

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Capital Preparatory Bronx Boys Charter School		
Education Corp. Name:	Capital Preparatory Bronx Charter Schools		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	CSD 10 or CSD 12		
Opening Date:	8/1/2017		

Proposed Grades and Enrollment			Proposed Affiliations (if any)	
Charter Year	Grades	Enrollment	Charter Management Company ("CMO"):	Capital Preparatory Schools, Inc.
Year 1	6-7	160	CMO Public Contact Info (Name, Phone):	Candace Wang, ()
Year 2	6-8	240	Partner Organization:	Monroe College
Year 3	6-9	400	Partner Public Contact Info (Name, Phone):	Dr. Cecil Wright, ()
Year 4	6-10	500		
Year 5	6-11	600		

Lead Applicant Contact Information				
First Lead Applicant Name:		Dr. Stephen Perry		
Applicant is a:	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☒ Education Corp./Charter School			
Applicant Mailing Address:		275 Madison Avenue, Fl. 19, New York, NY 10016		
Primary Phone #:	(917) 838-6354	Secondary Phone #:	()	Email: Drsteveperry@wearecapitalprep.org

Second Lead Applicant Name:				
Applicant is a:	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☐ Education Corp./Charter School			
Applicant Mailing Address:				
Primary Phone #:		Secondary Phone #:		Email:

List additional lead applicants in the "Other" section.	☒ Not Applicable ☐ Additional Applicants Listed in "Other"
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Media/Public Contact Information (required)				
Name:	Candace Wang	Phone #:	(917) 838-3684	Email: Candace.Wang@wearecapitalprep.org

Lead Applicant Signature

Signature:		Date:	1/21/16
<i>Authenticated Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. 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 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.</i>		Submit Completed Proposal to: Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207. Phone: (518) 445-4250 Fax: (518) 320-1572 Email: charters@suny.edu	
OFFICIAL USE ONLY:	Received By:	Date:	

Program Design

MISSION STATEMENT

Mission Statement

The Capital Preparatory Bronx Boys Charter School will provide historically disadvantaged students from the Bronx with the college and career readiness skills needed to become responsible and engaged citizens for social justice.

Capital Prep Bronx Boys will accomplish this mission by providing students with a rigorous extended year, college-preparatory curriculum in a nurturing and loving environment that fosters strong student-teacher relationships. Capital Prep Bronx Boys will give special attention to ensuring that the curriculum is relevant through applied teaching methods that relate curricular objectives to authentic tasks, thereby allowing students to actively explore real world problems and challenges while acquiring deeper knowledge demonstrating abilities as they relate to standards and skills necessary for post-secondary education.

KEY DESIGN ELEMENTS

At Capital Prep Bronx Boys, it is important that all students are capable of succeeding in a rigorous, college preparatory environment. The priority is to create a compelling and creative environment where all students are challenged to reach their fullest potential and become agents of change through the lens of an in-depth focus and academic investigation of social justice. The Capital Prep Bronx Boys curriculum will be tailored to the rigorous expectations of post-secondary education and the demands of a global society. All students who enroll at Capital Prep Bronx Boys are destined for acceptance into a four-year college or university.

Capital Prep Bronx Boys is designed as a replication of the Capital Preparatory Magnet School in Hartford, Connecticut and will be part of the Capital Preparatory Schools growing network of schools. Capital Prep Bronx Boys will prepare students in grades 6-12 to excel in college and careers and inspire them to be agents of change in the Bronx by equipping them with CPREP:

- Collaborative activities;
- Problem solvers;
- Researchers;
- Empathetic citizens;
- Pillars of knowledge within the Bronx and global community

Capital Prep Bronx Boys is a year-round, college-preparatory model. The 11-month curriculum mitigates the impact of “summer learning loss” prevalent among minority and low-income students. Extracurricular activities are embedded in the students’ school experience to provide them with a well-rounded year that builds academic, interpersonal, and community competencies. Most importantly, the advisory system and college readiness program enhances students’ mastery of Common Core skills in the affective realm through the development of key relationships between staff and students. Every student will create an individualized learner plan which is supported through bi-weekly parent/guardian communication. The advisory process also offers academic and affective support followed by college readiness through the development of individualized college plans that reflect each student’s collegiate and career interests. Capital Prep Bronx Boys has partnered with Monroe College in order to provide early college experiences for students.

SCHEDULE

Proposed Number of School Days per Year:	202 days	Proposed Daily Beginning and Ending of School Day:	8:20am - 4:40pm
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Additional Schedule Information (optional):

The Capital Prep Bronx Boys weekly schedule also includes early dismissal each Friday for students. Teachers spend the afternoon each Friday in team meetings and attending professional development. Also, please note, in the school's first year of operations the student's school year will be shortened to allow more time for planning.

ACADEMIC PROGRAM

Capital Preparatory Bronx Boys Charter School will replicate the already established curriculum that is used at all Capital Preparatory Schools. It is a unique curriculum that has been created by the founders of Capital Prep in Hartford and will be implemented, monitored, and measured by Capital Preparatory Schools. The Capital Preparatory Schools curriculum was designed using the Understanding by Design (UbD) framework developed by Grant Wiggins and Jay McTighe. The UbD framework offers a planning process and structure to guide curriculum, assessment and instruction. The three stages of backwards design involve identifying desired results, determining the assessment evidence, and planning learning experiences and instruction. Use of the UbD framework meets the needs of students by helping to plan for coherent, developmental and in-depth instruction, therefore, supporting high student achievement by allowing for the curriculum to spiral and by centering teacher instruction on the cognitive and developmental needs of students.

Capital Preparatory Schools has developed a carefully planned assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results; and procedures for using results to inform instructional planning, program evaluation, and accountability. As an organization committed to continuous learning and improvement it is critical that accountability is based on measurable indicators of performance and growth.

Throughout each period of instruction, teachers will implement one to three separately planned “Do Now,” “Activity” and “Closure” learning triads, designed and implemented to meet stated daily measurable objectives related to the class’ relevant content standards. Daily instruction is adaptable and flexible, relying on the expertise of the subject-area and grade-level teams to meet the diverse learning needs, abilities, and interest of students currently in their classrooms. This differentiated instruction is entrenched in Gardner’s theory of multiple intelligences. Teachers modify planned instruction for future classes based on formal and informal data collected through “Closure” activities. Each instructional period is organized around a learning objective adapted from the NYS CCLS and written in student-friendly language. Throughout the period, teachers will create multiple opportunities for students to show mastery of the day’s objective.

Capital Prep Bronx Boys identifies students who are struggling academically/behaviorally and at risk for academic failure. A struggling student is a student who has difficulty keeping up academically with classmates of the same age in a developmentally appropriate learning environment. In addition, struggling students can also include students with social emotional or behavioral issues. Capital Prep Bronx Boys provides additional interventions for these students through the Response to Intervention (RTI) process. RTI provides a systematic approach to addressing the needs of struggling learners with a possible need for supports through the special education process if interventions are not successful. RTI is a seamless system of continuous, meaningful, and research-based interventions for struggling learners, anchored in high quality, culturally and linguistically responsive instruction and assessments.

School Management

MANAGEMENT STRUCTURE

Capital Prep Bronx Boys will implement a co-leader model in which the principal of the school will be responsible for instruction and the director of operations will be responsible for operations. Both the principal and director of operations will report directly to the board of trustees. The Board of Trustees of Capital Prep Bronx Boys is responsible for directing and overseeing the affairs and policies of the education corporation and each school it operates. At the school level, all teachers will report to a member of the instructional leadership team, such as dean of academics and dean of students, who will report directly to the principal. The operational team, operations manager and administrative assistant, will report to the director of operations.

ROLE OF CMO OR PARTNER(S)

Capital Preparatory Schools Incorporated (CPS) is a 501(c)(3) non-profit organization with the mission to provide all students access to a high-quality education by facilitating and supporting the creation, operation, and management of innovative and effective school models. Capital Prep Bronx Boys board of trustees has delegated day-to-day management, oversight, and evaluation of co-leaders to Capital Preparatory Schools. Capital Preparatory Schools will support effective implementation of the Capital Prep academic and enrichment model as well as provide a blueprint for positive school culture focused on preparing all students for college. Students and families will be expected to adhere to the Capital Prep Compact, which outlines the qualities of a successful Capital Prep student. Capital Preparatory Schools will provide Capital Prep Bronx Boys access to a proven academic and operational system including, but not limited to, the following areas: model start-up; curricular and program development, monitoring, and implementation; professional development; student and program data collection; community engagement; monitoring of fiscal operations; talent recruitment and development; student recruitment; fundraising; marketing and advocacy; human resources; facilities; finance/budget; procurement; and board relations. In addition, Capital Preparatory Schools will also provide ancillary services including accounting, legal, performance management, and program design and evaluation.

Capital Prep Bronx Boys will also partner closely with its proposed sister school - Capital Prep Bronx Girls - to create a network learners, leaders, and agents of social change.

Facility

SCHOOL FACILITY PLANS

Capital Prep Bronx Boys will seek to co-locate in an underutilized NYC Department of Education-owned facility within CSD 10 or CSD 12. However, given the ongoing facility and co-location challenges in New York City, Capital Prep Bronx Boys will also plan to secure space in a private facility. The goal, whether it be in NYC DOE-owned space or private space, is to create a campus where Capital Prep Bronx Boys and Capital Prep Bronx Girls can be located together along with a potential community center and an elementary school program in CSD 10 or CSD 12. This shared campus will provide students with multiple facilities options, including large green space and state of the art athletic facilities. Additionally, Capital Prep Bronx Boys will seek to intentionally locate near a college campus in the Bronx to allow the high school students an opportunity to receive college credits and participate in a postsecondary community.

The School will submit a request to the New York City Department of Education ("NYCDOE") for co-located space in an existing DOE facility. Should the DOE deny such a request, Capital Prep Bronx Boys will appeal the denial to the New York State Education Department Commissioner, requesting that the Commissioner- consistent with the law- issue an order requiring the NYCDOE to provide the School with rental assistance payments as per the law. Simultaneously, Capital Preparatory Schools will use its existing connections with private developers to cultivate additional space options in CSD 10 or CSD 12 and will explore the possibility of renovating or building space for the schools.

Other

Lead Applicant Signature

Signature:



Date:

1/21/16

Authenticated Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. 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 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Submit Completed Proposal to:
Charter Schools Institute, State
University of New York, 41 State St.,
Suite 700, Albany, New York 12207.

Phone: (518) 445-4250

Fax: (518) 320-1572

Email: charters@suny.edu

OFFICIAL USE ONLY: Received By:

Date:

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Other

1. Community Need and Proposed School Impact

a. Community Description and Need

Description of community and student population

Capital Preparatory Schools seeks to serve students in CSD 10 or CSD 12 in order to provide the Bronx community with greater secondary options. Dr. Perry and his team believe the Capital Preparatory Schools model will serve to offer students in these districts a high-quality middle/high school choice. The high school graduation rate in the Bronx is 69.9% and, of those who do graduate, according to Dropout Nation, only 12% are considered college and career ready¹. In addition, only 18% of Bronx residents hold a bachelor's degree. This, coupled with a high percentage of people living in poverty, suggests that the community that could benefit from the Capital Prep model.

Exhibit 1.1: Bronx County 2014 Graduation Rates² and College Degree Rates ³

	High School Graduation Rate	% of Residents w/ bachelor's degree	% of Residents w/ graduate degree or higher
Bronx	55%	18.3%	11.0%

Exhibit 1.2: CSD 10 and CSD 12 Student Demographic Data⁴

	% Female	% Male	Students with Disabilities	English Language Learners	Students in Poverty
CSD10	48.9%	51.1%	18.4%	19.9%	86.6%
CSD 12	49.1%	50.9%	19.5%	17.8%	92.0%

Specifically, in both CSD 10 and CSD 12, schools are not preparing students for college acceptance and graduation, and students already start behind their New York City peers. Both CSD 10 and CSD 12 fall short of meeting the New York City average in a variety of areas. See Exhibit 1.3 below for academic data on the CSD 10 and CSD 12.

¹ Source: <http://dropoutnation.net/2015/06/19/the-dysmal-bronx/>

² Source: <https://data.nysed.gov/gradrate.php?year=2014&county=32>

³ Source: U.S. Census Bureau, 2009-2013 5-Year American Community Survey

⁴ Source: <http://schools.nyc.gov/Accountability/data/default.htm>, 2015 demographic data

Exhibit 1.3: CSD 10 and CSD 12 Academic Data⁵

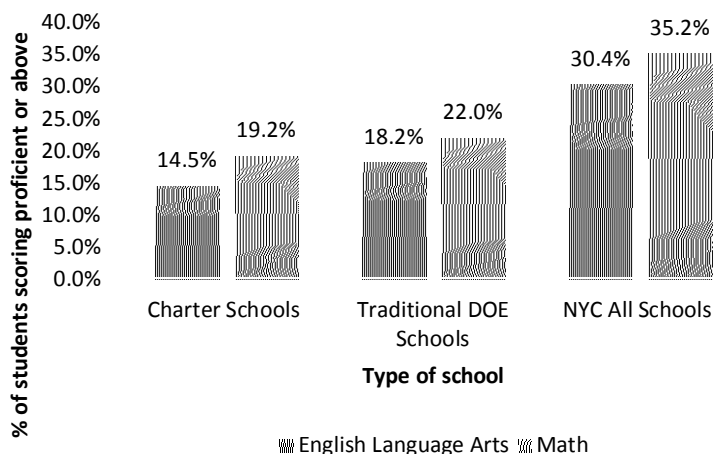
	Drop-out rate	Graduation rate (2015)		
	<i>Overall</i>	<i>Overall</i>	<i>Advanced Regents</i>	<i>ELA/Math APM*</i>
New York City	9%	67%	18%	30%
CSD 10	13%	64%	25%	32%
CSD 12	12%	56%	3%	13%

*ELA/Math Aspirational Performance Measures means graduates scores 75 or greater on English Regents and 80 or greater on Math Regents as well as achieved a standard level of 4 or higher on English and Math Common Core Regents.

In CSD 10, traditional public schools students fall behind the NYC averages in both ELA and Math. In addition, the two charter school options currently available to students have struggled in promoting strong student achievement, see Exhibit 1.5.

Exhibit 1.4: CSD 10 New York State Assessment Results for 2015

CSD 10 - 2015 NYS Assessment Results



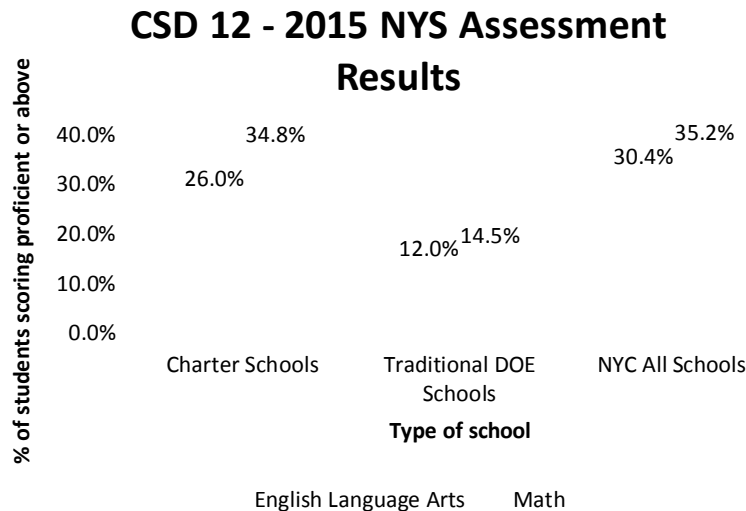
The options for parents in CSD 12 are similar to CSD 10; not one traditional public elementary school or middle school is meeting the New York City average of students scoring proficient or above on the 2015 NYS ELA or Math assessment⁶. In CSD 12, there are four K-8 charter school options for students and they are performing better than the CSD 12 traditional public school average (see chart below). Despite this, two of these charter schools are K-8 and students have limited opportunity to be accepted after Kindergarten. One school is only an elementary school and

⁵ Source: <https://data.nysed.gov>

⁶ Source: NYC Charter Center website.

therefore doesn't offer the much sought after middle and high school option. The last school is a 6-12th grade model, similar to Capital Prep Bronx Boys with regards to enrollment. Therefore, despite charter school success in CSD 12, the charter options for middle school and high school students are limited and Capital Prep Bronx Boys would fill a much needed spot in school choice in CSD 12, see Exhibit 1.5.

Exhibit 1.5: CSD 12 New York State Assessment Results for 2015



In addition to under-performing academically, students in the Bronx are coming from families that are economically disadvantaged and therefore, need additional support services, which Capital Prep Bronx Boys hopes to provide. The community demographics are detailed below in Exhibit 1.6.

Exhibit 1.6: Bronx Community Demographics⁷

	Gender		Race					Poverty	
	Female	Male	White	Black or African American	Asian	American Indian/Alaska Native	Other	Median Income	% of Residents below poverty level
Bronx	53%	47%	21.5%	33.8%	3.6%	.6%	36.8%	\$34,284	30.5%

Capital Prep Bronx Boys intends to provide low-income male students with an opportunity to excel academically, as well as build the necessary skills for college. Capital Prep Bronx Boys will also seek to recruit students in transitional housing in order to provide them with an academic "home" for success. See Exhibit 1.7 for data on male student achievement in CSD 10 and CSD 12. When

⁷ Source: <https://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles/2014/>, 2014 Bronx County Data Profile

comparing the male student achievement data for CSD 10 and CSD 12 to the district averages for both male and females, it is clear that males in both districts are low performing compared to the female students.

Exhibit 1.7: Male Student Achievement in CSD 10 and CSD 12⁸

	% of students scoring proficient in English	% of students scoring proficient in Math	High School Graduation Rate	Dropout Rate
CSD10	14%	21%	60%	15%
CSD 12	10%	14%	51%	12%

Rationale for selecting the community

Capital Preparatory Schools selected CSD 10 and CSD 12 due to the support from the community, as well as the demographics and poor student achievement in the community. In the spring of 2015, Dr. Perry and his team were contacted by parents who had organized to fight for quality educational options in the Bronx. These parents invited him and his team to visit the community to learn more about the challenges and opportunities in the community. During these conversations, the Capital Preparatory Schools team received overwhelming support for the organization's successful year-round, college preparatory secondary school model.

The Bronx's parents and community leaders asked the Capital Preparatory Schools team for "more school choice and better schools." They also sought schools that will provide greater exposure to "college early." They also presented Capital Preparatory Schools with a unique request. They wanted a single-sex version of the highly successful college preparatory model. In multiple community meetings, Bronx residents cited positive experiences they had in this and other countries with such models.

Capital Preparatory Schools took into consideration the invitation from the community, as well as the specific school design requests. National and international longitudinal research that depicts the positive academic and interpersonal outcomes of single-gender public schools was explored. Next, criticisms of single-sex schools that identify a need for socialization among the genders were explored. Capital Prep Bronx Boys is unique because of the partnership with Capital Prep Bronx Girls. This brother/sister school partnership allows for the schools to facilitate positive interactions between the genders in school-related settings such as college visits, sports, and enrichment activities. The result is a Bronx version of the successful year-round Capital Preparatory Schools early college model.

Capital Prep Bronx Boys will address the community's demand for single-sex college preparatory secondary school, as well as the call for socialization, by ensuring that both schools work in concert to maximize resources and provide meaningful collaboration between the genders. Both schools believe that all students are capable of succeeding in a rigorous, college preparatory environment. The priority of each school will be to create a compelling and creative single-sex environment where all students are challenged to reach their fullest potential and become agents of change through the lens of an in-depth focus and academic investigation of social justice. Both schools will

⁸ <http://data.nysed.gov/>

work together to build a robust experience for all students. Capital Prep Bronx Boys will implement the Capital Prep model, but each school will implement gender-specific strategies to enhance the strengths of each student. Together, these schools will form a community of lifelong learners, leaders, and agents of social change.

A necessary alternative

Capital Prep Bronx Boys will focus on the academic growth and affective development of students. Every Capital Prep student will master the five learner expectations that make up the core beliefs of Capital Preparatory Schools:

- Collaborative activities;
- Problem solvers;
- Researchers;
- Empathetic citizens;
- Pillars of knowledge within the Bronx and global community.

In addition, the Capital Prep model is also defined by its in-depth advisory model and exposure to social justice curriculum. Extracurricular activities are embedded in students' school experience to provide them with a well-rounded year that builds academic, interpersonal, and community competencies. Most importantly, the advisory system and college readiness program enhances students' mastery of Common Core skills in the affective realm through the development of key relationships between staff and students. Every student will create an individualized learner plan which is supported through bi-weekly parent/guardian communication. The daily advisory process also offers academic and affective support followed by college readiness through the development of individualized college plans that reflect each student's collegiate and career interests. This rigorous and highly engaged model will prepare and support students to truly fulfill their potential and go onto the four-year college of their choice.

b. Programmatic Impact

Because CSD 10 and CSD 12 encompass a large portion of the Bronx, many public middle schools exist (see Exhibit 1.8 below for complete list). As stated above, the most recent test results demonstrate low achievement and that the current schools in CSD 10 and CSD 12 are not preparing students. Many of the lowest performing schools are zoned schools which mean families who live in the school's zone are eligible to attend. This often translates to families going to their zoned school simply because they don't have enough information on available options for a higher-performing, non-zoned school, even if it is in the same school district.

Private School Programmatic Impact

In addition, to the public school options, there are many Catholic schools and private school programs in CSD 10 and CSD 12. Many of these schools, such as Horace Mann or The Ethical Fieldston, have high tuition rates and target a completely different demographic of students that Capital Prep Bronx Boys hopes to recruit. The Catholic schools near CSD 10 and CSD 12 may offer parents in the district a lower cost private school option, but for parents at the median income level listed above, the cost is still too high. Based on the community outreach Capital Prep Bronx Boys has already done, the parents who have shown support for the Capital Prep model have been of students from their zoned traditional public school and not local Catholic schools. Capital Prep Bronx Boys will offer a college preparatory curriculum similar to elite private schools, but believes that the impact on private schools programs will be minimum or not at all.

Public School Programmatic Impact

While there are a number of grades 6-8 schools in CSD 10 and CSD 12, Capital Prep Bronx Boys will seek to enroll a total of 300 students across those grades and, therefore, will likely on draw small percentages of students from each of those schools, minimizing the impact on the enrollment of other public schools. Additionally, in each district, although there are fewer than a handful of high school options, Capital Prep Bronx Boys is only drawing 100 students annually to build its 9th grade class, again, minimizing the impact across district schools. Due to New York City's open enrollment policies around high school and the minimal number of high performing high school options in district CSD 10 and CSD 12, students end up going of the district for high school anyway.

Capital Prep Bronx Boys will provide a year-round, classical college preparatory experience for CSD 10 or CSD 12 students, different from the current school options. As outlined above, Capital Prep Bronx Boys is a needed alternative because of its social justice perspective on teaching and learning, its high-touch advisory model and communication with parents, and its balanced, year-round approach to instructional rigor and affective development of students. Capital Prep Bronx Boys will not only prepare students to enter college, but will develop lifelong learners, leaders, and agents of social change from CSD 10 or CSD 12.

Exhibit 1.8: Existing Middle School Options for CSD 10 and CSD 12

Name	Grades Served	CSD 10 or CSD 12	Enrollment	% Prof. ELA - 2015	% Prof. Math - 2015
EAST FORDHAM ACADEMY FOR THE ARTS	6-8	CSD 10	Zoned	8.7	0.9
THE ANGELO PATRI MIDDLE SCHOOL	6-8	CSD 10	Zoned	8.0	4.6
I.S. 206 ANN MERSEREAU	6-8	CSD 10	Zoned	2.4	5.8
ACADEMY FOR PERSONAL LEADERSHIP AND EXCELLENCE	6-8	CSD 10	Zoned	10.1	5.8
J.H.S. 080 THE MOSHOLU PARKWAY	6-8	CSD 10	Zoned	8.4	5.9
THOMAS C. GIORDANO MIDDLE SCHOOL 45	6-8	CSD 10	Zoned	12.6	6.0
THE BRONX SCHOOL OF YOUNG LEADERS	6-8	CSD 10	Zoned	10.2	6.3
M.S. 390	6-8	CSD 10	Zoned	8.1	9.3
INTERNATIONAL SCHOOL FOR LIBERAL ARTS	6-12	CSD 10	Not zoned	12.6	9.7
WEST BRONX ACADEMY FOR THE FUTURE	6-12	CSD 10	Not zoned	17.4	11.9
TECH INTERNATIONAL CHARTER SCHOOL	6-8	CSD 10	Open, preference for CSD	11.6	13.3
IN-TECH ACADEMY (M.S. / HIGH SCHOOL 368)	6-12	CSD 10	Not zoned, academic	16.5	13.6

			requirements		
I.S. 254	6-8	CSD 10	Zoned	11.0	13.7
PS/MS 20 P.O.GEORGE J. WERDANN, III	K-8	CSD 10	Zoned	15.2	17.8
CRESTON ACADEMY	6-8	CSD 10	Zoned	15.8	18.8
THEATRE ARTS PRODUCTION COMPANY SCHOOL	6-12	CSD 10	Not zoned, audition	20.0	21.1
THE NEW SCHOOL FOR LEADERSHIP AND JOURNALISM	6-8	CSD 10	Zoned	23.8	22.7
BRONX DANCE ACADEMY SCHOOL	6-8	CSD 10	Not zoned	24.5	28.7
BRONX COMMUNITY CHARTER SCHOOL	K-6	CSD 10	Open, preference for CSD	20.0	30.8
J.H.S. 118 WILLIAM W. NILES	6-8	CSD 10	Zoned	29.3	30.5
JONAS BRONCK ACADEMY	6-8	CSD 10	Not zoned	34.3	30.7
RIVERDALE / KINGSBRIDGE ACADEMY (MIDDLE SCHOOL / HIGH SCHOOL 141)	6-12	CSD 10	Not zoned, academic requirements	36.1	43.4
J.H.S. 098 HERMAN RIDDER	6-8	CSD 12	Not zoned	5.9	10.3
M.S. 129 ACADEMY FOR INDEPENDENT LEARNING AND LEADERSHIP	6-8	CSD 12	Zoned	13.7	15.3
E.S.M.T- I.S. 190	6-8	CSD 12	Not zoned	10.9	11.8
SCHOOL OF PERFORMING ARTS	6-8	CSD 12	Zoned	8.7	4.3
MOTT HALL V	6-12	CSD 12	Not zoned, open house requirement	14.5	18.5
BRONX LATIN	6-12	CSD 12	Not zoned, open house requirement	14.5	14.6
EAST BRONX ACADEMY FOR THE FUTURE	6-12	CSD 12	Not zoned, open house requirement	10.5	10.4
FREDERICK DOUGLASS ACADEMY V. MIDDLE SCHOOL	6-8	CSD 12	Not zoned	12.7	10.4
FANNIE LOU HAMER MIDDLE SCHOOL	6-8	CSD 12	Not zoned	11.0	8.1
KAPPA III	6-8	CSD 12	Not zoned	23.7	27.1
I.S. X318 MATH, SCIENCE & TECHNOLOGY THROUGH ARTS	6-8	CSD 12	Zoned	11.3	9.7
ACCION ACADEMY	6-8	CSD 12	Not zoned	8.2	10.4
URBAN ASSEMBLY SCHOOL FOR WILDLIFE CONSERVATION	6-12	CSD 12	Not zoned, open house requirement	10.3	13.1

EMOLIOR ACADEMY	6-8	CSD 12	Not zoned	12.2	18.7
ENTRADA ACADEMY	6-8	CSD 12	Not zoned	7.5	3.6
SOUTH BRONX CLASSICAL CHARTER SCHOOL	K-8	CSD 12	Open, preference for CSD	68.2	79.0
BRONX LIGHTHOUSE CHARTER SCHOOL	K-12	CSD 12	Open, preference for CSD	17.7	26.6
DR. RICHARD IZQUIERDO HEALTH AND SCEINCE CHARTER SCHOOL	6-10	CSD 12	Open, preference for CSD	9.4	21.7
P.S. 214	PK – 8	CSD 12	Not zoned	14.7	18.3
P.S. 211	PK – 8	CSD 12	Not zoned, dual language program	13.9	21.2
P.S. 212	PK – 8	CSD 12	Not zoned, dual language program	9.3	16.1
St. John Chrysostom School	PK- 8	CSD 12 (or close by)	Tuition/Private	N/A	N/A
St. Joseph School	PK-8	CSD 12 (or close by)	Tuition/Private	N/A	N/A
St. Thomas Aquinas School	PK-8	CSD 12 (or close by)	Tuition/Private	N/A	N/A
Ethical Culture Fieldston Middle School	6-12	CSD 10	Tuition/Private	N/A	N/A
Horace Mann	K-12	CSD 10	Tuition/Private	N/A	N/A
St. Philip Neri School	PK-8	CSD 10	Tuition/Private	N/A	N/A

c. Fiscal Impact

Capital Prep Bronx Boys expects to enroll 160 students starting in August 2017. This enrollment will result in \$2,244,320 in funding to be received from the NYC Department of Education. This will be only .013% of the entire operating budget for the NYC Department of Education. Even as Capital Prep Bronx Boys grows its enrollment, the impact on the district's budget remains extremely low. In year five, when Capital Prep Bronx Boys enrolls 600 students, per pupil income from the district will be \$8,388,146 — 0.048% of the district's budget. Given the cost of tuition at private independent or Catholic schools where parents might choose to send their children as an alternative and that Capital Prep Bronx School starts in 6th grade, it is unlikely that parents who already send their students to private schools will pull their students from these schools. Therefore, Capital Prep Bronx Boys does not believe the school will have any fiscal impact on private schools. Since Capital Prep Bronx Boys is choosing to locate in New York City and the education department's operating budget is so large, this school will have little impact on the fiscal health of the NYC Department of Education. See Exhibit 1.9 below for additional details.

