talk between the teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

- *The teacher greets students by name as they enter the class or during the lesson.*
- *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.*
- *Students attend fully to what the teacher is saying.*
- *Students wait for classmates to finish speaking before beginning to talk.*
- *Students applaud politely following a classmate's presentation to the class.*
- *Students help each other and accept help from each other.*
- *The teacher and students use courtesies such as "please," "thank you," and "excuse me."*
- *The teacher says, "Don't talk that way to your classmates," and the insults stop.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

- *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).*
- *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.*
- *Students clap enthusiastically for one another's presentations for a job well done.*
- *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."*
- *A student questions a classmate, "Didn't you mean \_\_\_\_\_?" and the classmate reflects and responds, "Oh, maybe you are right!"*
- *And others...*

# DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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## 2b ESTABLISHING A CULTURE FOR LEARNING

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

### The elements of component 2b are:

#### Importance of the content and of learning

*In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.*

#### Expectations for learning and achievement

*In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.*

#### Student pride in work

*When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.*

### Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

## UNSATISFACTORY • LEVEL 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

## CRITICAL ATTRIBUTES

- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.

## POSSIBLE EXAMPLES

- *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.*
- *The teacher says to a student, "Why don't you try this easier problem?"*
- *Students turn in sloppy or incomplete work.*
- *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.*
- *Students have not completed their homework; the teacher does not respond.*
- *And others...*

## BASIC • LEVEL 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.

- *The teacher says, "Let's get through this."*
- *The teacher says, "I think most of you will be able to do this."*
- *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.*
- *The teacher does not encourage students who are struggling.*
- *Only some students get right to work after an assignment is given or after entering the room.*
- *And others...*

**PROFICIENT • LEVEL 3**

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.

- *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."*
- *The teacher says, "This idea is really important! It's central to our understanding of history."*
- *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*
- *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.*
- *Students get to work right away when an assignment is given or after entering the room.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

- *The teacher says, "It's really fun to find the patterns for factoring polynomials."*
- *A student says, "I don't really understand why it's better to solve this problem that way."*
- *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.*
- *Students question one another on answers.*
- *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.*
- *And others...*

# DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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## 2c MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”

### The elements of component 2c are:

#### Management of instructional groups

*Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.*

#### Management of transitions

*Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.*

#### Management of materials and supplies

*Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.*

#### Performance of classroom routines

*Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.*

#### Supervision of volunteers and paraprofessionals

*Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.*

### Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

**UNSATISFACTORY • LEVEL 1**

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.

**CRITICAL ATTRIBUTES**

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.
- Volunteers and paraprofessionals have no defined role and/or are idle much of the time.

**POSSIBLE EXAMPLES**

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.*
- *And others...*

**BASIC • LEVEL 2**

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.
- Volunteers and paraprofessionals require frequent supervision.

- *Some students not working with the teacher are off task.*
- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Students ask clarifying questions about procedures.*
- *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*
- *And others...*

**PROFICIENT • LEVEL 3**

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.
- Volunteers and paraprofessionals work with minimal supervision.

- *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.*
- *Students move directly between large- and small-group activities.*
- *Students get started on an activity while the teacher takes attendance.*
- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *One member of each small group collects materials for the table.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Cleanup at the end of a lesson is fast and efficient.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.
- Volunteers and paraprofessionals take initiative in their work in the class.

- *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.*
- *A student reminds classmates of the roles that they are to play within the group.*
- *A student redirects a classmate to the table he should be at following a transition.*
- *Students propose an improved attention signal.*
- *Students independently check themselves into class on the attendance board.*
- *And others...*

# DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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## 2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

### The elements of component 2d are:

#### Expectations

*It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.*

#### Monitoring of student behavior

*Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.*

#### Response to student misbehavior

*Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.*

### Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

## UNSATISFACTORY • LEVEL 1

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

## CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

## POSSIBLE EXAMPLES

- *Students are talking among themselves, with no attempt by the teacher to silence them.*
- *An object flies through the air, apparently without the teacher's notice.*
- *Students are running around the room, resulting in chaos.*
- *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.*
- *And others...*

## BASIC • LEVEL 2

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

- *Classroom rules are posted, but neither the teacher nor the students refer to them.*
- *The teacher repeatedly asks students to take their seats; some ignore her.*
- *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*
- *And others...*