Exhibit 1.9: Five-Year Fiscal Impact Report

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment 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	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2017-18)	160	14,027	2,244,320	571,153	2,815,473	21,800,000,000	0.013%
Year 2 (2018-19)	240	14,027	3,366,480	856,729	4,223,209	21,800,000,000	0.019%
Year 3 (2019-20)	400	14,027	5,610,800	1,427,882	7,038,682	21,800,000,000	0.032%
Year 4 (2020-21)	500	14,027	7,013,500	1,784,852	8,798,352	21,800,000,000	0.040%
Year 5 (2021-22)	598	14,027	8,388,146	2,134,683	10,522,829	21,800,000,000	0.048%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			Total operating budget for NYC DOE is based on published rates from the 15-16 school year which was 21.8 Billion Dollars.				
OTHER NOTES:			Total Operating Budget for NYC DOE is based on published rates from the 15-16 school year.				

2. Addressing the Need

a. Mission

Mission Statement

The Capital Preparatory Bronx Boys Charter School will provide historically disadvantaged students from the Bronx with the college and career readiness skills needed to become responsible and engaged citizens for social justice.

Accomplishing the Mission

Capital Prep Bronx Boys will accomplish this mission by providing students with a rigorous extended year, college-preparatory curriculum in a nurturing and loving environment that fosters strong student-illuminator (teacher) relationships. Capital Prep Bronx Boys will give special attention to ensuring that the curriculum is relevant through applied teaching methods that relate curricular objectives to authentic tasks, thereby allowing students to actively explore real world problems and challenges while acquiring deeper knowledge demonstrating abilities as they relate to standards and skills necessary for post-secondary education.

b. Key Design Elements

Capital Prep Bronx Boys is designed as a replication of the Capital Preparatory Magnet School in Hartford, Connecticut and will be part of the Capital Preparatory Schools growing network of schools. Capital Prep Bronx Boys will prepare students in grades 6-12 to excel in college and careers and inspire them to be agents of change in Bronx by equipping them with CPREP:

- Collaborative activities;

- Problem solvers;

- Researchers;

- Empathetic citizens;

- Pillars of knowledge within the Bronx and global community

To accomplish the mission of the school, the school will achieve the following objectives: (1) Assure every student achieves a maximum degree of success by providing a curriculum based on an understanding of students' unique developmental experience and individualizing their affective and academic supports; (2) Ensure student attainment of New York State Common Core Learning Standards (NYS CCLS) skills and knowledge necessary for academic and personal success; (3) Prepare all students for acceptance to a four-year college or university; (4) Support all students to become agents of change by understanding themselves as unique individuals/learners with personal needs and shared social responsibilities; and (5) Build positive relationships between faculty, children and their families to increase self-efficacy and create an inclusive climate conducive to learning

The school will meet all six objectives of the New York State Charter School Law:

- a. *Improve student learning and achievement:* The primary goal is to improve student learning and raise academic achievement to unlock the potential of each student, with the ultimate goal of NYS CCLS mastery en route to 100% college acceptance.

- b. *Expand learning opportunities for students at risk of academic failure:* The school will expand services to Bronx most at-risk students by offering them access to the successful Capital Prep model and the unique male only middle and high school in the Bronx.

- c. *Use innovative teaching methods:* Innovative instructional methods include, but are not limited to, project-based learning, individualized learning plans, college courses for high school students, accelerated courses, action-research projects and distance learning.
- d. *Create new professional opportunities for illuminators and staff:* The teachers in the Capital Prep model are referred to as ‘illuminator’ as their responsibility is to light the way for students as they move towards their future. Therefore, the school will implement a robust professional development framework focused on leadership development through mandatory participation in grade-level and content teams, professional learning communities, as well as coaching and mentoring through individualized illuminators plans.
- e. *Provide expanded choices of available educational opportunities:* The Capital Prep model has sent 100% of its graduates to four-year colleges for the last 10 years by combining elements of academic models successful in supporting students from historically disadvantaged populations with those of elite private schools that have traditionally sent high rates of students to four-year colleges.
- f. *Utilize performance-based accountability systems:* The Capital Prep model is built on accountability linked to student achievement results, from illuminators performance goals to school-wide metrics to standards-based grading to the use of data from assessments.

Capital Prep Bronx Boys is implementing the Capital Prep model, an internationally recognized, research-based and practice-tested model designed to prepare children from historically disadvantaged populations to compete and “win” in education. For the past ten years, Capital Prep has proven that all children, when given the right conditions and environment, excel in their academic, as well as social-emotional, growth. The Capital Prep model is distinguished by the purposeful exchange of love through high expectations, early-college exposure and a pervasive sense of individual and social responsibility. This model has been successful across multiple indicators of a student’s educational experience from test scores to school culture to the performance of athletic teams. The Capital Prep model serves the whole child, his/her family and the community. It is this environment that has been the key to Capital Prep’s success.

Capital Preparatory Schools is proposing a single gender school in order to respond to community need. Voices in the community are asking for single gender schools in order to best support their children and promote success while remaining in their district. Single gender schools, typically referred to as single sex-schools in research have been supported and criticized. Single sex schools have been criticized for further segregating already segregated communities and not necessarily leading to stronger academic outcomes for all students. On the other hand, single gender schools are supported for increasing achievement in general.

The foci of single-sex schools empirical research examines achievement and achievement related outcomes including high stakes test scores, post-secondary outcomes, adaptive and social emotional development, school culture, and subjective satisfaction as evidenced in a large meta-analytic study.¹ Though the meta-analysis is thorough in its approach, what is not reported are the pedagogy or methodology used in the different schools or groups; thus, it is unclear if any significant differences or null results are reflective of student factors, environmental factors, pedagogy, etc. Despite the lack of clarity, the meta-analysis revealed that single-sex schools yielded 35% or 43 of the studies in the meta-analysis are in favor of single-sex schools whereas only 2% or

¹ Source: Mael, Alonso, Gibson, Rogers & Smith, 2005, <https://www2.ed.gov/rschstat/eval/other/single-sex/single-sex.pdf>

1 of the studies supported co-educational schools in concurrent academic accomplishment.² In terms of social emotional development, the same meta-analysis yielded 45% of the studies in support of single-sex schools while 10% supported co-educational approaches and 39% were null, or evidenced no significant differences.³ The data in the meta-analysis support single-sex education in many ways; however, the data were disaggregated based on gender alone, in most cases. More recent studies suggest that outcomes are not always better for students in single-sex schools for both genders⁴ and that single sex schools segregate genders further.⁵ In addition, it has been argued that single sex, or gender-segregated schools simply replace one set of problems with another⁶. However, other studies with foci on critical race theory counterspaces provide evidence that single sex schools produce positive school trajectories, specifically for Black males⁷ and females in STEM areas.⁸ In addition, other research supports that attendance at a single sex high school remains a predictor of academic achievement even when holding other student and school factors constant.⁹

What is unclear from the research is the impact of pedagogy and differences in student factors on achievement in comparison to co-educational schools/programs with underrepresented students. More recent research on single-gender programming yields mixed reviews, as evidenced. However, no recent research has been conducted using specialized approaches to secondary education in urban areas with marginalized students in the current socio-political climate with the same foci as Capital Preparatory Schools despite the recent upsurge in public single-sex school options. Capital Preparatory Schools tailor pedagogy to the student population while considering the demographics and needs of the community. Capital Preparatory Schools is aware of the social constructs paralleling student achievement (e.g. stereotype threat, racial identity development, academic identity development, ethnocentric monoculturalism) and employs pedagogy that prepares all students to be college and career ready. Capital Preparatory Schools defines college and career readiness to align with the Chicago Consortium of Schools' developmental framework whereby foundations of success center on certain components that are influenced by various settings and contexts (e.g. school, home, community).¹⁰ The Capital Preparatory Schools model prepares all students to be college and career ready while addressing the needs of the community.

² Source: Mael et al., 2005; <https://www2.ed.gov/rschstat/eval/other/single-sex/single-sex.pdf>

³ Source: Mael et al., 2005; <https://www2.ed.gov/rschstat/eval/other/single-sex/single-sex.pdf>

⁴ Source: Else-Quest, 2015, <http://www.apa.org/pubs/journals/releases/bul-136-1-103.pdf>

⁵ Source: Fabes, R. A., Martin, C. L., Hanish, L. D., Galligan, K., & Pahlke, E. (2015). Gender-Segregated Schooling: A Problem Disguised as a Solution. *Educational Policy*, 29(3), 431-447. doi:10.1177/0895904813492382

⁶ Source: Fabes, R. A., Martin, C. L., Hanish, L. D., Galligan, K., & Pahlke, E. (2015). Gender-Segregated Schooling: A Problem Disguised as a Solution. *Educational Policy*, 29(3), 431-447. doi:10.1177/0895904813492382

⁷ Source: Terry, C. L., Flenbaugh, T. K., Blackmon, S. M., & Howard, T. C. (2014). Does the "Negro" Still Need Separate Schools? Single-Sex Educational Settings as Critical Race Counterspaces. *Urban Education*, 49(6), 666-697. doi:10.1177/0042085913496798

⁸ Source: Hughes, R.M., Nzekwe, B., & Molyneaux, K.J. (2013). The single sex debate for girls in science: A comparison between two informal science programs on middle school students' STEM identity formation. *Research in Science Education*. doi: 10.1007/s11165-012-9345-7.

⁹ Source: Sax, L. J., Riggers, T. A., & Eagan, M. K. (2013). The Role of Single-Sex Education in the Academic Engagement of College-Bound Women: A Multilevel Analysis. *Teachers College Record*, 115(1), 1-27.

¹⁰ Source: Nagaoka, J., Farrington, C.A., Ehrlich, S.B., Heath, R.D., Johnson, D.W., Dickson, S., Turner, A.,

Three organizing pillars provide the scaffolding for the Capital Prep model: the theme of social justice, habits of learning referred to as Learner Expectations, and a spiraling series of Essential Questions designed to support students' growth as agents of change. The Capital Preparatory Schools model incorporates horizontal and vertical alignment across grades through these pillars as depicted through Capital Prep's school-wide system, the Organizational Matrix:

Exhibit 2.1: Organizational Matrix

	QUINT 1	QUINT 2	QUINT 3	QUINT 4	QUINT 5
GRADE 12	Senior Social Justice Project				
GRADE 11	How do social injustices affect communities? What can I/we do about it?				
GRADE 10	What are the external factors affecting perceptions of social differentiation?				
GRADE 9	How does social differentiation affect the relationship among social institutions?				
GRADE 8	How does the study of other social institutions help you understand the communities in which you identify?				
GRADE 7	What social institutions do I identify with?				
GRADE 6	Who am I?				
LEARNER EXPECTATIONS	Collaborator	Problem Solver	Researcher/Info Processor	Empathetic Citizen	Communicator/ Knowledgeable Person
SOCIAL JUSTICE CONTENT THEME	Human Diversity: Age, Race/Ethnicity, Religion, Sexual Orientation, Gender, Ability.	Globalization: Environmental Issues, Population, Science, Technology, War, Conflict	Equity/Power: Class, Poverty, Work/Employment, Access to Education, Urbanization	Problems of Well-being: Personal Health, Illness/Disease, Health Care, Alcohol/Substance	Presentatation/ Answering the EQ

The student Learner Expectations shape students as Collaborators, Problem Solvers, Researchers, Empathetic citizens and Pillar of knowledge (CPREP). Learner Expectations are integrated in the curriculum throughout the school year, with an explicit focus on one Learner Expectation in each quint, or marking period. In addition, each quint has a particular Social Justice Theme focus.

The following core beliefs have shaped Capital Prep's innovative school model and reflect the founders' philosophy about education and child development: Every student can learn and excel given the right conditions and learning environment; The school will intentionally promote and establish a learning environment that is filled with love, respect, empathy, accountability, and responsibility necessary for the academic, personal and social growth of every student; Consistent, positive interactions between students and adults in a loving environment and ongoing, supportive relationships with their families will enable student achievement at the highest levels; and Parent and community engagement are vital to student success.¹¹

Mayo, A., & Hayes, K. (2015). Foundations for young adult success. The University of Chicago Consortium on Chicago School Research. Retrieved from:
<https://consortium.uchicago.edu/sites/default/files/publications/Wallace%20Report.pdf>

¹¹ Auerbach, S., Collier, S. (2012). Bringing high stakes from the classroom to the parent center: Lessons from an intervention program for immigrant families. *Teachers College Record*, 114(3), 1-40.; Lumby, J. (2007). Parent Voice: Knowledge, values, and viewpoint. *Improving Schools*, 10(3), 220-232.; McKenna, M.K., & Millen, J. (2013). Look! Listen! Learn! Parent narratives and grounded theory models of parent voice, presence, and engagement in K-12 education. *School Community Journal*, 23(1), 9-48

The Capital Prep model provides project-based and problem-based learning opportunities to help students apply their skills and knowledge to real world issues and view themselves as catalysts for change. Data-driven instruction is essential to every aspect of the college preparatory educational program to enhance the academic, personal, and social growth of each student.

Pedagogical Domains

The overarching goal of the Capital Prep model is for students to achieve mastery of NYS CCLS knowledge and skills in preparation for acceptance to a four-year college. The essential elements of the pedagogical approach, categorized in four domains (College and Career Readiness, Affective Development, Student Support Services and Professional Development), are discussed in more detail below.

College and Career Readiness: Capital Prep Bronx Boys will achieve the goal of securing student mastery of NYS CCLS skills and knowledge in the academic realm through the year-round, college preparatory curricular program, utilizing innovative teaching strategies and meaningful extra-curricular activities.

Capital Prep Bronx Boy's rigorous instruction includes:

Year-round, college-preparatory curriculum: The year-round, college preparatory curriculum combines rigorous scholastic requirements with the academic background needed for the students to succeed in a four-year college. The length of the school year also mitigates the impact of "summer learning loss" prevalent among minority and low-income students.

Accelerated programming: The school will connect accelerated students to challenging courses, engaging faculty, and other accelerated students around the world by embedding accelerated programming into the academic experience as an enrichment program.

College courses: Students at Capital Prep Bronx Boys experience the actual rigor of college through a full-scale academic and interpersonal immersion into a college experience through a partnership the school has established with Monroe College, located in CSD 10 in the Bronx. Capital Preparatory Schools is also in conversations with Bronx Community College for potential future partnership with another college as well.

Project Based Learning (PBL): In order to ensure the relevance of the students' educational experience, the school utilizes applied learning approaches, such as PBL to provide opportunities for students to apply curricular objectives to authentic tasks.

Standards-Based Grading: Standards-Based Grading (SBG) focuses on mastery by identifying skills that are aligned with the NYS CCLS. Students are assessed on a set of skills with the goal of identifying areas of mastery that will allow students to move forward at the pace that is both managed by their illuminators and relevant to their own academic needs.

Seminar: A 50-minute block during the school day when students receive supports, including, but not limited to: skill development for those in need of intervention support, an opportunity for seniors to implement their social justice action plans, access to the internet for research and collaboration purposes, and time to work with community members.

Capstone graduation requirement: Capital Prep Bronx Boys requires a capstone action-research project, the Senior Social Justice Project (SJP), as a graduation requirement from the school.

Capital Prep Bronx Boys Extracurricular Activities include:

Two-sport requirement: High school students at Capital Prep Bronx Boys participate in at least two sports per year for the duration of the season, unless medically unable.

Public service: All students take a public service class as part of the core curriculum and are required to participate in at least three hours of public service per semester.

Student government: The student government model is based upon the traditional English model prep school with a head boy and girl, prefects and house captains. Students who exhibit the Learner Expectations are nominated by faculty and elected by students.

National Honor Society: The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students who have demonstrated excellence in the areas of scholarship, leadership, service, and character.

Enrichment activities: Enrichment activities are designed to enhance students' daily activities. Activities are selected using a form of the Renzulli Enrichment Cluster Model developed by the National Research Center of the Gifted and Talented.

Capital Prep Bronx Boys will have an extensive college readiness program that includes the development of an Individualized College Interest Plan and support with college selection, application and interview preparation, and attainment of financial aid. In addition to providing support in the college application process, we provide SAT preparation, fee waivers, and financial aid workshops.

Affective Development: The school will ensure the students' mastery of NYS CCLS skills and knowledge in the affective realm through the development of key relationships between staff and students through the Advisory system and the college readiness program. The Advisory curriculum also promotes student's executive function and preparing students to live as independent adults in college and beyond.

Advisory Program: The main purpose of the advisory program at Capital Prep Bronx Boys is to foster personalization, strengthening the relationship between each student and her learning environment. Illuminators, in their role as advisors, monitor both social and academic development of each of their advisees.

Individualized Learner Plan: Advisors and students collaborate to develop the Individualized Learner Plan (ILP) for each student. The ILP is developed in the 6th grade and evolves through high school to provide the student continuous support and assistance in setting goals for social, emotional, and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests.

Bi-weekly parent/guardian communication: Advisors contact parents/guardians at least once every other week to discuss student progress and strategies for improvement.

Student-Led Conferences (SLCs): Advisors monitor and support the creation and maintenance of electronic portfolios that showcase student learning and growth with respect to Learner Expectations and the Essential Question for the grade. These portfolios, together with thoughtful reflection, are the basis of students' SLC presentations.

Academic support: Advisors promote the monitoring of individual student progress. Advisors facilitate discussions of student assistance team (SAT) preparation, activities, SJP topics and Learner Expectation growth.

Affective support: Advisors discuss academics and give advisees an opportunity to discuss any issues that they may have during daily meetings, supporting the student's ILP.

Student Support Services: The school will ensure student mastery of NYS CCLS skills and knowledge through the development of key academic competencies among at-risk students, students with disabilities (SWD) and English Language Learners (ELLs) through the use of the Response to Intervention (RTI) framework and academic behavioral plans, Positive Behavioral Interventions and Supports (PBIS), facilitated by the Student Assistance Team (SAT). The implementation of SWPBS in high schools is historically challenging; however, Capital Preparatory

Schools has awareness of the unique implementation considerations and has thoughtfully developed creative implementation fidelity strategies. The SAT and RTI framework are underpinned by the Capital Prep model's robust intervention programs and staffing which have the capacity to implement recommendations of tiered interventions, conduct interventions and determine their effectiveness through the analysis of academic and behavioral data. This extra level of academic support, both enrichment and remediation, in conjunction with the nurturing support and guidance from advisors, allows students to meet the expectations set forth by Capital Prep Bronx Boys. All children, not just those with IEPs and/or Section 504 plans, are seen as individuals. The identification and support of students' diverse needs is imbedded in the ethos of the school and supported through consistent support and monitoring of each student's progress.

Professional Development: Critical to ensuring student mastery of NYS CCLS skills and knowledge is the development of the staff's key competencies. The Capital Prep model supports this by creating a nurturing environment for illuminators designed to foster relationships with students and colleagues alike. Colleagues are encouraged to collaborate to develop a compelling academic, social and professional climate and culture through the school's Professional Learning Communities (PLCs), as well as subject-area department meetings focused on curricular development. Simultaneously, each faculty member receives opportunities for growth and mentoring through the use of Individualized Illuminators Plans as well as the school's Creativity Symposium in which illuminators present data from an action-research project they have undertaken that year. In addition, staff will receive professional development around teaching in a single-sex school.

c. 5% Districts

Capital Prep Bronx Boys will have a significant educational benefit to the students and families who live in CSD 10 or CSD 12 of the Bronx. Although New York City is considered a 5% district, Capital Prep Bronx Boys believes the model proposed will be a much needed benefit to students, especially in the Bronx, for the following reasons:

1. Increased opportunities for students to attend prep-school environment

Capital Prep Bronx Boys will offer low-income Bronx students the opportunity to attend a college-preparatory middle and high school program free of charge. The educational program is similar to those offered in elite private school settings. Although other charter schools in New York City may take components of private school college preparatory programs, Capital Prep Bronx Boys offers a model where behavior expectations, uniform requirements, and individual learning goals are extremely similar, if not, exactly the same as elite private schools. Therefore, Capital Prep Bronx Boys students will graduate from high school at the same level as students who pay for and attend elite private schools.

2. Expanded opportunities for college attainment for Bronx students

Capital Prep Bronx Boy's early college program and college prep curriculum offer Bronx students a unique opportunity to earn college credits in high school. This not only allows the students to have some credits completed when they arrive as freshman at college, it also means that they are well prepared for the structure of college courses and semester-long expectations.

3. Expanded middle school and high school options for Bronx students

As outlined in R01 – Community Need section of this application, CSD 10 and CSD 12's current middle and high school options are low performing. In addition, the parents of the Bronx that Dr. Perry and his team talked to were overwhelmingly in support of the Capital Prep Bronx Boys model

as an alternative to their current school options. Capital Prep Bronx Boys meets the desires of these parents but also will offer families who currently feel stuck and have no other option a second chance in 6th grade to be accepted into a high quality school option. Capital Prep Bronx Boys will serve as a high quality middle school and high school option for these families.

2. Addressing Need

d. Draft Accountability Plan

Below is the Capital Prep Bronx Boys draft accountability plan. Given the recent passage of the Every Student Succeeds Act (ESSA) which succeeds NCLB, all current NCLB goals within this Accountability Plan will be adjusted to conform to changes that NYS implements to comply with requirements of ESSA.

Capital Preparatory Bronx Boys Charter School

Draft Accountability Plan

Period: 2017-18 to 2021-22

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Capital Preparatory Bronx Boys Charter School students will be proficient in English Language Arts: Reading, Writing, Speaking and Listening.

Absolute Measures - Middle School

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 (NYS) English language arts (ELA) exam for grades 6-8.

Each year, the school's aggregate Performance Level Index (PLI) on the NYS ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Absolute Measures - High School

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the AMO set forth in the state's NCLB accountability system.

Comparative Measures - Middle School

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 students in the same tested grades in the local school district.

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 economically disadvantaged students among all public schools in New York State.

Comparative Measures - High School

Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English 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 high schools in New York State.

Each year, the APL in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures - Middle School

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 6-8 will be above the state's unadjusted median growth percentile.

Growth Measures - High School

Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

GOAL II: MATHEMATICS

Goal: Capital Preparatory Bronx Boys Charter School students will be able to demonstrate mastery in computation, problem-solve, think critically, and apply mathematical concepts to real-life situations.

Absolute Measures - Middle School

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 6-8.

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.

Absolute Measures - High School

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Each year, the APL on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the AMO set forth in the state's NCLB accountability system. .

Comparative Measures - Middle School

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.

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.

Comparative Measures - High School

Each year, students in the high school Total Cohort will exceed the predicted pass rate on a Regents 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 high schools in New York State.

Each year, the APL in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures - Middle School

Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 6-8 will be above the state's unadjusted median growth percentile.

Growth Measures - High School

Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

GOAL III: SCIENCE

Goal: Capital Preparatory Bronx Boys Charter School students will understand life, physical, and earth science, and apply the scientific method to inquiry-based investigations.

Absolute Measures - Middle School

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the Grade 8 New York State science exam.

Absolute Measures - High School

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures - Middle School

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

Comparative Measures - High School

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above by the completion of their fourth year in

the cohort will exceed that of the students in the Total Cohort from the local school district.

GOAL IV: SOCIAL STUDIES

Goal: Capital Preparatory Bronx Boys Charter School students will develop a solid understanding of geography, history, civics, and government, and use this understanding to analyze social justice issues and participate fully in a democratic society.

Absolute Measures - High School

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Comparative Measures - High School

Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above by the completion of their fourth year in the cohort will exceed that of the students in the Total Cohort from the local school district.

Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above by the completion of their fourth year in the cohort will exceed that of the students in the Total Cohort from the local school district.

GOAL V: NCLB

Goal: Capital Preparatory Bronx Boys Charter School will make Adequate Yearly Progress.

Absolute Measure

Under the state's NCLB accountability system, the school 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.

GOAL VI: HIGH SCHOOL GRADUATION

Goal: Capital Preparatory Bronx Boys Charter School students will demonstrate academic preparedness for college and career.

Absolute Measure

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits each year.

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Comparative Measure

Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL VII: COLLEGE PREPARATION

Goal: Capital Preparatory Bronx Boys Charter School students will demonstrate academic preparedness to success in a four-year college program.

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Each year, the percent of graduating students meeting the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.

Each year, the percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS GOAL I: SOCIAL JUSTICE AND COMMUNITY ENGAGEMENT

Goal: Capital Preparatory Bronx Boys Charter School students will engage in real-world applications of their learning and will have a positive impact on their communities

Each year, 100% of high school students, who are not excused from participating, will participate in two sports annually.

Each year, 100% of all students will participate in at least three hours of approved community service per semester through the public service course or advisory events.

Each year, 100% of the 12th graders will complete the Senior Social Justice Capstone Project, which will require students to plan, organize and implement an action plan related to a social injustice, as evidenced by achieving a rating of "meets expectation" in each area of the presentation rubric.

3. Proposal History Including Community Outreach

a. Applicant Information

Dr. Stephen D. Perry is the founder of Capital Prep Magnet School in Hartford, CT and served as the school's principal for ten years. Under Dr. Perry's leadership, Capital Prep Magnet School became a model for the potential of public education, providing robust educational opportunities to historically underserved populations. In the years since its founding in 2005, Dr. Perry led Capital Prep Magnet School to a 100% acceptance rate of graduating seniors into four-year colleges. Believing passionately in student success, Dr. Perry aimed to replicate the work he did in Hartford. Dr. Perry currently serves as Head of Schools for Capital Preparatory Schools, the management organization overseeing Capital Prep charter schools. In this role, Dr. Perry leads the effective design and implementation of the Capital Prep school model. In addition to his school administrator work, Dr. Perry is an Education Contributor for CNN and MSNBC, a best-selling author, and host of the #1 docudrama for TVONE "Save My Son." Dr. Perry earned a Doctorate of Educational Leadership from the University of Hartford, holds a Master of Social Work from the University of Pennsylvania School of Social Work, and a bachelor's degree from the University of Rhode Island. Dr. Perry will serve as a member of the founding board of trustees for both Capital Preparatory Bronx Boys and Capital Preparatory Bronx Girls Charter Schools.

b. Founders

Since forming Capital Preparatory Schools, Dr. Stephen Perry has planned to expand with the goal to offer the Capital Prep school model to approximately 5000 students across five to seven schools. The Capital Preparatory Schools model expansion began with Capital Prep Harbor Charter School in Bridgeport, Connecticut in 2015 and continues in New York with Capital Prep Harlem Charter School in 2016, authorized by the New York State Education Department. The board of trustees from Capital Prep Harlem have been working together collaboratively since before the school's charter was approved in 2014 along with Candace Wang, the Chief Operating Officer from Capital Preparatory Schools to implement the Capital Preparatory Schools model with fidelity in Harlem. Derek Ferguson, the board chair for Capital Prep Harlem, grew up in the Bronx and has been interested in seeing the model move to the Bronx community. In addition, many of the parents Dr. Perry and his team met with for the Capital Prep Harlem application expressed interest in supporting and sending their students to a Capital Preparatory School in the Bronx as discussed in more detail in *3c. Community Outreach* under *Preliminary Bronx Outreach* later in this response. In addition, there has been encouragement from local colleges, politicians and Bronx organizations to open a Bronx school.

Through weekly phone calls and meetings, as well as file sharing, Dr. Perry and his team coordinated the production of the proposal with Candace Wang and others from Capital Prep Harbor and Harlem. Each member of the proposal preparation team has taken on different responsibilities based on their given expertise. The principle writers of this application are Dr. Perry and Ms. Candace Wang. Additional support in the application's development was provided by Charter School Business Management, Clifford Schneider, Esq. of Cohen Schneider and O'Neill, LLP, Laurie Gonzalez, and Mary Grace Eapen, Principal of TIER Consulting Services LLC.

Founding Team Members

	Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (If Any)
1.	Dr. Stephen Perry	Creator of Capital Prep school model; founder	Dr. Perry will serve as a board member until the school is in operation.

Additional Application Team Members

	Name	Relevant Experience/Skills and Role in Application	Proposed Role(s) in School (If Any)
1.	Ms. Candace Wang	Chief Operating Officer at Capital Preparatory Schools, Inc.	Ms. Wang will work with the founding leadership team at the school and help to ensure the school gets up and running.
2.	Mr. Cliff Schneider	Attorney at Cohen, Schneider and O'Neill, LLP. This firm has worked with many charter schools and also has worked with Capital Prep Harlem and Capital Prep Harbor for the last three years.	Advisor/Attorney to board of trustees and school leaders.
3.	Mr. Rich Beganski	Principal at Capital Prep Harbor and contributed to academic sections of the application including curriculum, instruction, school leadership, calendar, accountability plan, etc.	Advisor to founding Principal at Capital Prep Bronx Boys
4.	Ms. Tammy Cassile	Academic Dean at Capital Prep Harbor and contributed to academic sections of the application including curriculum, instruction, school leadership, calendar, accountability plan, etc.	Advisor to founding leadership team of Capital Prep Bronx Boys and will work to help plan and execute professional development.
5.	Ms. Taylor Bernal	Director of Operations at Capital Prep Harlem and contributed to operational sections of the application including budget, fiscal soundness, personnel, etc.	None currently planned.

Proposed Board Members

	Trustee Name	Position on the Board (Officer or Constituent Representative)	Committee Affiliations	Expertise and/or Role at School (Parent, Staff, etc.)	Voting	Ex-Officio
1.	Derek Ferguson	Board Chair	Finance, Audit, Executive	Finance and operations, current board chair of Capital Prep Harlem Charter School	Yes	
2.	Vincent Morgan	Treasurer	Finance, Audit, Executive	Partnership development, current board member of Capital Prep Harlem Charter School	Yes	
3.	Rev. Georgiette Morgan-Thomas		Finance, Audit, Executive	Advocacy, social services administration; current board member of Capital Prep Harlem Charter School;	Yes	
4.	Dr. Cecil Wright		Finance, Audit, Executive	College preparation and admissions; Director of Admissions at Monroe College, Founder of Male Empowerment at Monroe College	Yes	
5.	Dr. Stephen Perry		Finance, Audit, Executive	Head of Schools at Capital Preparatory Schools, Inc.	Yes	

c. Community Outreach

Community engagement and authentic learning opportunities are critical elements of the Capital Prep model. Just like in Hartford, Bridgeport, and Harlem, Capital Preparatory Schools has focused on garnering community support and partnerships in the Bronx to gather feedback and propose a school option that addresses the needs of the community. This approach has fostered high community interest for the past decade. Dr. Perry's first school in Hartford had 2,700 applications for 60 seats in 2014. The organization's next school in Bridgeport garnered over 900 applications for 250 seats in grades 6-12 before a school site was formally identified. Capital Preparatory Schools will continue to build community relationships and strive to expand on and exceed these efforts in the Bronx.

Although each school's community engagement starts in the planning phase, at Capital Prep community engagement extends into the core of its work with students. Once opened each Capital Prep school works to incorporate each community's interests and areas of need into daily school

life. Students in Hartford and Bridgeport have created their own social justice initiatives and programs (Student Government, Young Women Creating Change and Men in Action), partnered with area religious and community service organizations to perform volunteer work (hosting holiday dinners, a school-wide food drive, and cleaning up the neighborhood). Students also learned the importance of their voice and political involvement while advocating for themselves in a Bridgeport school choice rally held in the fall of 2015

Informing Stakeholders and Gathering Feedback

Capital Prep Bronx Boys began its public outreach by approaching every meeting and conversation about the school in a similar way: requesting that community members share their expertise on the Bronx community; sharing with them the Capital Prep mission and how Capital Prep could be a positive choice for the Bronx community; and ultimately incorporating their ideas into the school proposals. Capital Preparatory Schools has worked to learn as much as possible about the Bronx community.

Outreach began with the Bronx parents reaching out to Dr. Perry asking that he consider expanding the Capital Prep model into the Bronx in the form of two single-gender middle and high schools. Those parents then began to set up meetings between the Capital Prep team and community leaders as well as local media. The Capital Prep team wanted to ensure that there is a significant community push for the school in the Bronx before it began to request community support. The decision to explore the opportunity to open Capital Prep Boys and Girls Charter Schools was finally made when, separate from the parents' efforts, Assemblyman Marcos Crespo asked Dr. Perry to consider opening Capital Prep in the Bronx.

Upon making the decision to seek community support to open Bronx Boys and Girls, Capital Prep began in earnest reaching out to individuals and organizations. To date the Capital Prep team has had over 30 meetings and conference calls regarding Capital Prep Bronx Boys and nine public input meetings. In order to include feedback from those unable to attend public meetings, the following email address was created: newschools@wearecapitalprep.org. To date, Capital Prep has spoken with over 100 community members, politicians, and partners to gather feedback and support for the Capital Prep Bronx Boys and Bronx Girls school proposals.

Preliminary Bronx Outreach

Since 2010, when New York City Schools Chancellor Joel Klein initially reached out to explore bringing the Capital Prep model to New York, Dr. Perry and his team have invested significant time and effort learning about the distinct resources, challenges, and opportunities in New York City and the Bronx community. In 2014, while meeting with the Harlem community regarding the application to the New York State Education Department to open Capital Prep Harlem, many parents expressed interest in Capital Prep opening a school in the Bronx.

As Capital Preparatory Schools continued to grow, Dr. Perry began conversations with Bronx community members in order to gauge specific interest in a new school choice. One of the strongest advocates for Capital Preparatory Schools to open in the Bronx is the administration of Monroe College, located in CSD 10. In particular, Dr. Cecil Wright, Director of Admissions, and Stephen Jerome, President, were very supportive of the Capital Preparatory Schools mission and vision. Dr. Wright has agreed to serve as a founding board member for Capital Prep Bronx Boys and Bronx Girls. In addition, Monroe College has committed to supporting Capital Prep Bronx Boys and Bronx Girls as a community partner, beginning with providing free space to host the CSD 10

public meetings. The ongoing conversation with Monroe College centers on the need for high-quality, college preparatory high school programs for students in the Bronx – Capital Prep Bronx Boys and Bronx Girls is eager to help fulfill this need.

In April 2015, Dr. Perry served as the keynote speaker at the Male Empowerment Summit at Monroe College. This event and the Monroe College Empowerment Institute program supports young men from all over the Bronx encouraging them to be successful in school and life. Administrators from Monroe also discussed with Dr. Perry their annual Female Empowerment event that offers female high school students the opportunity to reflect on and discuss their education goals, mentoring options, and community impact.

Around the same time, Dr. Perry met with Mona Davids, President of the New York City Parents Union, and other parents from the Bronx at Monroe College. Ms. Davids, and the parents who attended the meeting with her, expressed interest in more college preparatory secondary school options in the Bronx as well as single-sex school options. From early May throughout the summer, Dr. Perry met with parents at the Al-Iman Mosque, business professionals throughout the Bronx, and community members at both Monroe College and Lehman College to learn about the needs and interests of the Bronx community. In addition, Dr. Perry spoke on radio and television programs during 2015 in which he discussed the Capital Prep model and the potential for bringing the model to the Bronx community.

Neighborhood and District Outreach

In order to more fully understand the needs of the Bronx community, Capital Preparatory Schools spoke with Bronx parents and students about what they would like to see in a school. In total, five public interest meetings were held to discuss the proposals for Capital Prep Bronx Boys and Bronx Girls. Three of these meetings were held in CSD 10 at Monroe College and three meetings were held in CSD 12 at two separate community centers located in public housing. In addition, Capital Preparatory Schools attended two church services to discuss the model and a tenant's association meeting at Bronx River Houses.

In order to reach as many community members as possible, Capital Preparatory Schools first met with the directors of the community centers to gain insight on the Bronx education community and then asked them to invite their networks of community members and relevant district contacts. To create further awareness, flyers and email invitations were circulated to each community and the Capital Preparatory Schools website (www.wearecapitalprep.org) was updated with additional information.

At each of these meetings, Dr. Perry and his team described the vision and mission of Capital Preparatory Schools and asked community members for feedback and answered any questions. Approximately 100 community members attended these meetings. Capital Preparatory Schools received substantial feedback and input from the meetings and heard overwhelmingly from the community the need for a single-sex college preparatory school model in the Bronx. Many of the attendees shared their support for Capital Prep Bronx Boys by signing a letter and checking that they would send their students to the school.

Political and Partnership Outreach

Capital Preparatory Schools also reached out to the Bronx political community and other Bronx community partners for feedback. Capital Preparatory Schools sent notification of its intent to

apply to local city council members, state assembly members, community boards, and other political leaders in the Bronx.

Each notification included the requirements laid out by The State University of New York guidelines for public outreach including, but not limited to, the name of the proposed school, community school district in which the school proposes to be located, grades of proposed school, when public engagement meetings will take place, and the email address for submitting input. Overall, 40 letters were sent out notifying the political community about the proposals for Capital Prep Bronx Boys.

In addition to mailed notifications, Dr. Perry and his team met with several Bronx community organizations and leaders, including Assembly Member Marcos Crespo as mentioned above, City Council Member Ritchie Torres, Families for Excellent Schools, Monroe College, Bronx Community College and Aguila, Inc. To date, Capital Preparatory Schools has held over 30 informational meetings and conference calls regarding the proposals for Capital Prep Bronx Boys.

Capital Preparatory Schools has also spoken with other charter schools and charter networks, such as Bronx Charter School for Excellence, Achievement First, and Children's Aid College Prep, not only to learn from their experience but also to be galvanizers in a collaborative New York education community. Dacia Toll, from Achievement First, has been particularly supportive in sharing resources and information as well as writing a letter of support. Further, Capital Preparatory Schools has made connections to higher education institutions, both through Capital Prep Harlem board members, as well as through meetings with local schools of education. These conversations have been helpful in outlining the educational needs of New York City and have provided a better understanding of how the Capital Prep model could fit into the community.

Ongoing Outreach

Capital Prep team have remained committed to gathering community support through Bronx mapping, outreach events, partnership building, and stakeholder identification. Based on this outreach, Capital Prep Bronx Boys have received a number of letters of support to open in the Bronx. Capital Preparatory Schools will continue to meet with parents as well as community-based, civic, and educational organizations in the Bronx, especially in CSD 10 and CSD 12 in order to receive further input. The following events are scheduled to solicit additional feedback to inform the Capital Prep Bronx Boys and Bronx Girls applications:

Friday, Feb. 12, 2016: Tour of Public Prep Middle School and meeting with Principal, Lacy Reed to learn more about single-sex middle school models.

Tuesday, Feb. 16, 2016: Meeting with Marcos Crespo & Bronx Borough President, Ruben Diaz, Jr. to discuss education needs in the Bronx.

TBD: Meeting with Bronx Community College to discuss potential partnership.

Incorporating Feedback

Throughout the public outreach process, Capital Preparatory Schools has overwhelmingly heard the community's desire to have a single-sex grades 6-12 school option in the Bronx. While Capital Preparatory Schools does not currently offer a single-sex school, based on community input and the past success of the Capital Prep model, Capital Prep Bronx Boys and Bronx Girls will address the community's interest in greater secondary school options. Additional community feedback included the following:

Assembly Member Marcos Crespo expressed the need for students in the Bronx to understand the value of education and expressed the desire to see a campus of schools in the Bronx;

Parents described the importance of a school to encourage positive, collegial relationships between girls and boys and shared their hopes that Capital Prep Bronx Boys and Bronx Girls, through close partnership and collaboration, could model and teach students about what that might look like;

Parents want schools who will match students to a college that is a good fit for them, including colleges or post-high school programs that will prevent large amounts of debt for students, have technical or trade programs, and offer students the chance to explore all jobs associated with a particular field;

Community members, especially in CSD 12, expressed a strong interest in having more charter schools and more school choice;

Parents expressed interest in strong athletic programs and sports for both kids and adults;

Community members expressed a desire for mentorships for students and for their students to go to a school in which all the tools required to succeed are available;

Parents have shared a strong desire to see a year-round school model similar to the model offered by the Capital Prep;

Parents have expressed interest in visiting the school in Bridgeport as well as talking to current students to better understand the model;

Aguila, Inc. (a transitional services non-profit organization) representatives discussed the large number of homeless families and students in CSD 10 and CSD 12 and suggested that Capital Prep Bronx Boys reserve a certain amount of seats for transient students.

Capital Preparatory Schools is grateful for the community feedback and has incorporated the following input into this proposal:

Two single-gender, year-round schools, with an intentional partnership between the two schools in order to create a strong community and model healthy relationships between the two genders. While students will attend separate schools, the two schools will collaborate on both academics and activities outside of the typical school day;

Location in a facility that will allow shared space with Capital Prep Bronx Girls in order to facilitate the partnership between the schools;

College preparation and application support, focused on colleges that will complement the student's academic, extracurricular, and financial profile, as part of the Capital Prep model

Two sport requirement for students to graduate, as part of the Capital Prep model;

Ongoing development of the advisory model in order to provide strong mentorship opportunities for students;

Partnership with Monroe College via the Male Empowerment Initiative to provide additional mentorship opportunities for students;

Active recruitment of transient students or students living in transitional housing, with an intention to determine if a preference is possible for transient students.

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

Request is not applicable.

4. School Enrollment

Capital Preparatory Bronx Boys Charter School will enroll students in grades 6-7 during its first year and will grow to serve students in grades 6-11 during its first charter term. Upon successful renewal, it will serve students in grades 6-12 with 100 students in each grade. In the first two years, each grade will have a maximum of 80 students per grade. Since Capital Prep Bronx Boys will be a single-sex school, it will be critical that a policy regarding transgender students be incorporated into the admissions policy in order to prevent discrimination of any kind.

By year three, the school will begin to move towards the desired grade level capacity of 100 students in each grade by taking a new class of 100 6th graders (a pattern that will continue in each subsequent year) while engaging in a one-time increase of 20 students in each of the existing grades 7-9 student cohorts. Capital Preparatory Schools has experience in Hartford and Bridgeport using this enrollment strategy and enrolling new students in these upper grades in year three has not presented a challenge.

In year three, Capital Prep Bronx Boys will have strengthened community ties as well as a reputation for success that will likely lead to higher application rates, even in existing grades. Capital Prep Bronx Boys will also draw more students in grade 9, the first year of high school, since it is a natural entry point for new students to the school. While grade 8 may not be a natural entry point for new students to join a school community, given the Capital Prep grades 6-12 model, some families may seek to enroll as soon as possible so they know where their student is attending high school—promising their child an opportunity to attend a four-year college should they meet the expectations Capital Prep Bronx Boys sets before them.

As students progress from grade to grade it is expected that there will be some natural attrition as students move away from the community or choose other education option. In the event that a student does leave, the school will replace the student with a child from the waiting list through 10th grade. Upon approval of charter renewal, Capital Prep Bronx Boys will grow to serve 100 additional students in 12th grade to reach full enrollment of 700 students. See Exhibit 4.1 for additional details.

Exhibit 4.1: Capital Prep Bronx Boys enrollment by grade over proposed charter term

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
2017-18 through 2021-22

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	<i>Middle School</i>	-	-	-	-	-
6th Grade	Middle School	80	80	100	100	100
7th Grade	Middle School	80	80	100	100	100
8th Grade	Middle School	-	80	100	100	100
9th Grade	High School	-	-	100	100	100
10th Grade	High School	-	-	-	100	100
11th Grade	High School	-	-	-	-	98
12th Grade	High School	-	-	-	-	-
TOTAL		160	240	400	500	598

Exhibit 4.2: Capital Prep Bronx Boys Grades with Age Ranges

Grades	Age Range*
6 th Grade	10-12
7 th Grade	11-13
8 th Grade	12-14
9 th Grade	13-15
10 th Grade	14-16
11 th Grade	15-17
12 th Grade	16-18

*Ages may fall outside the range depending on whether or not a student was held back a grade or advanced a grade prior to coming to Capital Prep Bronx Boys or during their time at Capital Prep Bronx Boys.

Capital Prep Bronx Boys seeks to open a grades 6-12 school in response to community interest in an extended year, college-preparatory school in CSD 10 or CSD 12. The rationale behind opening Capital Prep Bronx Boys as a grades 6-12 school is based upon the fit between the community's need and desire for a high quality 6-12 public school options. Capital Prep also recognizes that for those student not accepted in the early grades, there are very few quality middle and high school options in the Bronx. Capital Preparatory Schools success in delivering a world-class academic experience for students specifically in this grade span. Additionally, the grade configuration of Capital Prep Bronx Boys aligns with the need in CSD 10 and CSD 12 for a high quality secondary school option, given the small number of district and charter secondary schools, as well as the low academic achievement in the districts. See Exhibit 4.3 below for the current schools in CSD 10 and CSD 12.

Exhibit 4.3: Grade configuration alignment to CSD 10 and CSD 12 district enrollment¹

	# of NYC DOE Middle Schools	# of Charter Middle Schools	# of NYC DOE Middle/High Schools	# of Charter Middle/High Schools	# of NYC DOE High Schools	# of Charter High Schools
CSD 10	22	3	5	0	24	3
CSD 12	14	2	4	1	14	1

*Please note: Schools with 6-12 programs are counted in both middle school and high school counts.

Capital Prep Bronx Boys is not only committed to providing another school option for the community, but also serving the district with a high quality school option that will send students to college. The Capital Preparatory Schools model presumes the need for remediation and individualization. The longer school year and day, academic advisories, Individual Learning Plans,

¹ Source: <http://schools.nyc.gov/Offices/EnterpriseOperations/DIIT/OOD/default.htm>

college access, and overall increased rigor will support the attainment of New York State Common Core Learning Standards by all students as well as prepare them for college.

The average class size will be 20 students with a general classroom teacher to student ratio of 1:20. The school will use a range of co-teaching strategies—pushing in intervention specialists (special education, English language arts teacher), interdisciplinary units of study with two content area teachers co-teaching classrooms of students—that can reduce the teacher to student ratio to as low as 1:10. The enrollment plan allows for small class sizes, which in turn allow for targeted intervention in middle school (i.e. when a large percentage of students are expected to enter the school significantly behind grade level in ELA, math and other subjects).

This size will allow teachers to provide students and families with consistency in communication, expectations, and rigor. The small class sizes will also ensure that 9th and 10th grade students are supported as they acclimate to high school, particularly those students who enter the school community for the first time as freshmen and sophomores who will need to acclimate not only to high school but to the culture and expectations of the school.

Academically, the school anticipates that less than one fourth of incoming 6th graders will perform at grade level based on current district data. According to the New York State Education Department (NYSED) and New York City Department of Education (NYC DOE²), of 5th graders assessed in CSD 10 during the 2014-15 school year, only 16.8% demonstrated proficiency (received a 3 or 4) on the NYS English Language Arts (ELA) exam and 24.7% were proficient on the NYS Mathematics exam. In addition, the results in CSD 12 are even lower. During the 2014-15 school year, only 10.5% and 15.1% demonstrated proficiency on the NYS ELA and Math exams, respectively. Small class sizes throughout middle school will permit Capital Prep Bronx Boys to provide students with more individualized support for these students and greater opportunities for differentiated instruction. In designing the enrollment strategy, the school considered not only the successful ten-year experience at Capital Prep Magnet School, but also the research demonstrating that class size has the greatest positive impact on academic achievement when classes have 20 or fewer students.³ The enrollment plan will enable the school to keep class enrollment at this optimal level and, when combined with high-quality teaching and extensive in-classroom instructional support, will ensure that each student receives personal attention and individualized instruction.

² <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

³ Source: <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

5. Curriculum and Instructional Design

f. Programmatic Audits

Introduction

Student performance along with student, parent, faculty and staff satisfaction as well as fidelity to the Capital Prep model are essential. The Capital Prep team waited ten years to replicate because it felt that it was most important that they create a sustainable portable model. While other models seem to be designed with expansion in mind, the Capital Prep model was designed as a 'boutique' where special attention is paid to user satisfaction and brand quality. With this in mind the Capital Prep team spent its first decade turning down expansion offers in exchange for developing an educational model that could sustain success on multiple fronts and be replicated. To ensure that Capital Prep Bronx Boys meets the student's needs and is consistent with the program design, multiple levels of audit will be initiated across program areas.

Programmatic Audit

The plan for annual programmatic audits evaluating the implementation and effectiveness of the educational program described in the application will focus on:

- A) Evaluation of the academic performance – primarily through the use of student assessment data;
- B) Governance - determined primarily by adherence to established policies;
- C) Operational effectiveness – as evidenced by the implementation of Capital Prep key design elements this includes performance of personnel and climate survey (combines student, staff and parent surveys);
- D) Fiscal soundness – determined by the alignment of resource allocation to enhance student outcomes.

The purpose and objectives of the programmatic audit are to ensure that school's primary purpose of preparing all students for college through the theme of social justice is being achieved. Ongoing analysis of multiple data will inform Capital Preparatory Schools as to where Capital Prep Bronx Boys is to fulfilling is the charge of preparing young men from the Bronx for acceptance into a four-year college.

Evaluation of the academic performance

The evaluation of the academic performance of the Capital Prep Bronx Boys will be based upon the following factors: achievement of the summative academic goals set forth in the section, R2d - Accountability Plan. Therein can be found the school-wide performance goals and accountability measures. These goals are based upon the following criteria; the most current available data for student performance in districts CSD 10 and CSD 12 in the Bronx; top performing Bronx schools of similar demographics; Capital Prep's performance with similar populations, primarily in Hartford, CT as well as ambitious expectations in which Capital Prep Bronx Boys will perform on par with the State of New York's top performing children.

Collection of the data will be led by the school's principal alongside CPS's Research & Development Department. This data will be derived primarily from standardized baseline assessments such as NWEA MAP as well as New York's Regents for high school and New York State Exam for middle school.

The next method of evaluating the academic performance of the Capital Prep Bronx Boys will be through the ongoing formative regular data collection and analysis outlined in Exhibit 5f.1 below.

Exhibit 5f.1: Additional Academic Evaluation Methods

Academic areas to be audited	Schedule of events	Responsible parties
Rigorous curriculum	Lesson plan review/classroom visits – weekly	Principal, Dean of Academics and Dean of Students CPS – Chief Academic Officer
Fiscal transparency and alignment with academic goals of the Capital Preparatory Schools model	A) Books reconciliation – monthly B) Third party audit – annual	Director of Operations CPS – Chief Operating Officer Charter School Business Management
Data collection, analysis and implementation	A) Collection of student performance data – daily B) Analysis of performance data to spot trends – biweekly C) Review of data – monthly	A) Illuminators (teachers) B, C) Illuminators, Dean of Academics and Dean of Students CPS – Research & Development, Chief Academic Officer CPS Board and School Board

Governance

The board of trustees of each school is ultimately accountable for the success of each school. The formal evaluation of each board will rest largely upon the authorizer. The board structure and operation are dictated by and in adherence with all local, state, and federal laws. Capital Preparatory Schools will support each board in ensuring adherence to these laws and policies, as well as sound and effective board and school governance. Annually, the board will use a self-evaluation tool to understand areas of strength and growth, with the support of Capital Preparatory Schools, as outlined below. The results of these evaluations to inform the development of strategic goals and action plans for the board.

Exhibit 5f.2: Overview of Governance Audit

Governance areas to be audited	Schedule of events	Responsible parties
Member attendance and participation	Take attendance of meetings and activities – ongoing	Board Secretary
Communication with stakeholders	A) Hold meetings – monthly B) Produce written communication – monthly/annually	Board Chair Board Secretary
Regular review and revision of	Discuss during meetings – as	Board Chair

key policies and procedures	needed	
Financial oversight	Review policies, revenue, and expenditures – monthly	Board Treasurer, with the support of Director of Operations and CPS; Charter School Business Management
Complaint resolution	Review, research, and decide – as needed	All board members and legal counsel
Perform evaluation of school leadership and overall school performance in alignment with model	Review school performance – monthly, annually	All board members

Operational Effectiveness

The implementation of key design elements will demonstrate the operational effectiveness of the school and will serve as a guide for additional programmatic goal-setting and support.

Exhibit 5f.3: Organizational Audit

Design areas to be audited	Schedule of events	Responsible parties
Student and family support through academic advising	Call and/or email families – biweekly	Illuminators in their role as Advisors
Year round/extended day calendar	Establishment of school schedule – annually	Principal
Faculty development through Individual teacher plans	Meet to discuss professional goals, annual project and data – every 3 weeks	Principal, Dean of Academics, and Dean of Students
Early college exposure through access to college courses while still in high school as well as college visits	Schedule college classes at Monroe College – summer, fall, and winter marking periods	Principal, Dean of Academics
Use of social justice as a method of establishing academic relevance	Lesson plan review/classroom visits – weekly	Principal, Dean of Academics, Department Chairs, Sr. Illuminators CPS – Chief Academic Officer
School-wide community engagement	Create and/or identify whole school community-based activities – once a marking period or 5 times a year	Dean of Students, Sr. Illuminators, and Illuminators
Ensure that struggling and/or at-risk students’ needs are met	A) Collect student affective & academic performance data – ongoing B) Analyze student performance data – ongoing	A) Illuminators, Social Workers & Dean of Students B1) Principal, Deans of Students and Academics B2) CPS – Chief Academic Officer as well as Research & Development
School uniform compliance – above 90%	A) Uniform checks – daily B) Collection of Data and	A) Whole school, led by the Principal

	determination of students of concern – monthly	B) Dean of Students and Principal CPS – Research & Development
School daily attendance – above 90%	A) Report student attendance – daily and by period B) Collection of Data & determination of students of concern – monthly	A) Whole school, led by the Principal B) Dean of Students and Principal CPS – Research & Development
Graduation rates – above 90%	A) Report student in-class performance – daily and by period B) Collection of Data & determination of students of concern – monthly	A) Whole school, led by the Principal B) Dean of Students, Dean of Academics, and Principal CPS – Research & Development
Two-sport requirement	A) Report student attendance – daily and by period B) Collection of data and determination of students of concern – monthly	A) Athletic Director B) Dean of Students and Principal CPS – Research & Development
100% college acceptance	A) Report student performance – daily and by period B) Collection of data and determination of students of concern – monthly C) Meet with seniors to select colleges and complete applications	A) Whole school, led by the Principal B) Dean of Students and Principal CPS – Research & Development C) Dean of Students

Operational Effectiveness – School Leadership

The principal and director of operations are responsible for the day-to-day management of the school and its performance and will be audited and evaluated accordingly. At each monthly board meeting the principal and director of operations will report out to the board on the school's implementation of the Capital Preparatory Schools model, as organized by the school's data dashboard.

As the principal is the instructional leader, any audit of the school's efficacy will be connected to the principal's ability to authentically and reliably implement the program to meet students' needs. Capital Preparatory Schools, on behalf of the board of trustees, conducts an annual evaluation of the principal focused heavily on academic achievement, which is used to determine renewal of the principal's annual evaluation and continued employment. At the beginning of the year, Capital Preparatory Schools and the principal will establish measurable process and outcome goals for the year. A mid-year review is conducted and at the end of the year a written review will be provided to the principal. The

evaluation is “360” in the sense that input is sought from the principal, illuminators and staff, families and students, and the board of trustees. Data sources include assessment results, parent satisfaction surveys, enrollment and attendance, grievance records, budget information and audit results.

The board of trustees partners closely with Capital Preparatory Schools to ensure that 1) the principal receives a rigorous and fair evaluation against objective performance criteria and that 2) there is a plan in place to support continued professional growth for the principal. Per the Educational Services Agreement, Capital Preparatory Schools is charged with conducting the principal evaluation for the board of trustees’ review. The evaluation document is shared with the board of trustees, which reviews the document and discusses the process and results with Capital Preparatory Schools. If the evaluation raises any performance concerns, the board of trustees requests that the principal’s professional growth plan specifically address these concerns, and the board of trustees then works with Capital Preparatory Schools to monitor progress in these areas. A similar process will be used to evaluate the director of operations.

Exhibit 5f.4: Audit Guidelines for Principal

Personnel areas to be audited	Schedule of events	Responsible parties
Adherence to the Capital Prep model as it relates to meeting students’ needs.	Report out to Board and stakeholders at Board meeting – monthly	Principal
Goals for the principal	Set goals – annually	Principal CPS – Head of Schools
Evaluate goals	Review annual results – annually	Principal CPS – Head of Schools

Operational Effectiveness (School climate)

Capital Preparatory Schools and Capital Prep Bronx Boys are fully committed to fostering a positive school climate, defined as the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures. School climate sets the tone for all the learning and teaching done in the school environment and, as research proves, it is predictive of students’ ability to learn and develop in healthy ways.¹ Student success is directly correlated to their feelings about the school environment. Research proves that a positive school climate directly impacts telling indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.² The development of a positive school culture requires collaboration of all stakeholders, parents, students, staff and the board. Establishing behavioral expectations for students, staff, and visitors that encourage a positive and respectful school climate and culture are essential to creating and maintaining a safe and supportive school community.³ Capital Preparatory Schools will measure school climate through a research-based method of surveying stakeholders. The survey will align with the NYS Dignity Act and assess areas in social environment, physical environment and

¹ Source: National School Climate Center, <http://www.schoolclimate.org/climate/faq.php>

² Source: National School Climate Center, <http://www.schoolclimate.org/climate/faq.php>

³ Source: The Dignity Act, NYSED.gov, <http://www.p12.nysed.gov/dignityact/rgsection1.html>

behavioral environment, expectations and support. Capital Preparatory Schools will use the NYC School Survey and look at the supplementing for specific additional data from the National School Climate Center.

Exhibit 5f.5: School Climate Audit Overview

Areas to be Audited	Schedule of Events	Responsible Parties
Parent feedback	Annual surveys will be distributed in March through either mail, school based events, or email	Dean of Students and Principal CPS – Research & Development, Head of Schools
Student feedback	Annual surveys will be distributed in March through advisory periods	Dean of Students, Principal, and Illuminators CPS – Research & Development, Head of Schools
Staff feedback	Annual surveys will be distributed in March through school based staff meetings	Dean of Students, Principal CPS – Research & Development, Head of Schools
Board feedback	Annual surveys will be distributed prior to or at the March board meeting	CPS – Research & Development, Head of Schools

Fiscal Soundness

Capital Preparatory Schools was founded by professionals who had spent their careers in traditional public schools and have developed the sensibility that there are clear regulatory guidelines, most apparent in issues concerning fiscal soundness. Capital Preparatory Schools apply that same sensibility and the policies to the management of its charter schools, especially in the area of fiscal soundness. Further, most of the members of the board of Capital Preparatory Bronx Boys Charter School are highly positioned and vetted executives with backgrounds in finance. With the support of Charter School Business Management, Capital Preparatory Schools will review fiscal soundness of a school on an ongoing basis.

Exhibit 5f.6: Fiscal Audit

Financial Soundness to be Audited	Schedule of Events	Responsible Parties
Adherence to financial policies and procedures (FPP)	Review of FPP and fit with school needs and operations – ongoing Audit by an outside auditor – annually	Director of Operations CPS – Chief Operating Officer CSBM
Adherence to approved budget and cash flow	Review of reconciled spending – monthly	Director of Operations CPS – Chief Operating Officer CSBM

Budget planning to support academic model	Budget development and approval by board – annually	Director of Operations CPS – Chief Operating Officer CSBM
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Annual Reports

Each year, Capital Preparatory Schools will create an annual report that will be a reflection of the aforementioned values. It will describe the school's progress towards meeting and exceeding each goals outlined. This report will provide evidence in multiple forms including, but not limited to data and analysis as well as narratives around goals met and missed. In addition, Capital Prep Bronx Boys will complete an annual report as required by its authorizer. This annual report will be posted on the Capital Prep Bronx Boys website.

7. Specific Populations

a. Struggling Students

Capital Prep Bronx Boys Charter identifies students who are struggling academically/behaviorally and at risk for academic failure. We define a struggling student as a student who has difficulty keeping up academically with classmates of the same age in a developmentally appropriate learning environment. They may become very overwhelmed by tasks, have limited social and emotional skills and have difficulty organizing themselves in the learning environment. The identification of at risk students is reviewed and monitored continuously. It is critically important to identify students early so we are able to intervene and provide strategies for success. This process assists student to feel successful and therefore engaged in their learning. Often times students who struggle academically and behaviorally disengage from the academic process. Conversely, for many students, disengagement is associated with behavior problems, and behavior and learning problems may eventually lead to dropout. From a psychological perspective, disengagement from classroom learning is associated with threats to feelings of competence, self-determination, and/or relatedness to value others.¹ As a result multiple data sources are used to assess our students and provide them individualized interventions to target areas of concerns and address individual student needs. Our process includes 1) the analysis of curriculum-based and standardized assessments data; 2) identifying classroom obstacles such as behaviors that could be evidence of struggle which may include but are not limited to acting out, late or incomplete assignments, lethargy, limits in academic persistence, and observations assessing interactions between students and their peers and student/staff interactions to assess social, emotional and cognitive capacity; 4) reports from parent/guardian and community member (i.e. coaches, clergy and/or mentors) of students' academic, social, emotional and cognitive behaviors; 5) the analysis of group trend data to establish anticipated class, group, grade, gender or other small unit issues that may cause students to struggle and put them at risk of academic failure; 6) monitoring attendance to class and school; 7) the number and severity of referrals are analyzed by Capital Preparatory School's Research and Development team to identify trends and outliers and finally, 8) as students are required to participate in two sports, coach's assessments of students' participate as a member of a team. Being assessed by the coaching staff and participation on a team is important because students need to be able to be part of a group and understand how a group works together for the greater good. The data gathered is reviewed and utilized by the team to determine specific interventions and progress monitoring tools through RTI and/or Positive Behavioral Interventions and Support (PBIS).

Academically struggling students are identified as those performing below grade level or significantly behind their peers in some or all areas. Capital Prep Bronx Boys provides additional interventions for these students through the Response to Intervention (RTI) process for academics. RTI provides a systematic approach to addressing the needs of struggling learners with a possible need for supports through the special education process if interventions do are not successful. RTI is a seamless system of continuous, meaningful, and research-based interventions for struggling learners, anchored in high quality, culturally and linguistically responsive instruction and assessments². Those students who are currently not identified for special education, but continue to need consistent support are generally representative of student body in urban districts such as the Bronx. Urban schools do, however, share some unique physical and demographic characteristics that differentiate them from suburban and rural school districts. Unlike suburban and rural school

¹ Adelman & Taylor, 2011; <http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf>

² Buffum, Mattos, & Weber, 2009; <http://www.rtinetwork.org/learn/diversity/urban-school-challenges>

districts, urban school districts operate in densely populated areas serving significantly more students. In comparison to suburban and rural districts, urban school districts are frequently marked by higher concentrations of poverty, greater racial and ethnic diversity, larger concentrations of immigrant populations and linguistic diversity, and more frequent rates of student mobility³. These 'regular ed' students' needs are served through a robust identification and support system that begins with the assignment of each child to an academic advisor with whom they will meet every day. An advisory model is the core to Capital Preparatory Schools that supports and fosters strengthening the relationship between each student and their learning environment. Each staff and faculty member of Capital Preparatory Schools will act as an advisor for a group of students within the building they work. An advisory group consists of students from across grade levels. Both the advisor and their advisees will be part of the same advisory group for the entirety of a student's enrollment in the Capital Prep Bronx Boys. More details on the school's advisory program can be found in section R9 – Culture and Discipline.

Capital Prep Bronx Boys believes that a strong general education with opportunities for teacher collaboration and strong interventions within the curriculum is a vital foundation. Struggling general education students will require instructional supports that will range from differentiation, standards-based grading offered assessment retakes, mandatory after school academic center, as well as successful on-line and other teaching strategies identified by the Capital Preparatory Schools Research and Development team. The collaboration of staff will assist with implementation to fidelity and progress monitoring. Co-teaching and collaboration offer a strong means of achieving the goals of RTI, allowing teachers and other professionals to interact in structured ways that allow flexibility of instructional options and providing intensive instruction for students at the time they need it⁴. Progress monitoring of students will assist the team in providing prescribed interventions for students in need in Tier II and Tier III.

All students in RTI receive Tier I interventions through the high quality instruction received in the classroom utilizing assessment and performance data, including interventions delivered by a certified reading specialist on staff. In addition, the reading specialist serves as an internal resource for all teachers providing content knowledge and resources to instructional staff regarding strategies to support learning and literacy of struggling learners. All students benefit from Tier I supports. Data will be maintained and reviewed regularly during the prescribed 6-9 week intervention cycles. Students who are not making progress in their current intervention cycle will then be moved within the Tiers for more intensive interventions (Tier II or Tier III). Tier II interventions include additional support. The Dean of Academics and special education teacher will provide specific interventions and supports that the classroom teacher can implement for all students who may be identified as struggling. The Research and Development specialist will provide a weekly data analysis of all assessments, then provide that to the administrator. The administrator will meet with the classroom teacher to review and strategize a plan of action to best develop their instruction as well as provide on-going supports to students. This will ensure that all students are being monitored as well as providing support to teachers. At Capital Prep we strive to provide students with a continuum of services utilizing tiered interventions within our RTI model. This is a state model that provides students with tiered interventions to support their learning. When a student is considered to be struggling, the Illuminator reaches out to the grade level to

³ Kincheloe, 2004, 2010; <http://www.rtinetwork.org/learn/diversity/urban-school-challenges>

⁴ Murawski and Hughes 2009; [https://ilearn.marist.edu/access/content/user/10034284@marist.edu/Jessica s%20Stuff/Co-teaching.pdf](https://ilearn.marist.edu/access/content/user/10034284@marist.edu/Jessica%20Stuff/Co-teaching.pdf)

team to receive strategies and intervention ideas. Those strategies are implemented and monitored. If there is little to no improvement the Illuminator will submit a referral for a Student Assistance Team Meeting. This meeting consists of the parent, advisor, special education teacher, and administrator. Progress monitoring data will be presented to the student assistance team and decisions for higher level interventions will be made according to the data. Interventions are changed, continued or moved to Tier III. Tier III students receive additional intensive supports. These supports are for students who are at risk academically not responding to Tier I and II supports and/or are making minimal progress. Tier III supports may include, but are not limited to, intensive reading /math supports for 30 minutes three to four times weekly. School-wide data will be reviewed and reported on at the weekly Head of Schools meeting.

Students who are identified with behavioral concerns will be provided supports through Positive Behavioral Interventions and Supports (PBIS). Capital Prep Bronx Boys Charter is fully invested providing supports that positively impact school climate. Capital Preparatory Schools believes that there is a strong correlation between school climate and student engagement. Freiberg and Stein (1999) described school climate as the heart and soul of the school and the essence of the school that draws teachers and students to love the school and to want to be a part of it⁵. Capital Prep's advisory program contributes to the growth and development of a student academic, social and emotional well-being. It also creates a school culture of family. An advisor will contact parents/guardians at least once every other week to discuss student progress and strategies for improvement. These conversations are also a way for advisors to be informed of issues outside of school affecting their advisee's ability to meet success in their academic and/or social goals. An advisor will monitor their student's academic portfolio by collecting artifacts, checking in with all of their Illuminators (what Capital Preparatory Schools calls teachers) and holding weekly conferences with each student. Advisory creates a sense of safety and comfort for each student to share as well as parents having a point person at the school in which they can turn to in the event of needing support or clarification of school expectations.

The PBIS program will include recognizing and reinforcing positive behaviors through the teaching and implementation of positive behavioral expectations and models. School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. (Horner, Sugi & Lewis 2105).

Data will be maintained and reviewed regularly during the prescribed 6-9 week intervention cycles. Students who are not making progress in their current intervention cycle will then be moved within the Tiers for more intensive interventions (Tier II or Tier III). PBIS interventions may utilize additional programs, such as check-in and checkout/point sheets for behavior. These interventions are implemented for 6-9 weeks, with progress-monitoring and review occurring throughout the intervention process. Interventions are changed, continued or moved to Tier III. Tier III students receive additional intensive supports. These supports are for students who are at risk behaviorally, not responding to Tier I and II supports and/or are making minimal progress. Tier III supports may include, but are not limited to, behavioral supports may include counseling, and participation in social skills groups minimally once a week and monitored for success. Capital Prep Bronx Boys' unique approach of incorporating classroom, extracurricular, home and community supports

⁵ MacNeil, Prater, Busch 2009; Journal of International Education Research – Third Quarter 2013 Volume 9, Number 3

increase the likelihood of students' issues being identified and interventions having the greatest impact.

Students who are unsuccessful in Tier III will be referred for evaluation through the special education process. If a student through RTI/PBIS and the SAT has been deemed in possible need of services, the school contacts the sending district to initiate a meeting. If the team intends to make a referral, the school submits a referral and supporting data to CSD 10 or CSD 12's Committees on Special Education (CSE) to initiate the process. It is the responsibility of the school to provide all the data, including any school-based assessments, interventions and responses to intervention prior to the meeting to assist with the determination of eligibility.

Students who continue to struggle behaviorally but do not qualify for special education will continue to receive supports. The intent of their supports is to identify the behaviors and/or academic gaps that persist. The school will collaborate with home to mitigate the impact of the identified issues through the identification and implementation of strategies ranging from home schedules in which student have a regular time and place to study to the collecting of artifacts, graded work that will help home and school communicate. Home will be supported in their use of Illuminate, the school's student information system, to provide parents information and updates on their student's completion of assignments and performance on standards. Finally, a system that encourages and supports students who continue to struggle will be maintained. Supports may also include may require a formalized plan utilizing a functional behavioral assessment (FBA) to specifically identify key behavioral concerns, antecedents to behavior and root functions of the behavior. Once these have been identified a formal behavior intervention plan (BIP) will be developed and implemented with fidelity to address specific behaviors implementation and teaching of replacement behaviors and progress monitoring. The BIP will be monitored regularly to determine next steps.

Program efficacy will be evaluated on student data as it relates to outcomes and success based on their individual intervention plans. Capital Prep Bronx Boys will review the data and adjust interventions according to student needs, the effectiveness of the resources and the implementation of the intervention plans. Intervention cycles will be 6-9 weeks allowing for continuous monitoring and reevaluation.

b. Students with Disabilities

Capital Prep Bronx Boys will educate students with disability (SWD) in the least restrictive environment with their non-disabled peers to the extent appropriate and allowed by the Individualized Education Plan (IEP) prepared by the CSE of the students' district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Capital Prep Bronx Boys Charter will not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services at the school will be provided in accordance with Education Law 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students' district of residence. Capital Prep Bronx Boys special education assurances are outlined in the special education policy section.

Capital Prep Bronx Boys will fully comply with its child find obligations under IDEA. The school will carefully monitor students who are at -risk either academically or behaviorally utilizing the RTI and PBIS process. A Student Assistance Team (SAT), comprised of the classroom teacher, intervention

specialist, administrator, the parent, and sending district will be created to assist staff in monitoring the RTI/PBIS data and assist teachers in providing appropriate intervention strategies. The data is reviewed in each intervention cycle. Students in Tier III who are making minimal to no progress will be considered for referral to Special Education. Prior to referral the SAT will review intervention strategies to insure fidelity of implementation, appropriateness of the interventions and student progress. If it is determined that all avenues have been exhausted, in accordance with child find, the intervention plan, student data, summary report and referral to special education will be sent to the appropriate CSD to review and schedule an IEP team meeting.

The resources, personnel (including administrative responsibilities), direct and related services the school will be in accordance to a student's IEP and/or 504 plans to address the individual needs of the identified child. Special needs students are serviced in the least restrictive environment within the continuum of services, in accordance to their IEP. To serve special education students, Capital Prep Bronx Boys certified special education teachers will provide services including Special Education Teacher Support Services (SETSS) in both a push-in and pull-out setting, in accordance with the IEP.

Capital Prep Bronx Boys will also provide related services through a contract with the district for students with IEPs mandated to receive related services that may include, but are not limited to, psychological services; physical and occupational therapy; speech and language therapy, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services. In any event that Capital Prep Bronx Boys is unable to provide services in accordance with the student's IEP, it relies on the school district of the student's residence to provide services. All appropriate accommodations and modifications for school, state testing, and for access to the academic environment are implemented in accordance to the IEP/504. These accommodations may include, but are not limited to, assistive technology, preferential seating, modified assignments, time extensions and homework.

Provision of Services

The collaboration between general education and special education teachers is critical to student success. A collaborative co-teaching model will be utilized when appropriate. The classroom Illuminator and special education Illuminator (teacher) will meet weekly during a team meeting to analyze data, review lesson plans and plan for in class support. Capital Preparatory Schools believes in co-teaching and it 6 approaches to address the needs of all students. Within these six approaches, teachers address the individualized education program (IEP) goals and objectives of students with disabilities while at the same time meeting the learning needs of other students in the class.⁶ Capital Prep Bronx Boys will hire an appropriately certified special education teacher(s) who will have oversight responsibilities to ensure compliance of the school's Special Education Program. The special education teacher will serve as a coordinator for special education paperwork and provides teachers with copies of the appropriate classroom accommodations and modifications in accordance with the IEP and 504 plans.

The special education teacher oversees the security and distribution of information related to students IEPs and 504 plans to necessary staff. Only staff working with these students will receive the information. The teams will review the accommodations and modifications prior to the

⁶ Friend, Cook, Hurley-Chamberlain & Shamberger 2010;
<http://www.tandfonline.com/doi/full/10.1080/10474410903535380>

beginning of school year to insure they are in place for students at the beginning of the school year. Services under the IEP and/or 504 plans address the individual needs of the identified child. Special needs students are serviced in the least restrictive environment within the continuum of services, in accordance to their IEP. To serve special education students, Capital Prep Bronx Boys certified special education teachers will provide services including Special Education Teacher Support Services (SETSS) in both a push-in and pull-out setting, in accordance with the IEP.

Capital Prep Bronx Boys will monitor special education students through progress on their IEP goals and objectives. IEP team meetings will be held minimally on an annual basis in accordance with state and federal laws mandates. Additional meetings may be held as needed to insure appropriate services for our students. As with IEP meetings, 504 meetings will be held annually for identified students to review the accommodations and modifications in their plans to insure appropriateness and change as needed. Additional meeting will be held as necessary.

Professional Development is an integral part of the school model. Staff will receive professional development opportunities on a weekly basis as well as opportunities to attend sponsored professional development that align with the school's mission. Senior Illuminators and special education Illuminators will provide staff with ongoing professional development and support on the implementation of IEP requirements. There will be a strong focus on RTI and PBIS their implementation, differentiation, and data analysis to inform instruction. The school will also provide behavioral training for staff in functional behavioral assessments and behavioral intervention plans. This will include an understanding of functions of behavior, interpreting antecedents and determining consequences. Staff will understand the components of behavior plans and the importance of the fidelity of implementation. Staff will also receive training on assessment, appropriate modifications, accommodations that align with the NYS common core learning standards and confidentiality. They will also participate in curriculum development, and state mandated trainings, including, but not limited to NYC Administration for Children's Services mandated reporting, bullying/sexual harassment and Title IX. Capital Preparatory Schools will continuously monitor the school needs and provide any additional professional development to insure student success in a rigorous high quality education setting

Capital Prep Bronx Boys understands that it is responsible for implementing the requirements of IEPs and Section 504 plans and adheres to all state and federal laws for the inclusion of students with disabilities in the school's academic and non-academic programs. In accordance with these laws, the school ensures all teachers are appropriately certified staff to provide students with Free Appropriate Public Education (FAPE).

c. English Language Learners

The identification of ELL students begins with entrance to Capital Prep Bronx Boys, all families are expected to complete a Home Language Information Survey (HLIS) in a language or format the parent or guardian best understands. This instrument helps the school to identify students that may be ELL and therefore, require further screening. Any student whose home language or whose first language is not English is then interviewed by the school to make an assessment of the student's oral proficiency in English. Once this initial screening process is completed, the school will conduct a formal assessment of any student who speaks little or no English to determine the student's level of English language proficiency by administering the NYS Identification Test for ELLs (NYSITELL). Future assessments of the student's English language proficiency are conducted in the spring using the NYS English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is the only

assessment used to determine ELA proficiency and exit from ELL status. The parents of any student who is entitled to a bilingual program will be informed in writing of their right to have the student placed in a bilingual program. If the parent chooses to have the student remain at Capital Prep Bronx Boys, parents will receive an explanation as to how ELL services will be provided at the school. The student will be provided a special language instructional program that is designed to teach English, as well as the general curriculum as outlined in the ESL standards.

The approaches, resource and personnel begin within Capital Prep Bronx Boys inclusive classrooms, and utilizing the approaches to co-teaching. Implementing a research-based ELL program model. Research of English as a Second Language (ESL) programs indicates successful performance on English examinations is based upon the development of both oral (social language) proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include sheltered instruction (Cummins, 1999). The goal of the Capital Prep Bronx Boys program is to develop English language and academic skills among ELL students. Content instruction is provided in English with instructional methods to make content comprehensible.

Capital Prep Bronx Boys believes that diversity is foundation to an enriched learning environment. It recognizes that the climate, culture and environment also play a vital role in the success of ELL students. It is our intention to provide language rich environments with appropriate visual and tactical supports for ELL students. ELL student will engage in real world applications with connections to their experiences and cultural in social and academic contexts. The ELL population will receive authentic learning opportunities to build on their knowledge. Four best practices here are intended to help teachers work with the ELLs successfully and to increase the effectiveness in classroom instruction. These four practices are: Increasing comprehensible input, Encouraging social collaboration, relating learning to the real world and providing supportive learning environments⁷.

The collaboration between general education and English Language Learner (ELL) teachers is critical to student success. The collaboration between the ELL teacher, general educators and interventions will have a strong role in implementation of ELL programming. Educators need to be thoughtful in planning lessons and view instruction as an interactive tool to reduce constraints, optimize opportunities, and maximize positive influences. Technology offers opportunities for teachers to accomplish the educational goals.⁸ Capital Prep Bronx Boys will hire an appropriately certified ELL staff who will have oversight responsibilities to ensure compliance with the school's ELL program. The ELL teacher will collaborate with general education teachers to provide appropriate supports in alignment with the common core learning standards and the curriculum. Teachers will utilize special instructional strategies sometimes referred to nationally as Sheltered English Techniques (SET) or Specially Designed Academic Instruction in English (SDAIE) for delivering content for ELLs in English. At Capital Prep Bronx Boys, ELLs will receive instruction from their classroom teachers and, as needed, discrete ESL instruction from the highly qualified ELL Teacher on staff. Capital Prep Bronx Boys will use the ESL standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* as a guide to ensure that ELLs meet the same standards

⁷ Li, 2013

⁸ Li, 2013

as the general student population. Professional development for teachers and administrators in instruction methodology appropriate for ELLs (particularly in the use of SDAIE and SET) will ensure that the materials and facilities available to ELLs are equal to those of the general population. Additionally, ELLs will not be assigned to special education solely because of their lack of English proficiency.

Capital Prep Schools will provide professional development to Capital Prep Bronx Boys teachers who are directly involved with ELL students. This training will become a standard part of the Capital Prep Bronx Boys annual professional development plan. The staff development program will enhance staff appreciation for ELLs native languages and cultures, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs

The evaluation of program efficacy will be continuous. This will include the monitoring of students' progress, the regular evaluation of teachers and implementation of materials and strategies. Capital Prep Bronx Boys will provide a process for continued program assessment. ELLs' academic programs and services will be assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. Capital Prep Bronx Boys will use this information to determine student academic progress, as well as the level of English language acquisition. This information will also be used to modify program services to ELLs, where necessary, determine if exit criteria has been met, and to report outcomes.

Communication with families is a priority for the school and the school will utilize all necessary means to insure necessary materials are available to parents whose English proficiency is limited. We will collaborate with translators or agencies that provide such services to insure parents receive notices and other information from the School in their native language and to encourage participation in the School. Semi-annually, the academic dean or his/her designee will conduct a comprehensive review of ELL participation in extracurricular activities to identify any impediment to their full participation. The results of this review, along with recommendations for improvement, if necessary, will be presented to the Academic Committee of the Board of Trustees.

Capital Prep Bronx Boys ensures that ELLs will not be excluded from curricular activities based on an inability to speak and understand the language of instruction. Opportunities for participation will be provided as necessary in the family's native language and students will be actively encouraged to participate in such activities.

d. Gifted and Advanced Students

Capital Prep Bronx Boys strives to provide Gifted & Talented (G&T) programs aim to deliver accelerated, rigorous, and specialized instruction for identified students. Students will be nominated by staff or be identified based on extraordinary academic achievement. Once students are identified they will then be evaluated to determine identification under the areas of gifted and talented. Identification process will be through our Student Assistance Team (SAT), the team will consist of the parent, advisor, administrator and other Illuminators. Specialized instruction will be outlined at this meeting and reviewed yearly at an SAT meeting.

In accordance with the NYC Department of Education, Capital Prep Bronx Boys will use the Naglieri Nonverbal Ability Test (NNAT) and the verbal component of the Otis Lennon School Ability Test (OLSAT). The NNAT measures students' abilities including reasoning and problem solving skills using nonverbal test items while the verbal component of the OLSAT measures verbal reasoning

and comprehension. Once identified, classroom teachers will offer accelerated students challenges through differentiated instruction, independent research projects and extended learning that will often go beyond the unit of study for the general education students.

Capital Prep Bronx Boys will collaborate with various universities such as but not limited to John Hopkins to provide appropriate services. The John Hopkins Center for Talented Youth is a multi-tiered program. Students take an assessment that helps discover student's abilities and talents. The Center's Online Programs expand opportunities for academically gifted students by bringing CTY's challenging distance education courses to the school setting. This collaboration allows gifted students to take advanced courses in subjects such as math, science, writing, grammar, critical reading, Chinese, Arabic, and Spanish languages, and computer science. The cost of the online programs is based on how many courses students will take. Capital Prep Bronx Boys will benefit from participating in these courses and have choice of courses depending on their talent. In addition, Capital Prep Bronx Boys will leverage its relationship with Monroe College and offer gifted and talented students the opportunity to take college courses in those subject areas in which they excel.

9. School Culture and Discipline

Capital Preparatory Schools thrive in the establishment of school culture and discipline. In each of the schools, the model has quickly been able to bring students from various communities and ages together to form a family. The deliberate approach pays special attention to details, sets high expectations and is designed to foster the expression of love.

The warmth of the Capital Preparatory Schools increases daily attendance and persistence. In Hartford, Capital Prep Magnet School has a 201-day school year for pre-kindergarten 3 year olds to 12th grade and had an average daily attendance of 99% in 2014-15. That same year Hartford graduated 97% of the senior class and send 100% of them to four-year colleges. The Capital Prep Harbor School in Bridgeport school, which opened in August of 2015, has an average daily attendance of over 90%. Both schools opened by accepting students in all seven grades, 6-12. Both schools are in high truancy Title 1 districts, Hartford and Bridgeport, respectively. All of the children benefitted from being enrolled in a school culture where discipline is a value, not a form of punishment.

There is a difference between an environment that punishes and one that disciplines. The Capital Prep model teaches students that value of being disciplined. It starts with our uniform. Students learn that their uniform, much like that of any team, is a representation of the high expectations of Capital Prep students. They learn that 100% of the graduates who have worn the uniform had an impact on their community through their work in social justice and then were accepted to a four-year college. Wearing the Capital Prep uniform is treated like a privilege, not punishment. The result is that after less than five months of operation in Bridgeport, over 98% of the 250, 6th through 12th students are in full uniform which includes, black leather shoes, black socks, khaki pants with the crest, black leather belt, oxford shirt with the crest, vest with crest, tie and white undershirt. Of those deemed out of uniform, the most likely infraction is not wearing a belt or the wrong colored socks or undershirt. To achieve this level of buy-in, the Capital Prep faculty and staff are aligned in the belief that students will be held accountable for excellence. This translates to the families who support the uniform process and students who implement it.

It starts with love

Capital Prep Bronx Boys educational approach and teaching methods builds on the lessons learned and the rich traditions of over a decade of successfully preparing students for college. The Capital Prep model operationalizes love. Capital Prep Bronx Boys will hire, retain and promoted staff based upon what the organization has found to be evidence of love for children.

The strength of the Capital Prep model is its ability to attract, retain and promote individuals who willingly commit to the students. These individuals are identified through the application and interview process by the following characteristics and/or skills:

- They coach, tutor, advise or mentor students during college and/or in the previous positions
- They participate in clubs or out of school activities
- They support causes or groups that work with children
- The lead religious or community groups who perform community services
- They raise money or volunteer to work with historically disadvantaged individuals or groups
- They freely commit of themselves and their time to the students whenever needed

Hiring individuals who possess some or all of these characteristics and /or skills ensures that children will be surrounded by people who love them enough to see who they can be not just who they are.

The 3 R's at Capital Preparatory Schools

Relationships

Convincing students to go to school year round and to wear uniforms requires the staff to feel like a family who cares for them as opposed to another adult 'telling' students what to do. Capital Prep Bronx Boys will develop relationships with its students through Capital Prep's "high touch" model. Students will develop the meaningful relationships that foster the establishment of and buy-in to the school's culture through the following strategies:

The Advisory System. This is the process through which the school regularly communicates with parents and students.

The Student Assistance Team, SAT, that is led by the Dean of Students and supported by colleagues and resources ranging from social work to speech and language. The purpose of SAT is to identify struggling or at-risk students and arrange a network of resources for them.

The mandatory two-sport requirement in the Sports Education Model is a strategy used to expose students from historically disadvantaged populations, who are typically at higher risk of obesity, to life long fitness. It also helps students form bonds with teammates and coaches.

Research supports this approach, demonstrating that the quality of relationships between staff and students and between staff and families most strongly defines safe schools¹. Establishing positive, supportive, caring relationships, and creating a loving, nurturing learning environment for students and staff, are foundational elements of the Capital Prep model.

Rigor

In addition to a positive school culture, the educational approach is based on a curriculum that promotes social, emotional and civic competencies along with content-area competencies. Moreover, school-wide efforts to maintain a strong, positive school climate emphasize students' unique strengths and use diverse approaches to support students' academic and non-academic abilities.

These approaches have all been identified as important strategies to creating a safe, positive and secure school environment. For example, Capital Prep Bronx Boys features a daily advisory program designed to provide a small-group, nurturing forum for addressing both the academic and affective needs of the students. Each teacher is assigned a small group of children students with whom they meet daily and stay with from 6th grade through high school graduation. The advisory groups range in size from 12-15. The main purpose of the advisory program at Capital Prep Bronx Boys is to foster personalization, strengthening the relationship between each student and his/her learning environment.

A Culture of High Expectations Leads to College Going Mindset

¹ Steinberg, M.P., Allensworth, E., & Johnson, D.W. (2011). *Student and teacher safety in Chicago Public Schools: The roles of community context and school social organization*. Consortium on Chicago School Research at the University of Chicago Urban Education Institute.

The Capital Preparatory Schools culture is one in which staff expect each and every student will go to college. This expectation is discussed from the first day students arrive at the school. Where before attending Capital Prep Bronx Boys, they might have been told they can go to college, at Capital Prep Bronx Boys they are told “you will go to college.” This shift in student’s mindset regarding college is an integral part of the school’s mission. In order to support the goal of 100% college acceptance for all graduating Capital Prep Bronx Boys seniors, the school has an extensive college readiness program that includes the development of an Individualized College Interest Plan through which students explore their interests as well as areas where they want to attend college.

The school’s college counselor, with the support of each student’s advisor, assist students as they prepare applications, interview and select schools to which Capital Prep Bronx Boys school leaders believe they should apply. As part of this process, the school facilitates pre-application interviews and college visits, whenever possible. Additionally parent workshops are held to assist them with the application and financial aid process.

Guided by the extensive knowledge of colleges and Capital Prep Bronx Boys students, the school leadership support the selection of eight colleges for which the school will provide application fee waivers. The school then submits the student’s completed applications to the colleges on the student’s behalf and often will make direct contact with the recipient college to act as an advocate for the student in order to improve the likelihood of acceptance. Once the student is accepted, the school often communicates with the college or university to negotiate the best financial aid package for the student.

The objective of this hands-on, individualized application process is to ensure that each student attends a college that best meets the student’s geographic, academic and personal needs. Utilizing this approach at Capital Prep has had results in which 85% of students that chose to attend college remain in college three (3) years after matriculation. In addition to providing support in the college application process, Capital Prep Bronx Boys will provide SAT preparation and test fee waivers, as well as financial aid workshops. In the past, Capital Prep Schools has raised over \$500,000 in scholarships to support the students once accepted to college and will continue to pursue similar fundraising efforts for the students at Capital Prep Bronx Boys.

Relevance

Students learn the value of that which they are receiving from Capital Prep Bronx Boys through the act of giving their talents to their community. The pursuit of social justice teaches children the value of using that which they have learned to support other students, families and causes. Social justice is embedded in their experience and through multiple capstone projects, essential to academic achievement. Learning how to come together to support others is yet another method used to foster a compelling family culture.

Feeling safe

Capital Prep Bronx Boys will also adopt a Safe School Climate Plan, the **Culture of Respect and Empathy**, otherwise referred to as the CORE plan. Capital Prep Bronx Boys is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. The CORE plan represents a comprehensive approach to addressing bullying and cyber bullying and sets forth the school’s goals for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying. In conjunction with the CORE Plan, Capital Prep Bronx Boys will institute School-Wide Positive Behavior Intervention and Support (PBIS) programs that seeks to reduce bullying or prevent it

altogether. A school's culture may be the single most important factor in preventing, limiting, and/or dealing with bullying and cyberbullying incidents.²

Collaboration through communication with home

Capital Prep Bronx Boys recognizes the correlation of parental engagement and student success therefore works to foster this relationship. According to a handout prepared by the National Parent Teacher Association (PTA), when parents are involved, regardless of income or background, children are more likely to earn higher grades and test scores, enroll in higher-level programs, attend school regularly, have better social skills, show improved behavior, graduate, and go on to postsecondary education³. Capital Prep Bronx Boys school culture is developed through deliberate opportunities for faculty, families and children to collaborate in order to create a nurturing environment. The parent teacher organization (PTO), extracurricular booster clubs, student government, student clubs, weekly all school meetings, promotion ceremonies, and awards all help to enhance each child's school experience. Clear lines of communication between family and school foster trust through transparency. For example, expectations regarding staff and student conduct are clearly communicated, widely disseminated and posted throughout classrooms and common spaces in the school. In addition, these expectations are consistently reinforced and easily accessible through the school's website. The school has required uniforms, which research has shown leads to fewer distractions and increased self-esteem⁴. The dress code policy is in effect every school day, Monday through Friday. Families are given time to purchase uniforms before the school year begins. For parents who cannot afford uniforms Capital Prep will make every attempt to support those families with payment plan options and providing donated uniforms on an as needed basis.

In addition, Capital Prep Bronx Boys educational philosophy holds that parent engagement is critical to insuring the school's connection with the whole child, which enhances the school's ability to support each student's specific needs. Parent satisfaction with the learning environment of the school is measured by administering the NYCDOE's School Survey each spring which provides feedback from parents, students, and teachers in four categories: academic expectations, communication, engagement, and safety and respect. In addition, discipline data is analyzed to determine consistency across teachers and grades and identify topics for staff development. The school leadership will also meet regularly to analyze school-wide behavioral and disciplinary data and evaluate the school environment to ensure it is safe and conducive to learning.

Discipline versus punishment

The decision to operate a single gender school was made in large part to mitigate the impact of disproportionate disciplining of minority boys. Significant research and New York City data reflect the disproportionate practices of referring, suspending and expelling minority boys. Capital Prep Bronx Boys has been developed to ensure that students are provided a level playing field upon which they can be seen for what they are versus what they are not, for what they have versus what they lack and where they will be disciplined versus punished.

² Source: <http://www.p12.nysed.gov/dignityact/rgsection1.html>

³ Source: <http://inclusiveschools.org/impact-of-parents-on-student-success/#sthash.TL2Z3lmI.dpuf>Capital Prep

⁴ Wade, K.K. & Stafford, M.E. (2003). Public school uniforms: Effects on perceptions of gang presence, school climate, and student self-perceptions. *Education and Urban Society*, 35, 399-420.

When students are disciplined, they learn why what they did was an issue and what they can do to avoid returning to that same decision. This is achieved by:

Offering creative discipline options such as reflective essay, restorative justice practices, peer mentoring along with traditional strategies such as lunch, morning, after school and Saturday detentions. In both cases students are reminded of what they can do to improve as opposed to what they have done wrong;

Communicate with families when issues are small so as to lay the foundation for the level of collaboration necessary to support student growth;

Finally, track student referral, detention and suspension data by student and staff. It is not enough to count the number days a kid is suspended. Capital Prep Bronx Boys understands that issue may also exist within the staff. Professionals who are identified to have high incidences of office referrals will be monitored to ensure that the root of the referrals is unearthed.

Capital Prep Bronx Boys will follow appropriate discipline measures for students with IEPs/Section 504 Plans in accordance with each student's plans, and state and federal mandates. Capital Prep Bronx Boys will have a the Discipline Code, a draft of which is contained in response, R9b-Discipline Policy, that address proper student behavior, maintenance of order, and a code of conduct. During pre-opening professional development, staff will review the Code and be trained in its implementation. Parents and students will be informed of these policies during orientation to ensure clear expectations for conduct.

9. School Culture and Discipline

b. Discipline Policy

To ensure that an environment is created where teaching and learning can thrive, Capital Prep Bronx Boys has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a statement of student rights and responsibilities.

School staff will ensure that parents and students are well informed of these policies before enrollment, at the time that students' sign up for entry into the charter school, and as changes are made throughout the school year. As such, students will not be surprised about what type of behavior is expected from them, and parents will be reassured about the type of classroom environment that will be maintained in Capital Prep Bronx Boys.

It is critical that faculty and staff have a full understanding of the school's discipline policy, are clear on recognizing situations in which students' behavior is in proper accordance with the policy and when the policy has been violated, and are versed in the various procedures and policies surrounding varying degrees of infractions of the policy. All staff will be provided with professional development on school discipline issues, in particular implementing the discipline policy as well as implementing overall consistent and effective behavior management and discipline strategies in the classroom and in the greater school community. Staff will be provided with training in this area as close to the start of the school year as possible or shortly upon their engagement with the school, if they are hired during the school year. Follow-up training throughout the year will be provided if deemed necessary.

This policy sets forth the Capital Prep Bronx Boy policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include, but are not limited to, suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

Capital Prep Schools' Discipline Policy

1. After School Conduct

Any student or group of students remaining in school after the official closing shall be subject to the same general rules of conduct as maintained during regular school hours. Students must have a specific purpose for remaining in the facility, and be under the supervision of a teacher. Students will not be allowed to loiter in the corridors. Violators will be subject to disciplinary action in accordance with the school's code of conduct.

2. Cheating

Students are expected to conduct themselves honest and integrity when completing assignments in class or at home. They are expected to produce work that is authentically theirs therefore all forms of cheating and plagiarism are expressly prohibited. Behavior that is unacceptable includes, but not limited to:

- a. Copying another student's work/homework;
- b. Working with others on projects that are meant to be done individually;
- c. Looking at or copying another student's test or quiz answers;
- d. Allowing another student to look at or copy answers from your test or quiz;
- e. Using any other method to get/give test or quiz answers;
- f. Copying information from a source without proper attribution; and
- g. From other students, publications or the Internet.

Consequences of cheating and/or plagiarism shall be considered academic in nature and will be handled by the classroom teacher unless repeated incidences require disciplinary action. Violators of this policy will be subject to discipline on an individual basis depending on (1) the seriousness of the violation, (2) prior violations and (3) any other related factors.

CPS considers repeated occurrences of cheating to be a violation of student ethics and may result in a withdrawal from CPS schools at any time during the academic year.

3. Conduct

Capital Prep Schools and the Capital Prep Bronx Boys is committed to maintaining high standards of education, order and discipline as keys to effectively educating students. CPS is committed to creating and maintaining high behavioral standards and expectations. The expectation is that the educational environment requires that everyone in the school community play a role in contributing to an effective environment. It also requires the development and implementation of a code of discipline that clearly defines individual responsibilities, describes unacceptable behavior, and provides for appropriate disciplinary options and responses.

Student Responsibilities

Students attend school so that they may develop to their fullest potential. With this in mind, each student is expected:

- to accept responsibility for his/her actions;
- to respect the rights of others, including his/her right to secure an education in an environment that is orderly and disciplined;
- to attend school on a regular and punctual basis;
- to complete class assignments and other school responsibilities by established deadlines;
- to show evidence of appropriate progress toward meeting course and/or diploma requirements;
- to respect school property, e.g. lockers, and help to keep it free from damage;
- to obey school regulations and rules made by school authorities and by the student governing body;
- to recognize that teachers assume the role of a surrogate parent in matters of behavior and discipline when at school, as well as during any school-sponsored activities;

- to contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all;
- to become familiar with this code and seek interpretation of parts not understood;
- to actively discourage inappropriate behavior of other students and report the incidents to the administration;
- to use their own idea, works, creations and knowledge in completing examinations, projects and reports

Students are expected to observe high standards of conduct. Disruptive or inappropriate behavior is unacceptable at all times. This refers to but is not limited to, (1) Abusive language and/or indecent gestures directed at staff, students or visitors on school grounds or at school functions , (2) Abusive and/or indecent language and/or gestures directed at school employees or students on school grounds or at school functions which provoke a fight (3) Carelessness in failing to follow school rules and staff directions, (4) Inappropriate public displays of affection or any acts that impede the learning environment.

Students are responsible for conducting themselves in keeping with their level of maturity, acting with due regard for others. The rights and welfare of other students must be recognized and respected at all time. Students shall be considered representatives of Capital Preparatory Schools whether on or off campus before, during and after school hours.

CPS has authority over students during the regular school day and while going to and from school on district transportation. The jurisdiction includes any school related activity, regardless of time or location, and any off campus school related misconduct, regardless of time or location.

4. Discipline Procedures

Some incidents of misconduct may require removal from the classroom or suspension from school, effort will be made to deal with misconduct without removal from the classroom or suspension from school. This is in keeping with the CPS goal of avoiding consequences that interrupt or interfere with learning. However, no child will be allowed to continue disrupting the instruction of the class or interfering with the safety of the school, its staff, students and visitors.

5. Office Referral

Students sent out of a class by a teacher must report to the office. Student may be returned to class once they have spoken with an administrator. Teachers shall have the authority to remove a student from their classrooms whenever the student substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. "Substantially disruptive" shall mean that the course of instruction has to be discontinued more than momentarily such that it breaks the continuity of the lesson, to address the disruptive conduct of the student. "Substantially interferes" with the teacher's authority over the classroom shall mean that the student has been insubordinate to the teacher in the presence of the class and has failed to obey the teacher's directives to cease and desist (e.g., at least two directives). In light of circumstances that warrant suspension, a Principal's suspension for substantially disruptive behavior may be implemented in addition to or in lieu of removal of the student from the classroom by the teacher. In addition to the statutory grounds for suspension from school for conduct or health condition, students shall also be subject to suspension based upon a violation of the specific disciplinary infractions listed below.

6. Detention

Teacher Detention: Teacher may assign detention as a corrective procedure. Students are required to provide their own transportation to and from school for detention. If teacher detentions do not serve to correct student's behavior, the student may be referred to the office.

Office Detention: Students are assigned to this detention by an administrator.

Students shall report promptly to detention in complete uniform prepared to complete a required task. If no task is assigned during detention students should to complete any homework or missing assignments, prepare or review for tests and/or quizzes or to study. No talking, socializing or sleeping will be allowed.

Detention is held before school in a detention room to be determined the day prior to the serving of the detention. Students who refuse or fail to report to office detention will have their detention doubled. Students who then refuse or fail to report to office detention will be assigned additional consequences.

Students may be withdrawn from CPS schools mid-school year due to repeated failures to attend assigned detentions.

Capital Prep Schools' Disciplinary Code

In general, Capital Preparatory School students are well behaved and exhibit proper school behavior. In the unfortunate case that a student chooses to misbehave, a teacher assigns a consequence and contacts the parent or guardian. In the event that the student repeats the violation, the administrator may assign a more serious consequence. In extreme cases of more serious misbehavior (fighting, theft, etc.), the student is immediately sent to the designated administrator.

Any act by a student that is disruptive to the educational environment, whether listed below or not, may result in discipline. Moreover, the particular form of discipline may vary for each student and each incident, based upon all relevant circumstances. In addition, an administrator may assign a Saturday detention in lieu of an In-School or Out-of-School Suspension.

Police notification – action will be taken at the discretion of the Administration. Note that suspected criminal activity may be referred to the police department. Such referral is separate and distinct from discipline that may be imposed in the school setting. However, for the information of students, "police referral" is listed next to those actions which may be criminal in nature and which are thus likely to result in referral to the police department.

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

7. Drugs and Alcohol

Bringing controlled drugs or alcohol to school activities, into school buildings or onto school grounds is prohibited. Possession of controlled drugs or alcohol on persons, in lockers, desks,

vehicles, or any place in school buildings or school grounds is prohibited. Distribution, sale, or use of drugs or alcohol at school activities, in school buildings and ground is prohibited.

The following procedures shall apply for any violation of this regulation:

- a. The student shall be suspended for a period of ten (10) school days.
- b. Parents or Guardians will be referred to a licensed substance abuse counselor or agency.
- c. The Student and Parent or Guardian will be asked to meet with the Principal or his/her designee to review any assessment and/or recommendations resulting from step 2 above.
- d. The principal or his/her designee shall inform the board of the suspension. The board will review the case and may recommend to the Board of Education the expulsion of said student. The local police department will be notified.

8 Exclusion, Suspension, Expulsion

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

9. Gambling

Possession or uses of playing cards, dice, and/or any other games of chance are not permitted.

10. Out of School Misconduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive of the educational process and is a violation of a publicized school policy, even if such conduct occurs off-school property and during non-school time.

Examples of off-school conduct that may result in such discipline include but are not limited to:

- a. Sale, possession, use, or distribution of dangerous weapons, including marital arts weapons;
- b. Use, possession, or distribution of illegal drugs;
- c. Violent conduct;

- d. Making a bomb threat;
- e. Threatening to harm or kill another student or member of the staff; where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

11. Procedure Governing Expulsion (AR5114)

In keeping with the intent of the Federal Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for bringing a “weapon” to school. For the purposes of this paragraph, a “weapon” is defined to mean (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon [other than a shotgun or shotgun shell particularly suited for sporting purposes] that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½” in diameter). The Board may modify the period of expulsion on a case-by-case basis. The right to due process, as outlined in the NYC Citywide Standards of Intervention and Discipline Measures¹, shall be provided prior to the effectuation of any expulsion unless an emergency exists. If an emergency situation does exist, such a hearing shall be held as soon after the expulsion as possible.

12. Smoking

Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law. All staff members in each school, under the direction of the Principal, shall be responsible for enforcing the non-smoking regulation.

13. Vandalism

A student shall not intentionally cause or attempt to cause damage to public and/or private property (including writing or defacing lockers in any way) either on school grounds, during a school function, or at an event off school grounds. Intentionally causing or attempting to cause substantial damage of valuable public and/or private property or repeated damage of small result in a one (1) to ten (10) day suspension and repair/replacement of the item(s) vandalized.

14. Weapons and Instruments (Dangerous)

No guns, knives or any other objects, including martial arts weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution as well as appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school-activity will be expelled from school.

¹ <http://schools.nyc.gov/NR/rdonlyres/188AF3E2-F12B-4754-8471-F2EFB344AE2B/0/DiscCodebooklet2013final.pdf>

9. Culture and Discipline

c. Special Education Discipline Policy

Capital Preparatory Schools and Capital Prep Bronx Boys will follow appropriate discipline measures for students with IEP's/504 needs in accordance with their plans and state and federal mandates.

If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The School will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to: (i) convene a CSE meeting within 10 school days to make a manifestation determination; (ii) convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan; (iii) provide the student's parent with a copy of their procedural due process rights; and (iv) work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the Free Appropriate Public Education (FAPE) requirements.

The Manifestation Determination IEP Team, which includes the parent, a psychologist or social worker, special education/general education teacher, administrator and a representative from the CSD, may determine that the student's behavior was not a manifestation of the disability. Upon review of, but not limited to, the students evaluations, IEP, placement, classroom/observations, behavior plans and any additional pertinent documentation the team determines if there is a correlation between the students disability and the behavior. If the team determines that the student's actions were in fact a manifestation of his or her disability, then the child's IEP must be reviewed to determine whether a change of placement or program is necessary and the student cannot be suspended. Through the IEP process, a change in placement may be made, but the student's IEP services and FAPE cannot be withheld. If the infraction is found not to be a manifestation of the child's disability, then the school is free to pursue normal disciplinary measures. Any student with a disability, who is excluded from school, whether or not the reason for exclusion is related to the student's disability, must continue to be provided with FAPE.

Capital Preparatory Schools and Capital Prep Bronx Boys are committed to the success of all children. The use of suspension and expulsion is always a last resort. In the event that suspension occurs our academic advisors will insure students have work and will remain in contact with the family until the suspension is complete. If a child is expelled from school the academic advisor and administration will work with the local education agency (LEA) to insure the student is appropriately programmed for.

Capital Preparatory Schools is also invested in exploring alternatives to outside suspension. Viewed as behavioral interventions, out-of-school suspension and expulsion appear to lack treatment integrity, to show consistent evidence of racial and socio-economic disparities and, and to be associated with negative outcomes in terms of school climate, student behavior, student achievement, and school dropout¹. As the organization grows and gains additional resources, we would be interested in developing an "outside suspension program" for our students. A best practices situation allows for the availability of an interim off-site alternative placement location to which a student can be referred immediately. This option also reduces the possibility that the student will be sent home to an unsupervised environment where additional problems may occur². This program would be for students who may be suspended for duration within 4 to 10 day span. The center would have a staff member to assist with schoolwork and completion so the student does not loose academic time with additional supports for social behavioral teaching and

¹ Source: Skiba & Raush,2006

² Source: TeachSafeSchools.org, August 12, 2012

counseling. It will also have a parent liaison to assist with community connections and resources as needed. We will explore but not be limited to the possibility of collaboration with the community and its resources in this endeavor.

9. School Culture and Discipline

d. Dress Code Policy

All students are required to wear school designated attire. Only articles of clothing that are part of the school uniform can be worn. The uniform ensemble must be worn from entrance to and exit from school building on school days, during school hours from Monday through Friday.

All pieces of uniform must be clean and in good repair. Students may not be allowed to enter school building if out of uniform.

Unadorned hair ties may be worn, but must be singular in nature and be no wider than half an inch. The only acceptable colors worn will be white, black or navy blue. All metal hair controlling devices must be unadorned and metallic in color.

Boys Dress Code Policy

Boys will all wear khaki dress pants with school crest, white shirts with school crest, black dress shoes, black belt, dress socks, ties, and blazers or a vest that are sold by the approved Capital Prep Bronx Boys vendor. See Exhibit 9d.1 below for the school crest.

White shirt: All shirts will have the schools crest emblazoned on the left chest and will be worn buttoned from bottom to top button, tucked in neatly. Both collar buttons must be buttoned, fastening collar over tie. No long sleeved, colored garments should be worn under the shirts. All undershirts should be plain white t-shirts without writing on them.

Khaki pants: All khaki pants will have the school's crest emblazoned near the front pocket. Pants must be worn waist high, with black belt. Belts with name-tag or oversized buckles are not allowed. No cargo pants will be allowed to be worn.

Ties: All ties will be in the school colors and worn tight to top of collar and comfortably beneath the shirt collar. The tied knot must be at the base of the student's throat.

Dress socks: All socks must be at least calf length, and must be monotone. They may only be navy blue, white or black in color.

Blazers (high school), sweaters/vests (middle school) must be emblazoned with the school's crest and be worn at all times while in the hallways and areas visible outside of the classroom environment, including during field trips. Nothing may be worn under a blazer except for the white shirt and undershirt. All blazers and sweaters/vests are required to be in wearable (no holes or rips) condition and to have all the buttons secured.

Accessories: Students may only wear silver or metal knob earrings no larger than a pencil eraser, watches on their wrists, and prescription glasses as an accessory to their uniform. Any item in violation of the dress code will be confiscated and returned to parents in person.

Backpacks and/or book bags are permitted to be carried between classes, but should not pose an obstruction to safe passage in the classroom or in the corridors.

Students wishing to wear clothing or jewelry observing their religion must submit a written request from their parent/guardian to the school principal.

Administration must be notified of any exception to the uniform rule due to medical reasons. This notification must be accompanied by a note describing the modification and reasoning by a medical professional.

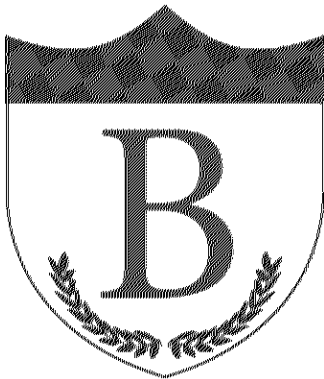
Consequence for not wearing the appropriate uniform during the school day will be as follows:

- 1st offense: Warning
- 2nd offense: Meeting with principal; detention
- 3rd offense: Meeting with Principal and AM Detention
- 4th offense: Meeting with Principal, AM Detention, sent home for the day, and meeting with parents to discuss student's return to school.

Each subsequent offense will result in a one-day out of school suspension.

As consistent with Capital Prep Bronx Boy's discipline policy, students who have repeated violations of this Dress Code Policy will be subject to further disciplinary action.

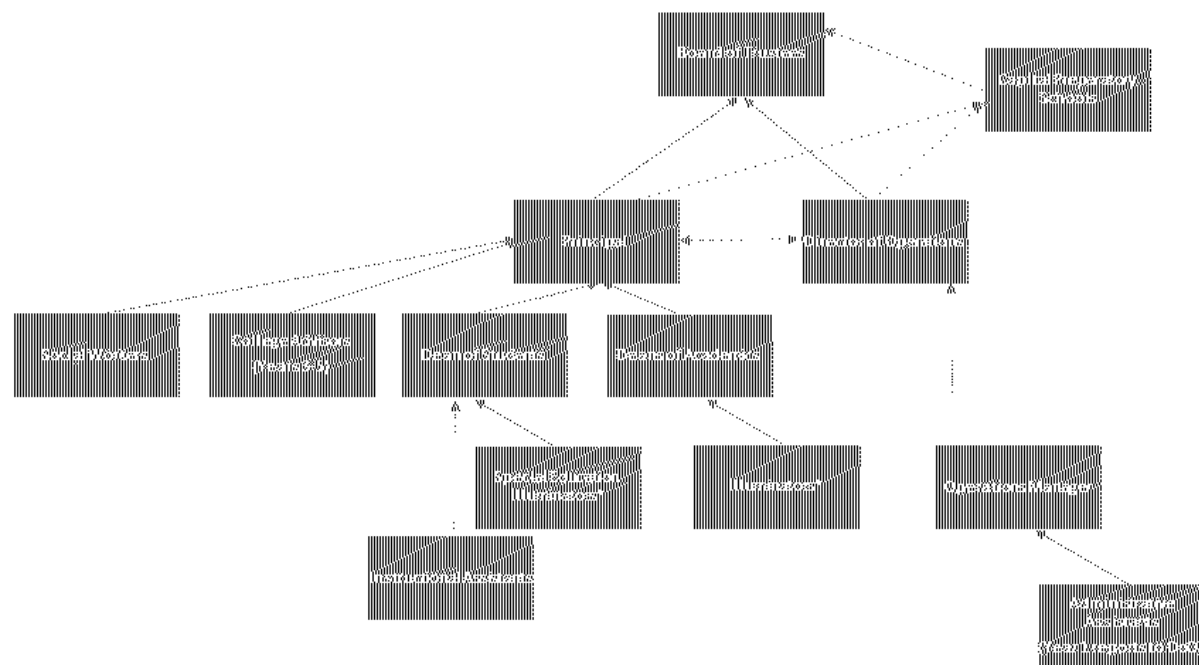
Exhibit 9d.1: Capital Prep Bronx Boys crest



10. School Management and Leadership

a. Organizational Chart

Exhibit 10.1: Year 1 & Year 5 – Capital Prep Bronx Boys Organizational Chart



*Please note: In Year 1, all illuminators (teachers) will report directly to the principal with supervisory input from dean of students and dean of academics.

b. School Leadership and Management Structure

The Year 1 and Year 5 organizational chart illustrated above in Exhibits 10.1 and 10.2 establish clear reporting lines and accountability. It also ensures that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program. The roles and responsibilities of the board of trustees are described in the R13 Governance section. The school will incorporate a co-leader model in which the principal and director of operations will both lead their respective aisles of school management. The principal and director of operations report directly to the board of trustees and also are supported daily by Capital Preparatory Schools. The principal is responsible for the day-to-day management of the school's academic programs and the director of operations is responsible for the day-to-day management of the school's fiscal and business operations.

In Year 1, the principal, academic dean, dean of students, social worker, and director of operations will make up the school-based leadership team. This team, with the support of Capital Preparatory Schools, will be responsible for implementing the educational and fiscal programs in accordance with the Capital Prep model adopted by the board of trustees and the school's charter. The social worker and academic dean will report directly to the school principal. The principal and academic dean will work together to coach, observe and evaluate the entire teaching staff. The instructional assistant will report to academic dean and he/she will be responsible for the instructional

assistant's evaluations. On the operations side, the operations manager and administrative assistant will report directly to the director of operations.

In Year 5, the leadership team grows to include the principal, director of operations, academic deans, the dean of students, social workers, and guidance counselors. The principal and director of operations will both continue to report to the board of trustees with daily support from Capital Preparatory Schools. In this year, academic deans will report directly to the principal and teachers and instructional assistants will be divided into cohorts who will report to an academic dean. The dean of students, guidance counselors and social workers will report to the principal. The operations manager will report to the director of operations and will manage the administrative assistants.

The principal, with input from the school-based leadership team, has overall responsibility for setting the school's priorities in alignment with the Capital Prep model and the board of trustees' goals and objectives. At all times, discussions around needs will be supported by student data and other data including fiscal and operational data from quantitative and qualitative measurement tools. Recommendations will be made to the principal by the school-based leadership team to increase performance outcomes in each of their areas of purview. It is the principal's responsibility to work with the director of operations to evaluate these recommendations, prioritize them against constraints such as budgetary limits and human resource capabilities, and make key organizational decisions that support his or her prioritization, including those around recruitment, evaluation, retention, and professional development. The principal and director of operations will work together to determine what organizational changes are necessary to implement recommendations (including, how they impact current and future annual budgets). The director of operations is the school's operational leader, setting the business expectations and ensuring smooth day-to-day operations of the school.

In the Capital Prep model the principal is the school's academic leader, setting the academic and cultural expectations. To support the principal and to ensure fidelity to the model, the board of trustees will contract with and delegate the bulk of the principal and director of operation's day-to-day support and guidance to Capital Preparatory Schools, including each leader's formal annual evaluation. Capital Preparatory Schools will conduct the annual evaluation of the school leaders. The chief academic officer from Capital Preparatory Schools will conduct the principal evaluation and the chief operating officer from Capital Preparatory Schools will conduct the director of operations evaluation. An evaluation rubric will be used that measures both the school leader's performance as well as professional goals. School leaders will have an opportunity to write a self-evaluation which will be compared to the supervisor's evaluation and discussed in the annual meeting. The annual evaluation of the principal and director of operations will be presented to and approved by the board of trustees. The board of trustees will use the annual evaluation document as the basis for its decision to ask the principal and/or director of operations to return the following year.

Recruiting School Leaders

Capital Prep Bronx Boys will use the experience of Capital Prep Harlem and Capital Prep Harbor to identify and select school leaders. Currently, the Capital Preparatory Schools team is already in conversations with potential school leaders who may transition into the role of Principal at Capital Prep Bronx Boys. In addition, Capital Prep Bronx Boys will work with Capital Preparatory Schools to reach out throughout the large network of education organizations and individuals they have relationships with to find candidates who will lead the school. Capital Prep Bronx Boys will also

look at potential internal Capital Preparatory Schools candidates who have been targeted as employees ready to lead a school. In addition to internal candidates and networks, Capital Prep Bronx Boys will post job descriptions on prominent job posting websites to ensure a plethora of qualified candidates for the school to choose from.

Both the principal and director of operations positions require individuals with a high level of professionalism, commitment to the Capital Prep Bronx Boys mission and dedication to ensuring student success. For the school principal, Capital Prep Bronx Boys will look for candidates who have successful experience leading students and coaching teachers in an urban school. In addition, principal candidates must have a minimum of a graduate degree in education, social work, school counseling, or other related field. For the director of operations, Capital Prep Bronx Boys will search for candidates with experience in school operations as well as finance and human resources. In addition, director of operations candidates must have a minimum of an undergraduate degree, with a preference for graduate degree whenever possible. Both the principal and director of operations will report to the board of trustees directly, therefore experience working with a wide variety of stakeholders is also a requirement for these positions. For a complete list of principal and director of operations qualifications, please see the R11-Personnel section of this application.

Capital Prep Bronx Boys, with the support of Capital Preparatory Schools, will have a rigorous recruiting process for both the principal and director of operations. In order to ensure these positions are filled with high quality candidates, Capital Prep Bronx Boys will offer competitive salaries and benefits. The process for interviewing school leaders will include the following:

- Phone interview with the chief operating officer (COO) of Capital Preparatory Schools
- In-person interview with COO and instructional leadership team, including Head of Schools, at Capital Preparatory Schools
- In-person interview with Board of Trustees of Capital Prep Bronx Boys
- Reference check
- Offer

the other will be a foreign language illuminator. In addition, Capital Prep Bronx Boys will hire a full time nurse in the first year of operations.

In year two, the leadership team will remain the same. Capital Prep Bronx Boys will add four additional core teachers for the 80 additional students in 8th grade creating a total of 12 core teachers. In addition, a special education teacher and two junior illuminators will be added in order to serve the needs of special education and academic intervention students. One additional specialist teacher will be added in year two in the area of social justice.

In year three, the student enrollment per grade increases from 80 students to 100. In this year, Capital Prep Bronx Boys will add a college liaison position to the academic team and an administrative assistant to support the operational team. The number of core teachers per middle school grade will increase to five per grade for a total of 15 core teachers in grades 6th through 8th. The newly added 9th grade class will have 4 core subject teachers in year three. Capital Prep Bronx Boys will also add two special education illuminators and one junior illuminator. There will be a total of five specialist illuminators in year three with the breakdown as follows: two social justice illuminators, two foreign language illuminators and an arts illuminator.

In year four, an additional dean of academics and college liaison will be added to the leadership team. In addition, a third administrative assistant/parent coordinator position has been added to provide administrative and operational support. Capital Prep Bronx Boys will hire an additional five core teachers in year four and will add three additional specialist illuminators in the areas of the arts, physical education/athletic director and social justice.

Capital Prep Bronx Boys will add a fourth academic dean in year 5 which will bring the total leadership team members to nine. This will continue to ensure the ratio of leadership to staff remains at the 15% mark. There will be a total of 29 core illuminators in year 5. In addition, one special education illuminators will be added in year five. The school will have a total of 10 specialist illuminators who will provide a variety of enrichment opportunities for our students such as social justice, foreign language, music, arts, and physical education.

b. Qualifications and Responsibilities

Principal

The principal will lead all Capital Prep Bronx Boys instructional team members to develop lifelong learners, leaders, and agents of social change. The principal will provide strategic and instructional leadership. The principal will play a significant role in continuing the established climate and further developing the current Capital Prep model, while maintaining accountability to the board of trustees and Capital Preparatory Schools. The principal serves as co-leader of the school along with the director of operations.

The principal leads, manages, and oversees all instructional functions of Capital Prep Bronx Boys, including, but not limited to:

- High levels of student achievement and learning through rigorous and engaging classes in a college preparatory environment, in adherence with the school's objectives and learner expectations, with a focus on social justice and global citizenship and access to a rich and high quality offering in athletics, arts, music, and theatre; student support system which

addresses the affective and academic needs of each student, in order to support the whole child;

High levels of staff achievement through a shared instructional vision that includes skillful instruction, high expectations for students, collaborative planning and inquiry, and the systematic use of data to guide learning and drive instruction, curriculum, and professional development; comprehensive staff support that provides regular and ongoing opportunities for professional learning, leadership and career development;

Positive school culture and community that exemplifies the school's values of, collaboration, problem-solving, researcher/information processor, empathy, communication, and pillar of knowledge that supports students' development into informed, global citizens who are inspired to discover and fulfill their social, academic, and civic responsibilities and work toward social justice in their communities;

Daily operations and school resources, including oversight of budget and compliance with all government regulatory requirements, hiring and evaluation, facilities, safe and orderly environment, health services, student recruitment and enrollment, systems management of student and staff data, shared services, external partnerships, and other administrative processes;

Community engagement, including recruiting families and staff, building public support, serving as an ambassador and advocate of the school's mission, and maintaining effective relationships with the Board, Bronx community, and all government entities and authorizers; and

Strategic management and development of the school, including creating organizational goals and objectives, overseeing annual review, and—in collaboration with Capital Preparatory Schools—envisioning ongoing strategies to maximize the effectiveness of the school model.

Skills and Qualifications

Bachelor's Degree (required); Master's Degree (required);

A minimum of five years of successful teaching experience (preferred);

A minimum of two years of successful administrative experience in a school setting (preferred);

Strong interpersonal and team-building skills; ability to manage instructional and non-instructional team members;

Demonstrated experience in the instruction of students with varied learning styles and levels of mastery; ability to evaluate instructional programs and teaching effectiveness and provide relevant professional development;

Strong knowledge of school finance and operations and ability to implement effective business systems

Demonstrated knowledge of New York Revised State Statutes and School Law;

Demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach;

Excellent written and oral communication and public relations skills;

Excellent organizational skills to manage multiple priorities and high level of responsibilities;

Entrepreneurial outlook and commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change.

Director of Operations

The director of operations serves as co-leader of the school along with the principal and is a key partner and advisor to the principal in developing and implementing the school's strategy, growth, and operations to fulfill the school's mission. The director of operations is responsible for all non-academic operations of the school, including the school's business operations, finances, and compliance with its charter and all laws and regulations. The director of operations is responsible for the school's budget, accounting, and financial reporting; enrollment and student records; human resources, payroll, and credential management; meals programs and receipts; physical plant; information technology; procurement; transportation and student services; regulatory compliance; and relationships with NYSED, NYC DOE and the charter authorizer. The director of operations, reporting to the school's board of trustees, supervises a team of non-academic staff at the school to fulfill its operational goals and will work closely with the chief operating officer at Capital Preparatory Schools.

The director of operations manages all operational functions of the school, including:

Finance

- o Manage school budget and direct budget planning, in partnership with principal;
- o Oversee school procurement process, vendor contracts, and financial transactions, including managing accounting process and maintaining detailed records;
- o Ensure adherence to all state, federal, local, and school fiscal policies and procedures; support annual audit process.

Operations

- o Manage all school operations, non-academic services, and purchases in order to carry out the Capital Prep mission, including:
 - School supplies and inventory
 - School food
 - Transportation
 - Technology and related support
 - School permits
 - School safety and health services
 - Facilities and maintenance;
- o Maintain student records and direct enrollment process;
- o Oversee planning for school events;
- o Manage updates to all staff and student handbooks and policies;
- o Ensure adherence to all state and local compliance and reporting requirements.

Human Resources

- o Oversee operations for hiring and onboarding processes;
- o Maintain employee records;
- o Support staff evaluation process;

Culture and Community Engagement

- o Maintain a positive and professional office atmosphere that reflects the Capital Prep mission;
- o Ensure excellent customer service;
- o Manage student recruitment process;
- o Build and maintain positive relationships with staff, students, and families;
- o Manage relationships with external partners.

Strategic Planning

- o In collaboration with principal, develop and maintain strategic plan for school;
- o Support principal in preparation for board meetings and other external events.

Skills and Qualifications

Bachelor's Degree (required); Master's Degree (preferred);
A minimum of three years in an administrative capacity (preferred);
Strong interpersonal and team-building skills; ability to develop relationships with multiple stakeholders;
Demonstrated experience in managing finance and operations for an office or school facility;
Ability to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization;
Strong knowledge of school finance and operations and ability to implement effective business systems;
Familiarity with New York Revised State Statutes and School Law;
Demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach;
Excellent written and oral communication and public relations skills;
Excellent organizational skills to manage multiple priorities and high level of responsibilities;
Detail-oriented, with the ability to think and act strategically;
Entrepreneurial outlook and commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change.

Dean of Academics

The dean of academics will report directly to the principal and serve as a member of the school's leadership team. The dean of academics, working with the principal, will provide strategic and instructional leadership and will oversee illuminators and lead students. The dean of academics will play a leadership role in continuing the established climate and further developing the current Capital Prep model.

Responsibilities

Work closely with principal and other dean of academics to establish a positive and loving culture
Work with the principal to design and implement professional development for both groups of teachers and the whole staff
Coordinate district, state and national assessments
Collaborate with the Instructional Leadership Team to ensure the constant growth and development of Capital Prep Bronx Boys towards its goals and mission
Lead the school's standards based assessment strategies and systems in order to support a data-driven culture where assessments are used to increase achievement and support all students
Continuously review student achievement data to monitor student and class progress towards proficiency goals and targets; use this data to address inconsistencies/trouble-spots as needed
Implement Capital Prep's rigorous, college preparatory curriculum
Continuously review assessments, unit plans, and lesson plans
Establish performance goals for/with all instructional staff
Contribute to teacher performance evaluations

Provide timely, relevant, and regular feedback on instructional practices and strategies to ensure continuous improvement and ongoing development of the instructional staff through the use of Individual teacher plan (ITP), coaching meetings, and in-classroom coaching

Create a culture of sharing effective practices amongst instructional staff by facilitating cross-class observations, co-planning sessions, and ad-hoc data meetings as necessary

With the Principal, develop a plan of action for the year. This may include: needs assessment, goal setting, identification of major task areas and steps for accomplishing tasks, methods for establishing effective communication, and creating methods and/or a calendar for supporting and developing illuminators

Model instruction and co-teach to support and develop classroom illuminators as needed

Instruct as needed

Any other responsibilities determined by the Principal

Qualifications

Bachelor's Degree (required); Master's Degree (required);

NYS Certification (preferred)

A minimum of three years of successful teaching experience (preferred);

Leadership/administrative experience in a school setting (preferred);

Strong interpersonal and team-building skills; ability to coach instructional staff;

Demonstrated experience in the instruction of students with varied learning styles and levels of mastery; ability to evaluate instructional programs and teaching effectiveness and provide relevant professional development;

Demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach;

Excellent written and oral communication;

Commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change.

Dean of Students

The dean of students, in partnership with the principal, will lead and manage all disciplinary functions of Capital Prep Bronx Boys School.

Responsibilities

Supervise the consistent and fair administration and tracking of student conduct and discipline data;

Contribute toward a safe environment for learning, including ensuring that student conduct is maintained and discipline is enforced fairly and consistently, and updating and implementing the required annual school safety report;

Supervise and provide support to special education Illuminators and support staff

Act as a liaison to sending districts

Coach illuminators on classroom and behavior management techniques;

Assist in making formal reports to the board of trustees and charter entity on student conduct, school safety, and related matters;

Implement and follow policies and procedures for student dress code, discipline, and other policies; related to maintaining a positive school culture of learning and achievement;

- Serve as a liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;
- Oversee and implement PBIS supports and strategies
- Undertake administrative and instructional duties as the principal may assign.
- Supervise Athletic Director and oversee all extracurricular activities
- Supervise nursing services and security/school safety programs;

Qualifications

- Bachelor's Degree (required); Master's Degree (required);
- NYS Certification (preferred)
- Experience and demonstrated ability in working with children in a teaching, counseling or other applicable capacity (examples include, but are not limited to involvement with community youth organizations, supervisory roles in national youth organizations, and mentorship programs);
- Demonstrated successful teaching experience;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Commitment to accountability and student discipline;
- Demonstrated success in encouraging parental involvement.
- Supervise and continue to develop advisory model

Operations Manager

Reporting to the director of operations, the operations manager position plays a key role in fulfilling interfacing with the school's principal, parents, students, staff and tasked with creating a welcoming atmosphere to the school. The operations manager is responsible for coordinating and supporting the school's administrative functions, the ideal employee is a highly-organized self-starter, with proven ability to multi-task while maintaining a high level of attention to detail.

Responsibilities

- Warmly greet all visitors to the school and direct them to the appropriate place or person
- Along with the administrative assistant, serve as initial contact point for all school visitors & general phone inquiries
- Oversee school meal (breakfast, lunch & afternoon snack) procedures (counts/reports)
- Type, copy & distribute school correspondence as directed
- Coordinate with director of operations on receiving/logging-in school supplies & materials, asset tracking of equipment
- Provide general facilities support, including being a point person for coordinating facility requests and communicating with facility vendors
- Primary "day-to-day" contact for NYC DOE-related functions (ATS, OPT, School Safety, etc.)
- Oversee general school maintenance and technology
- Ensure confidentiality of records/files and security of school's main office and student records
- Assist with maintenance of office equipment (fax machine, copy machines)
- Strong organizational and interpersonal skills, including personal initiative & desire to learn
- Special projects as assigned

Qualifications

Bachelor's Degree (required)
3-5 years of experience in professional office environment (supervisory experience preferred)
Bilingual in English & Spanish required (written proficiency in Spanish preferred)
Proficiency with Microsoft Office required (specifically MS-Word & Excel)
Prior experience in a school environment preferred
Attention to detail with a focus on professionalism, punctuality & customer service
Experience with in a start-up environment, ability to be flexible
Commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change

Administrative Assistant

The administrative assistant is responsible for coordinating and supporting the school's administrative functions, the ideal employee is a highly-organized self-starter, with proven ability to multi-task. Reporting to the director of operations, this position is the face of Capital Prep Bronx Boys and responsible for setting a welcoming tone for all visitors including students, parents and guests.

Responsibilities

Warmly greet all visitors to the school and direct them to the appropriate place or person
Along with the operations manager, serve as initial contact point for all school visitors & general phone inquiries
Check for, and summarize, all voicemail messages daily
Assist with school lunch and transitions for students when needed
Run daily attendance and tardy reports; contact families of students who are absent
Receive, sort, process/route mail, faxes, and overnight package deliveries
Type, copy & distribute school correspondence as directed
Coordinate with operations manager on receiving/logging-in school supplies & materials
Provide general administrative support - including scheduling meetings & conference calls, maintaining school calendars, arranging travel and managing correspondence
Oversee general school maintenance - primarily main office, front desk/reception area
Ensure confidentiality of records/files and security of reception area
Assist with preparation of bulletin boards, project/event materials as required
Assist with maintenance of office equipment (fax machine, photocopy machines)
Assist with student and staff recruiting as necessary including making introductory phone calls and candidate phone screen

Qualifications

High school diploma (required), Undergraduate degree (preferred)
3-5 years of experience in professional office environment, experience in a NYC city school working with the ATS system a plus
Bilingual in English & Spanish preferred (written proficiency in Spanish preferred)
Proficiency with Microsoft Office required (specifically MS-Word & Excel)
Attention to detail with a focus on professionalism, punctuality & customer service
Strong organizational and interpersonal skills, including personal initiative & desire to learn

Commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change

Core Subject and Specialist Illuminators

Reporting to the principal, the illuminators set the culture of Capital Prep Bronx Boys in subject areas of specific to their position. At Capital Prep we refer to our teachers as Illuminators. An illuminator is the creative force that lights the way for our children as they move towards their future. Illuminators are broken into two categories: illuminators and senior illuminators. Senior illuminators are responsible for the same duties as regular illuminators but also have added responsibilities including leading teams, creating strategic plans for school change and coaching other illuminators. The expectation is that they will serve as a student's educator, advisor, and light the way in their pursuit of a college education.

Illuminator responsibilities include, but are not limited to:

Student achievement and culture building

- o Create a safe, effective, student-centered learning environment that fosters student curiosity;
- o Motivate students to put forth their best efforts in academics, athletics, activities, and personal conduct;
- o Support students to recognize their full potential in all areas of human development;
- o Build a bridge of communication and involvement with parents, families, and community leaders;
- o Analyze data and use it to inform and drive instruction.

Professional development and learning

- o Attend all professional development trainings, data team meetings, and curriculum meetings;
- o Collaborate with peers and school leaders to improve instructional strategies, school climate, and leadership skills;
- o Participate in professional trainings to enhance knowledge as well as educational and leadership capabilities.

Illuminator Qualifications

Bachelor degree (required), Graduate degree (preferred)

NYS Certification (preferred)

Two years of teaching experience (preferred)

Team player and life-long learner

Receptive to ongoing feedback

Exemplary professional values

Experience in analyzing data to drive instruction

Commitment to student engagement and student success

Commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change

Senior Illuminator responsibilities include, but are not limited to:

Student achievement and culture building

- o Create a safe, effective, student-centered learning environment that fosters student curiosity;

- o Motivate students to put forth their best efforts in academics, athletics, activities, and personal conduct;
 - o Support students to recognize their full potential in all areas of human development;
 - o Build a bridge of communication and involvement with parents, families, and community leaders;
 - o Analyze data and use it to inform and drive instruction.
 - o Team leader
- Professional development and learning
- o Attend all professional development trainings, data team meetings, and curriculum meetings;
 - o Collaborate with peers and school leaders to improve instructional strategies, school climate, and leadership skills;
 - o Participate in professional trainings to enhance knowledge as well as educational and leadership capabilities.
 - o Create a year-long project that creates a change for the school community

Senior Illuminator Qualifications

Bachelor degree (required), Graduate degree (preferred)
 NYS Certification (preferred)
 Two years of teaching experience (preferred)
 Team player and life-long learner
 Receptive to ongoing feedback
 Exemplary professional values
 Experience in analyzing data to drive instruction
 Commitment to student engagement and student success
 Commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change

Special Education Illuminator

Reporting to the principal, the special education illuminator will work directly with all special education students as well as some students requiring academic intervention.

Responsibilities

Student achievement and culture building

- o Create a safe, effective, student-centered learning environment that fosters student curiosity;
- o Motivate students to put forth their best efforts in academics, athletics, activities, and personal conduct;
- o Support students to recognize their full potential in all areas of human development;
- o Build a bridge of communication and involvement with parents, families, and community leaders;
- o Analyze data and use it to inform and drive instruction.
- o Maintaining records of students' progress and family communications in database.
- o Communicating with families regularly, responding to emails and phone calls.
- o Design and implement unit and lesson plans in collaboration with grade or subject team.
- o Serve as "owner" of all special education-related services, including writing and implementing rigorous, standards-driven Individualized Education Plans (IEPs),

managing legal documents and files related to students' IEPs, liaising with external service providers, ensuring all services are in compliance with mandates and coordinating annual IEP review process.

Professional development and learning

- o Attend all professional development trainings, data team meetings, and curriculum meetings;
- o Collaborate with peers and school leaders to improve instructional strategies, school climate, and leadership skills;
- o Participate in professional trainings to enhance knowledge as well as educational and leadership capabilities.

Qualifications

Bachelor degree (required), Graduate degree (preferred)
NYS Certification in Special Education (required)
Two years of teaching experience (preferred)
Team player and life-long learner
Receptive to ongoing feedback
Exemplary professional values
Experience in analyzing data to drive instruction
Commitment to student engagement and student success
Commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change

Junior Illuminator

Junior illuminator will report to the dean of students and work to support to the Special Education illuminator to ensure service to academic intervention students.

Responsibilities include, but are not limited to:

Work with teachers and leadership staff to address the individual needs of students
Engages with students in one-on-one or small group settings
Establishes an effective classroom culture for learning within an orderly environment of warmth and respect
Manages student behavior through setting expectations, managing classroom procedures, and monitoring/responding to students
Serves as building substitute when needed

Qualifications

Bachelor degree (required)
Enrolled in a Masters of Education program and interest in becoming a teacher (preferred)
Team player and life-long learner
Receptive to ongoing feedback
Exemplary professional values
Ability to be flexible and innovative when faced with a challenge
Commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change

English as a Second Language Illuminator

Reporting to the principal, the English as a Second Language (ESL) illuminator will work directly with all ELL students as well as some students requiring academic intervention.

Responsibilities

Student achievement and culture building

- o Create a safe, effective, student-centered learning environment that fosters student curiosity;
- o Motivate students to put forth their best efforts in academics, athletics, activities, and personal conduct;
- o Support students to recognize their full potential in all areas of human development;
- o Build a bridge of communication and involvement with parents, families, and community leaders;
- o Analyze data and use it to inform and drive instruction.
- o Maintaining records of students' progress and family communications in database.
- o Communicating with families regularly, responding to emails and phone calls.
- o Design and implement unit and lesson plans in collaboration with grade or subject team.
- o Serve as "owner" of all ELL services, including writing and implementing rigorous, standards-driven Individualized Education Plans (IEPs), managing legal documents and files related to ELL students, administering NYSLAT each year, liaising with external service providers, ensuring all services are in compliance with mandates

Professional development and learning

- o Attend all professional development trainings, data team meetings, and curriculum meetings;
- o Collaborate with peers and school leaders to improve instructional strategies, school climate, and leadership skills;
- o Participate in professional trainings to enhance knowledge as well as educational and leadership capabilities.

Illuminator Qualifications

Bachelor degree (required), Graduate degree (preferred)
NYS Certification in ESL (required)
Two years of teaching experience (preferred)
Team player and life-long learner
Receptive to ongoing feedback
Exemplary professional values
Experience in analyzing data to drive instruction
Commitment to student engagement and student success
Commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change

Social Worker

Capital Prep Bronx Boys social worker will report to the principal and/or Dean of Students

Responsibilities

Support the rules, systems, and academic and behavioral expectations of Capital Prep through counseling in one-on one and small group sessions, as well as teaching whole class lessons
Work with the principal to create a proactive counseling program that prevents crises and supports the academically-rich environment of the school

- Conduct meetings and home visits with families
- Help maintain school and staff morale by organizing school-wide events
- Organize, plan, and regularly schedule student meetings around conflict resolution and anger management
- Serve as the point person for all counseling issues that arise in the student body
- Meet with individual students who require counseling on their IEPs
- Use evidence-based practice to effectively develop treatment and intervention plans for students and families
- Keep impeccable records of all school-related actions and initiatives
- Serve as a liaison between students/families and local social service agencies when necessary
- Monitor and evaluate the effectiveness of external services and resources
- Attend staff meetings and professional development workshops
- Work closely with teachers to help them to better understand and relate to challenging students
- Collaborate as part of an interdisciplinary team coordinating all instructional activities with grade-level teachers, coaches, and other teachers
- Keep parents well-informed of student performance and progress
- Fully participate in all school and grade-level meetings, designated school functions outside of school hours, and opportunities for individual and school-wide professional development

Qualifications

- Master's degree in social work or similar program, including school or guidance counseling experience
- At least three years' experience working as a social worker
- Receptiveness to ongoing coaching and evaluation
- Ambitious, entrepreneurial mindset committed to helping develop the components and culture of a new school
- Evidence of excellence when working with middle school students
- Wide-ranging intellectual and educational interests
- An ability to work collaboratively
- Commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change

College Advisor

The College Advisor, reporting to the school principal, will be part of the Capital Prep Bronx Boys leadership team and will be a part of the student response team.

Responsibilities include, but are not limited to:

- Assist students in the process of solving school-related problems (academic, personal/social career)
- Engage in data tracking of academic data (student pass rates, test scores, etc.)
- Communicate regularly with grade level teachers as needed to meet the needs of the students in their grade
- Create and manage systems for ensuring every Capital Prep student graduates and matriculates at a four-year college or university (including data tracking)
- Maintain functional knowledge of college admissions process and application requirements

Manage and facilitate the college preparation and application process by:

- o Organizing administration of PSAT and SAT exams for all students at Harbor School (HS) including applying for fee waivers and completing applications
- o Working to secure college application fee payment for all students

Coordinate partnership with local colleges to ensure all students access to early-college classes by

Fully support individual students to ensure they realize their full potential in the college preparation and application process by:

- o Assisting students taking college classes in obtaining college IDs, books, and all other necessary college credentials and information
- o Coordinating opportunities for all juniors and seniors to attend a minimum of two off-campus college visits with pre- and post-visit reflections and surveys
- o Arranging opportunities for all seniors to attend a minimum of three on-campus presentations by college representatives that meet their interests and academic abilities
- o Meeting regularly with students to discuss and guide progress in the application process
- o Ensuring each student's completion of a senior essay and resume by the end of junior year
- o Mailing eight applications on behalf of each student prior to application deadlines
- o Providing juniors and seniors with information on scholarships

Create and maintain systems of communication with parents, including:

- o Leading a minimum of two meetings for junior and senior parents in the first two months of school discussing the college application process and student and parent roles, including essay and resume deadlines, application deadlines, visitation plans, Clearinghouse updates and expectations, and financial aid Information and responsibilities
- o Ensuring ongoing communication with parents in order to keep students on track

Maintain regular communication with principal by:

- o Meeting monthly to provide holistic updates on individual student progress including academics, testing and college applications, scholarships, and social well-being
- o Meeting within one week of each on- and off-campus college visit to discuss student progress
- o Meeting regularly to discuss student areas of strength, weakness, and improvement upon release of standardized test results

Verify that all classes on transcripts are appropriate and acceptable to the Clearinghouse to ensure all classes maintain proper academic standing for college athletic participation; submit all necessary applications for course approval and work with administration to make any necessary changes to ensure that all courses help students remain in good standing

Complete other duties as assigned by principal

Qualifications

5+ years of experience in teaching or school counseling
Bachelor's degree, Master's degree (preferred)
Willingness to seek valid state certification if necessary
Extensive understanding of the college application and admission process

Demonstrated ability to engage with and motivate students
Strong organizational, planning, and communication skills
Willingness to be collaborative and flexible, committed to self-improvement and holding self to the highest of expectations
Passion and enthusiasm for student success

c. Staff Recruitment and Retention

Capital Prep Bronx Boys Recruiting Process

Capital Prep Bronx Boys will incorporate a rigorous recruiting process for all positions to ensure that all staff hired can fulfill job requirements as well as believe passionately in the mission of the school. In order to ensure this happens, a recruiting and hiring process has been developed. Once Capital Preparatory Schools has a director of human resources, the sourcing and first stage vetting outlined in the process below will move from the school level director of operations to the network staff responsibly. Below is an overview of the recruiting and hiring process for all teaching positions at Capital Prep Bronx Boys. The plan will be adapted as necessary for other positions.

Recruiting Principles

It is the goal of Capital Prep Bronx Boys to become the best workplace for the staff who chose to work at Capital Prep. Capital Prep Bronx Boys understands the importance of a rigorous recruiting process in order to hire candidates who will become staff members that continue to build upon the already established strong Capital Prep's school culture. To ensure consistency across recruiting staff, school leaders and network staff, Capital Preparatory Schools has established a set of recruiting principles to guide the hiring process for all schools in the network to follow.

Capital Preparatory Schools Recruiting Principles

Capital Prep will be thorough in the questioning and process to ensure candidates are fully vetted and fit both the experience/education requirements of the position but also embody the values that are part of the Capital Prep school culture.

Capital Prep will explain key components of the Capital Prep model to candidates at every stage of the recruiting process including, but not limited to, year-round school schedule, college preparedness, school hours, social justice theme, importance of athletics and the daily advisory program.

Capital Prep will provide clear communication with candidates throughout the process and about the process. Capital Prep will always inform a candidate if the school does not pursue their application to hire.

Capital Prep staff will be advocates of the charter sector and the Capital Prep mission throughout the recruiting process.

At the end of each step of the recruiting process, candidates will be given the option to ask the Capital Prep team questions. This is to ensure that candidates have as much information as possible about Capital Prep before choosing to join the team.

Capital Prep will ask for feedback from strong candidates about the recruiting process and follow-up with candidates who self-select out of the process to find out the reasons why.

Marketing and Sourcing of Candidates

Capital Prep will also use the following marketing strategies to source teaching candidates.

Market Strategy	Details
External Postings	Online via Capital Prep's website, job sites and job boards, including the use of as many free sites as possible (more details below)
Job Fairs	Teachers College Job Fair – March, each year NYC Charter School Job Fair (Bronx) – Spring, each year
Social Media	Facebook and LinkedIn as a way to announce positions and source candidates
Referrals	From current Capital Preparatory Schools staff and other charter school colleagues
Events	In-house Events CPBB Student Info Nights Young Education Professionals in NYC - Events ongoing that could have potential for recruiting. National Charter School Conference and other charter networking events

Posting Positions Externally

Once a position need has been identified, the Director of Operations will create a job posting. The posting will be posted on the Capital Prep Bronx Boys website. In addition, the follow websites will be used to post positions:

- Indeed.com
- Idealist
- NY ChalkBeat
- NY Times/Monster
- NYC Charter Center
- Teach For America alumni site
- Teachers-Teachers
- Education Week/TopSchoolJobs
- NAESP

Jobs will also be emailed to local university contacts including:

- NY University
- Hunter College
- Teachers College @ Columbia University
- The City College
- Baruch College

Instructions for posting on the above websites, costs, usernames and passwords will be stored on a recruiting spreadsheet which all operations staff will have access to review. In addition, jobs will be announced on social media platforms such as Facebook and LinkedIn and included in neighborhood (Bronx) newsletters, whenever appropriate and possible.

Internal Sourcing

Capital Prep Bronx Boys understands that teachers know other teachers and that staff referrals is a critical part to staffing like-minded individuals. Job postings will also be emailed out to all staff occasionally (in year 1 and subsequent years) and reminders will be sent to staff about Capital Prep Bronx Boys staff referral bonus program. Capital Prep Bronx Boys will offer a referral bonus to staff who recommend a candidate in which is hired. The referral bonus will be \$1000 and will be paid to the staff member after the referred candidate has worked at the school for 60 days.

Application Process

Exhibit 11.1: Overview of Candidate Interview Process

Interview Step Description	Who is Involved?	Timeframe, Location, and Guidelines for Interviews
Step 1: Resume Review	director of operations + principal	Daily Review via Google email Color Codes: Green Star - Yes Red Star - No Yellow Star -Hold for future review Green candidates' phone screens scheduled within 48 business hours of submission and will take place within 1 week of submission.
Step 2: Phone Screen	director of operations	15-20 minutes long. DoO will discuss next steps with candidates who are qualified. DoO will schedule Phone Interviews with candidates within 48 hours of successful phone screens.
Step 3: Phone Interview*	principal and network instructional staff	Phone Interviews will take place during one of the following blocks of time: Tuesdays from 1-4pm Fridays from 8-9am The team will let DoO know via email/phone within 24 hours of interview if candidate is eligible to move onto the next step in the process.
Step 4: In-Person Interview + Demo Lesson	principal, network instructional staff, director of operations classroom teacher whose classroom demo lesson takes place in	In-Person Interviews will take place on Wednesdays from 12-2pm. Each team member will complete the demo lesson feedback form and interview rubric and submit to DoO via email within 24 hours.
Step 5: Reference	director of operations	Reference checks + offers of qualified candidates

Check + Offer		will take place within 2-3 business days of final interview.
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*Step 3: Phone Interview could be an in-person interview depending on space availability.

Detailed Descriptions of Steps

Step 1: Resume Review

Applicants will be required to submit a cover letter and resume as part of their application. Cover letters and resumes will be reviewed looking at writing skills, experience, education and desire for the Capital Prep Bronx Boys mission.

Ideally Capital Prep Bronx Boys teachers will have the minimum requirements:

Urban Teaching experience (ideally at least 2 years)

Master's degree

NY State Certification

All other positions minimum requirements will vary based on position. For most other full time positions, a minimum of a bachelor's degree will be required. After resume and cover letter review, qualified candidates will be asked to participate in a phone screen.

Step 2: Phone Screen

The director of operations, or designee, will conduct a phone screen with all potential candidates. The focus of this initial screen will be to analyze candidate's communication skills, mission fit and school culture fit. Some potential questions that will be asked during this initial screen include:

Why do you want to work at Capital Prep Bronx Boys?

Why are you leaving your current position?

What experience do you have that will make you a good fit for this position?

How do you approach collaboration?

For teaching phone screens, these additional questions will be asked:

What does a typical lesson look like for you?

Tell me a time you had success with a student and what did that look like?

Tell me a time when you failed and what would you have done different if you could go back?

In addition, any inconsistencies in candidate's resume or cover letter will be addressed including, but not limited to, gaps in employment history, reasons for leaving employment, and any other red flags. After the phone screen, qualified candidates will be asked to participate in a phone interview with academic staff.

Step 3: First Interview - Phone Interview

The director of operations, principal and members of the instructional leadership (network level) will conduct 1st phone interviews with candidates. These interviews will be scheduled on Tuesdays between the hours of 1-4pm and Fridays between 8-9am. They will be scheduled for 30 minutes. The director of operations will schedule the phone interview with the candidate and the principal will be tasked with calling the candidate at the designated time with network instructional staff. Potentially these could be in-person interviews depending on space availability.

Some potential questions that will be asked during the 1st interview include:

Why do you want to work at Capital Prep Bronx Boys?

What do you know about standards based grading?

What is your philosophy on homework?

Our school's theme is Social Justice, please describe what this means to you and how you would integrate it into your instruction?

Describe your process for putting a unit of study together including assessment and individual lesson planning?

During our planning year, qualified candidates will be invited to come to the operating Capital Prep Harlem for an in-person interview and demo lesson with current Capital Prep students. In year 1 and after, qualified candidates will be invited to come into Capital Prep Bronx Boys for an in-person interview and demo lesson.

Step 4: Demo Lesson/2nd Interview - In Person Interview

The director of operations will schedule a 15 minute demo lesson and 15 minute interview with the candidate that will take place in-person at Capital Prep Harlem (first year) and at the school (year 1 and moving forward). These interviews will take place on weekly on Wednesdays from 12-2pm. Candidates will be scheduled for a 45 minute block of time. The principal, Instructional Leaders, and the current classroom teacher (where the demo takes place) will be invited to attend.

The director of operations will send an invite via Google calendar to all participating staff members. Instructional leaders at Capital Prep Harlem will coordinate which classroom the applicant will be scheduled in (in planning year) and the principal will coordinate the candidates schedule on the day of the interview. In Year 1 and moving forward, the director of operations will coordinate candidates schedule on the day of the interview and work with the principal to coordinate which classroom the demo will take place.

Demo lessons and in-person 2nd interviews will be organized on-site by the Capital Prep Bronx Boys principal. The tentative schedule of how the interview will go is as follows:

- 15 mins before demo start – candidate arrives and is taken to classroom for demo
- Demo lesson begins and runs for 15 minutes
- After demo lesson, interviewers debrief with candidate about the lesson for 15-30 minutes.

It is important for Capital Prep to debrief with the candidate after the lesson to understand the candidate's thought process regarding planning the lesson and to ensure that the candidate can receive and handle critical feedback. The following are sample Debrief question:

- How do you think the lesson went?
- What went well?
- What would you change now that you have met our students?
- What was the process you went through when planning this lesson?

In addition, during the debrief time, interviewers may ask clarifying questions that were not fully answered in the first interview or during the demo lesson. Those who interview and observe the demo lesson will be asked to complete a rubric regarding the candidate. A sample rubric is below (Exhibit 11.1: Sample Interview Rubric) If there are discrepancies regarding a candidate's qualifications, the Principal will have authority to make the final decision or in some cases another interview will be scheduled (either phone or in-person) to discuss specific concerns before an offer is made. Qualified candidates will be asked for referenced and offered positions.

Please note: The days and times for interviews listed below are tentative. Final interview scheduled blocks of time will be decided between the director of operations and principal once hired for Capital Prep Bronx Boys.

Step 5: Reference Check and Offers

The director of operations, or their delegate, will check references and offers will be made by the director of operations. References should be professional and there should be at least two on file before making an offer, both of which ideally would be from a former and current supervisor. A sample reference check form is below (Exhibit 11.2: Sample Reference Check Form).

Exhibit 11.2: Sample Interview Rubric

Name of applicant _____ Observer: _____

Date/Time: _____ Subject: _____

Demo Rubric Check Here ☐ if there was NO demo lesson and skip to other side)

Student engagement (Ex. Clear expectations are present, Student voice is focused on task, Collaboration with others)

Ineffective	Developing	Effective	Highly Effective

Design of Lesson (Ex. Structure-teacher talk and student talk, relevant work/curriculum, Individual work and Assessment or Summary)

Ineffective	Developing	Effective	Highly Effective

Student Learning (Ex. Learning Targets/Objectives: What are students learning? Differentiation strategies)

Ineffective	Developing	Effective	Highly Effective

Teacher voice (Ex. Setting a tone, Clarity/volume)

Ineffective	Developing	Effective	Highly Effective

Overall Lesson Rating

Ineffective	Developing	Effective	Highly Effective

Interview Rubric

1. Why do you want to work at Capital Prep Bronx Boys?

Limited Response	Developing Response	Target Response	Advanced Response

1	2	3	4
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2. What do you know about standards based grading?

Limited Response	Developing Response	Target Response	Advanced Response
1	2	3	4

3. What is your philosophy on homework?

Limited Response	Developing Response	Target Response	Advanced Response
1	2	3	4

4. Our school's theme is Social Justice, please describe what this means to you and how you would integrate it into your instruction?

Limited Response	Developing Response	Target Response	Advanced Response
1	2	3	4

5. Describe your process for putting a unit of study together including assessment and individual lesson planning?

Limited Response	Developing Response	Target Response	Advanced Response
1	2	3	4

6. If 25% of the students failed an assessment in your classroom, what would you do?

Limited Response	Developing Response	Target Response	Advanced Response
1	2	3	4

7. Describe a win you had with students.

Limited Response	Developing Response	Target Response	Advanced Response
1	2	3	4

Overall Recommendation and Comments:

Exhibit 11.3: Sample Reference Check Form

Section I: Applicant Information

Last Name

First Name

Open position for which applicant applied

Section II: Reference Contact

Person Contacted

Employer/Organization

Telephone Number

Title/ Occupation of person contacted

*Relationship to Candidate: Supervisor*____ *Co-Worker*____ *Academic*____ *Other*_____

Section III: Candidate Information

Position (s) held/Job Titles

Dates of Employment

*Job Performance: Excellent*____ *Good*____ *Fair*____ *Poor*____

Explain Rating:

*Attendance Record: Regular*____ *Irregular*____ *Poor*____

Explain if irregular/Poor:

What were the person's strong points?

In what areas did this person need improvement?

What was this person's reason for leaving?

Would you rehire this person? YES OR NO If not, Why?

Additional questions and response:

Signature of Person Checking References

Retaining High Quality Teachers

At Capital Prep, teachers are referred to as Illuminators. The expectation is that each illuminator is dedicated to providing students with an enriching and invigorating educational experience. Capital Prep Bronx Boys understands that retaining high quality teachers is critical to any schools success. Teachers not only ensure students learn, they provide the reason some students continue to thrive even in the face adversity or why other students decide to come to school every day. There are multiple measures that have been put in place order to ensure the retention of these essential team members to the Capital Prep culture.

Firstly, Capital Prep Bronx Boys will offer all teachers' salaries that are competitive within New York City. The school will use both the NYC DOE teacher pay scale and NYC charter sector salary comparisons to benchmark against while taking into consideration the extra requirements yearlong school model requires. Taking these things into consideration, the average salary for a Capital Prep Bronx Boys teacher is estimated to be \$70,000. Please note: this is the number we used for budgeting purposes as well. In addition, Capital Prep Bronx Boys will implement an extensive benefit plan that will include medical and dental insurance, paid sick and personal time, paid medical leave, a 401K retirement plan with an employer match, as well as the option to participate in other benefit plans such as transit saving accounts and flexible spending accounts. In addition to competitive salaries and benefits, all teachers at Capital Prep Bronx Boys will be provided with all essential resources needed to do their job including, but not limited to, a computer, printing capabilities and supplies specific to their subject area.

Research suggests that clear expectations of staff leads to higher retention rates¹. At Capital Prep Bronx Boys it is important that staff know exactly what is expected of them in order for them to excel at their work. The high ratio of administrators to teachers means that Capital Prep Bronx Boys can offer individualized support to teachers. At the beginning of each school year, each teacher along with their direct supervisor will create an individualized teacher plan (ITP). In the ITP, teachers review lessons learned from the previous year, discuss challenges and set goals for the upcoming year. This plan is then used in teacher evaluations, but more importantly serves a tool for teachers to ensure they are succeeding with their students.

In addition, Capital Prep Bronx Boys will offer extensive professional development to all teachers. This includes a three week professional development session each summer and weekly professional development every Friday afternoon. Professional development will come in many formats including network-wide, school-wide, small group and individualized, including one-on-one coaching from leadership staff. Professional development topics may be presented by school leadership, outside consultants, network staff and/or teachers. In addition to professional development learning, there will also be growth opportunities for teachers as the school grows. This could come in the form of grade level leadership opportunities or promotions within the school or with in the network. Capital Prep Bronx Boys is committed to helping staff grow to their fullest potential and believes internal promotion is the best way to fill positions whenever possible.

Capital Prep Bronx Boys will also budget \$1000 per staff towards staff appreciation each year. This budget line item will be used for things such as staff celebrations, lunches, wellness and other rewards for staff. The budget will be managed by the principal and director of operations at the school and this will allow for flexibility to ensure staff appreciation is well suited for the staff's desires at Capital Prep Bronx Boys.

¹ <http://www.forbes.com/sites/elenabajic/2013/07/15/the-6-steps-for-retaining-good-employees/>

Annually, Capital Prep Bronx Boys will ask staff to provide their intent to return for the following school year. This will be an opportunity for staff to discuss their intentions for returning as well as any changes or careers goals they may have such as switching subjects or grade level or pursuing a leadership position. If a staff member is intending to leave Capital Prep Bronx Boys, a member of the leadership team will meet with them to glean the reasons why. In addition, all staff members who resign from Capital Prep Bronx Boys will be asked to participate in an exit interview with the director of operations. Capital Prep Bronx Boys will use this information to inform staff retention or human resources policies in the future to ensure the retention of quality teachers.

11. Personnel

d. Personnel Policies

Below are a list of proposed personnel policies for Capital Prep Bronx Boys and will serve as a first draft of the employee handbook for the board of trustees to review and approve once the school is in operation.

Background Check and Fingerprinting

Every staff member will be subject to fingerprinting and a criminal background check in accordance with all applicable state and city laws. Individuals must comply with any related processing procedures and must provide all required information in a timely fashion (in most cases before the first day of employment). It is the responsibility of the employee to secure and pay for fingerprinting before beginning work with Capital Prep. In addition, we ask every staff member to disclose previous criminal convictions and any pending criminal charges. Failure to do so may result in termination.

Conflict Resolution Policy

In the event of a problem or dispute with other personnel, students, or parents, an employee may submit a complaint.

Conflict Resolution Procedures

1. The employee will make a good faith effort to work with the adversarial party/parties to the dispute to resolve the conflict. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up.
2. Employees should direct their concerns with their immediate supervisor within five (5) working days of the date of the incident. The immediate supervisor should respond in writing to the complaint within five (5) days of the meeting held with the complainant employee.
3. If the issue is not resolved after a good faith attempt as outlined above, the employee may submit the grievance in writing to the director of operations or principal. The submission of the written complaint is due within five (5) working days of the response from supervisor. The director of operations will meet with the employee within five (5) working days to discuss the complaint. Within five (5) working days of that meeting, the director of operations should issue a decision both in writing to the employee filing the complaint.
4. If the issue is not resolved after a good faith attempt with the director of operations, the employee should feel confident to submit the grievance in writing to the board of trustees within (5) working days of the decision by the director of operations.

Conflict of Interest and Anti-Nepotism Policy

It is imperative that Capital Prep, both in reality and in perception, be deemed to operate solely in the best interests of the students it serves. Employees have an obligation to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest.

Actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for him or her, for a relative or for anyone else who has a close personal relationship with the employee as a result of Capital Prep business dealings.

If an employee has any influence on transactions involving purchases, contracts, or supplies it is imperative that he or she discloses that relationship to the director of operations immediately so that safeguards can be established to protect all parties.

Common conflicts that employees should avoid include, but are not limited to:

- Using proprietary or confidential information for personal gain or to Capital Prep's detriment;
- Directly or indirectly accepting gifts, loans, services, entertainment, etc. of more than a minimal value from a vendor or someone seeking to do business with Capital Prep (as noted elsewhere);
- Using Capital Prep's assets or labor for personal use; and
- Instances where an employee or an employee's relative or someone with a close personal relationship has a significant ownership in the vendor or firm with which Capital Prep does business.

If Capital Prep finds that any employee has engaged in any conduct that presents a conflict of interest with Capital Prep, such employee is subject to discipline, up to and including termination of employment.

Conflict of Interest Policy

Section 1

School directors, officers, and employees, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with a Capital Prep school; provided, however, this restriction does not preclude the payment of lawful compensation and necessary expenses of such director, officer or employee will also be considered to have a pecuniary or material benefit in a contract if the school is party to a contract with (i) a relative (except contracts of employment with such school), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, director, or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2

School directors, officers, and employees are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 above, except as approved by the board. In determining whether to approve a Related Party Transaction, the board must determine if the transaction is fair, reasonable and in the best interests of the School at the time of such determination.

Section 3

No director, officer, or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of fifty dollars (\$50.00) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form without prior approval of the board.

Section 4

Employees of the school may not serve on the board.

Section 5

Directors of the school may not serve as a director or trustee on any other charter school managed by Capital Preparatory Schools or operating in the State of Connecticut or the State of New York. The board shall not employ or accept application for hire from any employee if such employee is a member of the board or a relative of a member of the board.

Anti-Nepotism

Section 1

The Board shall not employ or accept application for hire from any employee if such employee is a member of the board or a relative of a member of the Board.

Section 2

No employee of the school may be the direct supervisor of or take any action which would affect the financial interests of his or her relative. This may include decisions regarding appointment, award of a contract, promotion, demotion, disciplinary action, discharge, assignment, transfer, approval of time-off and approval of training or development opportunities, as well as conducting performance evaluations or participating in any other employment action.

Employment at Will

As is stated throughout this handbook, an employee's relationship with Capital Prep is employment "at will." This handbook does not constitute a contract for employment between Capital Prep and its employees. In the absence of a specific policy the employment relationship may be terminated at any time without notice, with or without cause.

Equal Employment Opportunity

Capital Prep will abide by the principle of Equal Employment Opportunity in all of its recruitment, management and employment practices and policies. Discrimination based on race, creed, color, national origin, age, sex, sexual orientation, religion, disability, marital status, ancestry, citizenship, alienage, veteran status and any other classification protected by federal, state or local law is strictly prohibited.

Immigration Law Compliance

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within 3 days of employee's hire date. Failure to provide the appropriate documentation will result in immediate termination.

Personal Records and Files

An employee's personnel file includes information such as his or her job application, résumé, offer letter, contracts, benefit forms, work history, salaries, vacations, sick days, performance evaluations, and correspondence concerning discipline.

Personnel and medical files are the property of Capital Prep and access to the information is restricted. In addition to the employee to whom the personnel file applies, the only persons allowed to review personnel files are supervisors that may have a legitimate reason to do so.

It is an employee's responsibility to immediately notify the director of operations, in writing, of any changes in personnel data such as, but not limited to:

- Home address
- Home telephone number and, if available, cell phone number
- Number of dependents
- Name of individual to notify in case of an emergency
- Change in marital status
- Change in alien status
- Military status
- Change in certification status
- Change in fingerprint clearance status
- Arrest

Failure to report the correct information may adversely affect the benefits to which an employee is entitled. Providing false information may result in disciplinary action, including termination of employment.

Sexual and Other Unlawful Harassment

Capital Prep does not tolerate protected class harassment of its employees by anyone, including any supervisor, co-worker, student, vendor, or visitor. Unwelcome sexual advances (either verbal or physical), requests for sexual favors, racially based insults, denial of employment advancement opportunities because of race or age, and other actions, comments, or conduct based on protected class constitute harassment or discrimination when they are unwelcome, reasonably judged to be severe and offensive, pervasive, repeated or significant in scope, and determined by their impact, not their intent.

To achieve the goal of providing a workplace free from protected class harassment and discrimination the following procedure should be followed by employees who believe they have encountered protected class harassment can complain formally:

Complaints of Protected Class Harassment and Discrimination

If you believe you have been subjected to or witnessed protected class harassment or discrimination you must report this to the principal or director of operations immediately.

Administrators/Supervisors/Teachers

If an administrator, supervisor, or teacher receives information about conduct that might violate this policy, he or she must contact the principal or director of operations immediately.

Non-Retaliation

Retaliation against an individual who is the subject of a complaint and retaliation against individuals for cooperating with an investigation of a complaint are unlawful and will not be tolerated by this organization. Any substantiated instances of retaliation will be disciplined appropriately.

Disciplinary Action

If it is determined that an employee has engaged in conduct prohibited by this policy, Capital Prep will take appropriate action that may include disciplinary action, up to and including termination/suspension.

Workplace Violence Prevention

The policy of Capital Prep is to maintain a safe, healthful and efficient workplace where employees are free from the threat of workplace violence.

Definitions

Capital Prep prohibits any employee or any other person either on its premises or during the performance of School-related duties, from engaging in any act that:

- Threatens employee and/or student safety;
- Adversely affects the health, life, security, or well-being of employees and/or students;
- Results in damage to Capital Prep and/or employee property.

These prohibited acts include, but are not limited to:

- Threatening, intimidating, coercing, attacking or assaulting employees and/or students;
- Carrying weapons, either overtly or concealed;
- Pretending to have a weapon;
- Allowing unauthorized persons to have access to the premises without management's expressed permission;
- Using, duplicating, or possessing keys to the premises or offices or secured areas, without management's expressed permission;
- Stealing or attempting to steal Capital Prep or an employee's property;
- Damaging or attempting to damage Capital Prep or an employee's property;
- Stalking an employee and/or student or using Capital Prep media (telephone calls, voicemail messages, e-mail or letters);
- Communicating racial epithets or other derogatory comments associated with hate crimes.

Procedures

Any employee who has been threatened, is a victim of a violent act, witnesses threats or violent acts, or has knowledge of any threats or violent acts is required to report these activities to an administrator immediately.

Employees should not make reports directly to police or law enforcement agencies; however, when there is a present threat or act of violence that requires immediate law enforcement action, employees should request 911 emergency response and then report the situation to appropriate administrator as soon as possible.

Disciplinary Action

Employees found to have engaged in conduct prohibited by this policy will be disciplined appropriately, as determined and substantiated by the findings of an investigation, up to and including immediate termination/suspension.

Additionally, certain actions will subject the employee to be held legally liable under applicable laws. Capital Prep reserves the right to pursue every available legal avenue in these circumstances.

Gift Policy

No employee of Capital Prep is permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00), including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, parents, Schools, partner organizations, or companies serving as vendors or potential vendors for this School;

- Elected officials or their representatives;
- Candidates for public office or their representatives; or
- Political party officials or their representatives.

Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the director of operations.

Smoking, Drug and Alcohol Use

Employees must recognize that conduct off the job can have an effect on the job. Off-duty activity cannot be permitted to undermine safe work practices or the attainment of the highest standards of service.

The New York State Education Law, Section 409, prohibits tobacco use on school grounds. "School grounds" means any building, structure and surrounding outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school. In the interest of safety and health, Capital Prep endorses and incorporates this prohibition.

Under no circumstances may an employee report to work, perform assigned duties, or engage in the school's business while under the influence of alcohol or illegal drugs, except that this policy does not prohibit the consumption of alcohol at school-approved functions.

Employees are also prohibited from using, selling, purchasing, manufacturing, possessing, or distributing illegal drugs or controlled substances while on School property or while conducting school business. Any employee who violates these rules may be subject to disciplinary action, up to and including immediate termination.

Further, employees should be aware that Capital Prep may also inform the police or drug enforcement agencies if there is suspicion that illegal drugs or controlled substances are being sold, bought, possessed, used, manufactured, or distributed on the school's premises.

This policy does not prohibit employees from working while under the influence of prescription drugs, provided such drugs are being used as prescribed by a licensed physician and do not prevent the employee from performing the essential functions of the job or present a direct threat to the health or safety of the employee or others in the workplace.

If an employee is aware that his or her use of an over-the-counter or properly prescribed medication is likely to alter his or her senses or impair his or her ability to perform on the job, the employee should promptly report those facts to the principal or director of operations. Failure to do so may result in disciplinary action, up to and including termination.

Anyone who suspects that an employee is under the influence of alcohol or drugs, or is selling, buying, manufacturing, distributing, possessing or using illegal drugs or controlled substances while on the school's property or while conducting school business should immediately contact the principal or director of operations.

Social Media Policy

Capital Prep provides employees with access to the Internet, however employees are prohibited from reading, writing, or otherwise contributing to blogs, chat rooms, online message boards, or online discussion groups during work hours or from using any school-provided equipment or

systems unless such activity is directly related to and necessary for an employee to perform his or her job.

Capital Prep recognizes that blogging or participating in online forums is a personal activity, and therefore only seeks to regulate such activity when it impacts the school and/or employees of the school. When you are away from the office, on your own time and equipment, you may choose to read or contribute to blogs, maintain a personal blog, or participate in an online chat room, message board, or discussion group. If you do so, Capital Prep simply asks that you understand and respect certain guidelines for responsible blogging or other online participation.

Staff should not identify Capital Prep, its management, co-workers or students, or discuss the school or individuals in a manner that could disparage the school or its students, defame any individual associated with the school or any student, or damage the reputation of anyone associated with the school or any student. If your blog post concerns your job, you should prominently post a disclaimer stating that you are expressing only personal opinions that are not endorsed by and do not represent the opinion or viewpoints of the school.

Staff may not disseminate any Capital Prep information that could be considered proprietary, confidential, or intellectual property, and may not use the School's logo, graphics, trademarks, trade names, or corporate slogans. It is critical to maintain the confidentiality of nonpublic school information.

Please remember that Capital Prep may monitor blogs or school-related chat rooms. If you fail to abide by the above guidelines or the school's policies, you may be subject to legal or disciplinary action by the school and others. If you have any questions or concerns about this policy, please contact the director of operations.

Solicitation/ Distribution

In an effort to provide a productive and professional work environment, this policy on solicitation applies to staff members and to non-staff members. Capital Prep staff members may not solicit for any purpose nor distribute literature or materials within Capital Prep's buildings or on school property during the staff member's working time or the working time of any staff member being solicited or approached. Capital Prep staff members may not distribute literature or non-work related materials within the working areas of the school at any time. Non-staff members may not solicit, canvas or distribute materials or literature for any purpose within Capital Prep's buildings or on school property at any time. The school's communication systems (including computer resources and systems such as email) and the equipment used to operate the communication systems are the property of Capital Prep and are provided so that the school can conduct its operations involving education and service to students. Use of the school's communication systems, including computer resources, is limited to activities directly relating to the performance by staff members of their duties and responsibilities, and use of the school's communication systems, including computer resources, for non-job-related purposes is prohibited. Communications systems and computer resources are not to be used, for example, to solicit or advocate for commercial ventures, political causes, religious proselytizing, outside organizations or other non-job-related solicitations. Incidental personal use should be kept to an absolute minimum and should not interfere with the performance of a staff member's job duties and responsibilities. In administering this policy Capital Prep shall comply with all applicable laws.

School Calendar and Holiday Leave

Each year a staff school calendar will be established by Capital Prep at the beginning of each year. Capital Prep has discretion with regard to the dates of attendance for staff. In general, Capital Prep will be closed on all legal holidays, as listed below, however the calendar days of observance are subject to change.

- New Year's Holiday
- Dr. Martin Luther King, Jr. Day
- President's Day
- Memorial Day (observed)
- Independence Day (observed)
- Labor Day (observed)
- Thanksgiving Holiday
- Christmas Holiday

Personal and Sick Paid Time Off

It is important that employees understand that excessive absences do directly affect the educational environment. Therefore, it is the responsibility for all staff members to consider the student's well-being before using sick and personal days. Capital Prep wants to promote a safe and healthy work environment, but excessive absences do have an adverse effect on our students. Approval of time off will be at the sole discretion of school leadership and submission of a request does not guarantee approval. Approval decisions will be made taking into consideration multiple factors including but not limited to, number of personal, sick days a staff member has remaining, time of the school year, impact of absence on students, etc.

All school employees are entitled to six (6) sick days per year and four (4) personal days per contract year. Sick and personal time off is to be used in accordance with the following provisions:

- All sick and personal days are accrued immediately on July 1st of every year;
- Employees must submit a written request for personal days at least 14 days (2 weeks) in advance;
- Notice of absence from work due to illness (sick time) should be requested via phone call to the school principal by 9:00pm the evening before absence, or between 5:00 and 6:00am on the day of illness;
- Sick time can also be requested in advance;
- Employees must provide notice of absence from work due to illness each day of their absence;
- If an employee is absent for three (3) or more consecutive days due to illness or injury, a physician's statement may be requested verifying the illness and its beginning and expected end dates. Doctor's notes may be requested at other times at the discretion of the principal or director of operations;
- Misuse of personal and sick time off is cause for termination of employment. Excessive tardiness, absenteeism, or any unauthorized absence may result in disciplinary action, up to and including termination of employment;
- No staff members will be compensated for unused sick days;
- Unused personal days will be put into a rolling bank of days that can be used in future years for family emergencies or other approved extended leave. Unused personal days will be

paid to employees who leave Capital Prep in good standing (see expectations for leaving employment) at a rate of \$100 per remaining unused personal day;

Expectations for Leaving Employment/Resignation

Because the staff's work at Capital Prep is so highly valued and critical to the success of the school, if an employee chooses to terminate employment, it must be handled in an appropriate manner in order to alleviate additional stress placed on the school. Failure to give what is considered acceptable notice could jeopardize the employee from being considered in good standing with the organization.

Acceptable means of separating employment with our school include, but are not limited to:

- Instructional staff who wishes to resign during the school year is requested to give two (2) months' written notice to the principal;
- Instructional staff must inform the principal by two (2) months before the last day of school for students if they are not planning to return for the following school year. This notice requirement is to allow the school to plan in the best interest of the students. It does not create an employment contract or guarantee employment for any length of time. Each year, staff will be asked to complete an *Intent to Return* form to notify the school of their intentions for the next school year;
- In the case of the principal, he or she is requested to do the same with the board of trustees.
- An employee who does not work directly with students is requested to give four (4) weeks written notice to the director of operations.
- In addition, it will be at the school's determination when parents, students, and outside community members are told about an employee's leaving. The employee who is leaving should not inform parents, students, and/or outside community members about their departure unless they have permission from school leadership.

Unacceptable means of separating employment with our school includes, but is not limited to:

- If instructional staff employee does not give two (2) months' notice or inform the principal of not returning two months before the last day of school for students;
- If resigning from a non-instructional position, employee gives less than a four (4) week notice.

Failure to comply with the provisions outlined in this section, as well as in the case of a termination, renders the employee ineligible for receiving paid time off payout, any bonus payment and receiving a recommendation from the organization for future employment.

Parental Leave

Employees must have completed 12 months of employment to become eligible for the parental leave benefits described herein. Details on parental leave are outlined below:

- Prior to the birth of their child, employees may use their unused personal days. They also may take an additional week of leave without pay;
- Employees are required to apply any unused vacation, sick or personal days toward any parental leave taken. The use of such leave time shall be counted against the employee's

parental leave entitlement and will not extend the maximum amount of leave time the employee can take;

- Upon the birth or adoption of a child, eligible employees are eligible for a maximum of twelve (12) weeks of leave. Parental leave is integrated with, not in addition to, time off due to the Family and Medical Leave Act Policy as further described in this handbook;
- Primary caregiver employees are eligible to take up to six (6) weeks of paid leave. Non-primary caregiver (paternity leave) employees are eligible to take one (1) week of leave with pay;
- Primary caregiver is defined as the person who has primary responsibility for the care of a child immediately following a birth or adoption;
- Upon returning from leave, the School will make a good faith effort to reinstate the employee in the same position or an equivalent position for which she or he qualifies, with comparable pay, benefits and other terms and conditions of employment, provided such position is funded and available. The School reserves the right to deny reinstatement to the extent permitted by law;
- Benefits during this time will be the same as benefits offered to employees that are temporarily disabled;
- All parental leave must be taken within three (3) months of the birth or placement of the child and must be taken uninterrupted;
- In the case of adoption, the paid leave may be taken as final placement preparations are made (e.g., for travel to the adoption site) and/or within three (3) months before the placement of the child for adoption;
- If school-year vacation falls therein, then this is included in the leave;
- To the extent required by law, some extensions to the Parental Leave Policy may be granted when the leave is necessitated by disability as defined by the Americans with Disability Act and/or applicable state or federal laws;
- It is the policy of the school to provide equal treatment to all employees in regard to parental leave without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status, or any other protected classification.

Capital Prep complies with all applicable state disability insurance laws. If an employee receives compensation under a state disability insurance program, the days for which he/she received compensation shall be deducted from the employee's parental leave entitlement. In this way, the employee will not be able to extend the maximum amount of leave time that she can take.

Jury and Witness Duty

Employees will be granted jury duty leave when summoned for jury duty. Capital Prep may ask employees to request an excuse from jury duty if the employee's absence would create serious operational difficulties. Please note that New York State automatically grants one request for postponement of jury duty.

- Employees must report anticipated jury duty to the director of operations immediately upon receipt of the summons;

- Capital Prep will continue to pay full-time employees for time missed while on jury duty;
- Employees will continue to earn all benefits and vacation, if applicable, during jury duty leave;
- Employees are required to report to work whenever the court schedule permits;
- Upon completion of jury duty service, employees must provide a copy of the “Completion of Jury Duty” notice to the director of operations for inclusion in the employee’s personnel file.

Bereavement Leave

Bereavement leave is granted only as follows:

- If an employee suffers the loss of an immediate family member, he or she is entitled to bereavement pay for up to three (3) days. For purposes of this policy, “immediate family member” means a spouse, domestic partner, parent, child, sibling, grandparent, or any other relative permanently residing with the employee;
- The employee must be a regular full-time employee;
- Employees must notify the director of operations, explaining the reason for and expected length of absence;
- Employees may be granted additional time without pay for additional bereavement leave;
- Employees may use earned unused personal days for additional bereavement leave.

Approval of this additional time is at the discretion of the principal or director of operations.

Military Leave

Members of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA) and New York State law. Advance written notice of military service is required, unless military necessity prevents such notice. Neither sick leave, nor vacation time, accrue during any period of military leave of absence. Employees returning from a military leave of absence will be reinstated in their jobs in accordance with federal and state law. Capital Prep will not discriminate against employees because they are subject to federal military duty.

Unauthorized Absences

An employee is deemed to be on unauthorized leave at such time, and on such occasions, as the employee may absent himself or herself from required duties. This would cover nonperformance, unauthorized use of sick leave, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at Capital Prep-sponsored activities. Any employee who fails to report to work without notification to their supervisor for a period of three days or more will be considered to have voluntarily terminated their employment relationship.

Americans with Disabilities Act

The Americans with Disabilities Act (<http://www.ada.gov/pubs/ada.htm>) provides civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

Subject to applicable law, Capital Prep will comply with the requirement to provide a reasonable accommodation(s) to any qualified employee or applicant with a known disability, where his or her disability affects the performance of his or her essential job functions, except where doing so would be unduly disruptive or would result in undue hardship.

Individuals who believe they need an accommodation to perform the essential functions of their jobs should submit a written request to the director of operations with appropriate medical documentation to support their request, describing the activities that can and cannot be performed. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner. Employees requesting an accommodation may be required to provide medical certification from the employee's health care provider that includes: (1) identification of the health care provider; (2) the health care provider's diagnosis of the disabling condition; (3) specific limitations and/or suggested restrictions and their relation to the disability; and (4) suggested accommodations.

Corporal Punishment

Staff members of Capital Prep should not touch students, unless safety intervention is necessary to protect a child's physical well-being, or the well-being of another person. In the event of a classroom emergency in which a child needs to be physically restrained staff members should notify the principal or designee to the extent possible.

Corporal punishment is prohibited by New York State Law and by Capital Prep. Corporal punishment will result in immediate termination. Prohibited actions include: taking away a child's chair and requiring him or her to stand; requiring a child to sit with his or her face to the wall; requiring a child to perform a repetitive physical task such as writing the same phrase over and over; and requiring a child to affix something to her body as a symbol of bad behavior, such as tape over her mouth. Any employee who becomes aware of an incident of corporal punishment must report that incident immediately to the principal.

Mandated Reporting/Procedures for Reporting Child Abuse

Pursuant to §413 of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment ("SCR"). A hotline has been established for reporting by mandated reporters, which include School officials. The hotline is 1-800-635-1522.

Child "abuse" occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible) knowingly allowed another to inflict such harm.

Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, causing the child to be placed in imminent danger.

As mandated reporters, school officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a school official's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment:

- If a school employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student's care, the employee must report the situation to the school social worker* immediately;
- If, based on the employee's report, the social worker believes that abuse or maltreatment has occurred, the social worker must immediately call the SCR hotline at **1-800-635-1522** and make a verbal report;
- The social worker should ask the SCR representative his or her name and the "Call I.D."
- Within 24 hours of the social worker verbal report to the SCR hotline, he or she must complete and submit to the SCR mandated reporter a form "LDSS-2221A". A form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: www.ocfs.state.ny.us/main/forms or by calling (518) 472-0971;
- If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist;
- The social worker shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those circumstances rise to the level of reasonable suspicion that cause him or her to make a report to SCR;
- All information relating to reports of child abuse or maltreatment shall be strictly confidential.

*In cases where there is not a social worker on staff or on site, the principal shall serve as a social worker.

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh)), any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

1. The name of the child's parent;
2. The name of the person who reported the abuse and their relationship to the child;
3. The name of the employee or volunteer against whom the allegation is made; and
4. A listing of the specific allegations.

The report must be given to the principal immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure to a confidential record to an unauthorized person is a "Class A" misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

- If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner's Regulations setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified School employee pursuant to Education Law §1131;
- If the parent made the allegation, promptly provide the parent with the above-referenced written statement;
- If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent and provide the parent with the requisite written statement;
- If a public school administrator received the written report alleging abuse, the administrator must promptly provide the school's board chair with a copy of the report as well;
- A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies;
- The school shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the New York State Education Department;
- Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five years or at such earlier time that the school determines.

Moreover, at least annually, Capital Prep shall provide training to all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting.

Student Injury Policy

If a student gets injured while at school it is the responsibility of the staff member(s) who witnessed the incident to report it to the principal. It is also the responsibility of the staff member(s) to log it in Illuminate within 24 hours of any incident. All staff witnesses are expected to log information in Illuminate regarding each incident.

12. Partner Organizations

a. Partner Information

Capital Preparatory Schools is committed to partnering with local organizations within the community in order to ensure the community and students in the schools that it manages have meaningful opportunities to interact with one another. Partnership organizations are selected by Capital Preparatory Schools using the following criteria:

- Alignment to the Capital Prep mission and model
- Focus on college preparation
- Access to enrichment and wrap-around services
- Strong, established connections to the community
- Mutual commitment to the partnership

In order to provide a robust and rigorous college preparatory experience, Capital Preparatory Bronx Boys will partner with the following organizations:

1. **Capital Prep Bronx Girls** is the sister school of Capital Prep Bronx Boys. The two schools will have an intentional and meaningful partnership (upon charter approval) focused on healthy collaboration between the two genders as well as academic discourse. Capital Prep Bronx Boys will participate in extracurricular activities and planned events throughout the year to promote this positive interaction and socialization. Capital Prep Bronx Boys and Capital Prep Bronx Girls will be under the same education corporation and will share a board. The contact at Capital Prep Bronx Girls will be the principal located at the school, to be hired upon charter approval. Teachers amongst the school will collaborate whenever possible including planning curriculum and attending professional development together. In addition, once enrollment expands to high school, the schools may share specialized staff such as a math teacher who teaches calculus to ensure all students receive the best teacher in specific subjects.
2. **Monroe College** will provide opportunities for students to experience college, including tours, information sessions, and college-level courses. Monroe College is committed to preparing students for a successful future through a focused, career-oriented quality education. These courses will come at no or minimal cost to Capital Prep Bronx Boys. Much like Capital Preparatory Schools, Monroe College works to ensure that its students are equipped to contribute meaningfully to their communities and to society as a whole. Dr. Perry and his team met with Monroe College multiple times over the last year and have had conversations around the lack of college readiness skills students have when entering Monroe as well as the lack of educational opportunities for young men and women in the Bronx. These conversations have inspired the Capital Prep Bronx Boys team to believe that Monroe would be an excellent partner to for early college exposure. Since college exposure and college-level courses are integral to the Capital Prep model and Monroe College is committed to providing Capital Prep Bronx Boys students access to college-level courses so they are truly prepared for college, Dr. Perry and his team believe this partnership is critical to the schools success.

Like the Capital Prep Bronx Boys team, the faculty at Monroe College are also committed to educating the whole student and therefore serve as mentors and liaisons to other support services. To further this commitment, Monroe College hosts the Male Empowerment Initiative and the Female Empowerment Initiative, which pairs high school students with successful professionals who will serve as mentors and role models through their college experience, careers, and beyond. This initiative developed from efforts to improve retention and success for underserved students and a broader commitment to the community where Monroe College is located. Capital Prep Bronx Boys will have the opportunity to participate in this initiative, which will enhance the college prep experience they are already receiving at school, allowing their learning to come to life on a college campus.

Monroe College has fully committed to further developing its work and partnership with Capital Prep Bronx Boys. In fact, Dr. Cecil Wright, Director of Admissions at Monroe College, was so committed to Capital Prep Bronx Boys mission that he agreed to serve as a founding board member for Capital Prep Bronx Boys and will work to facilitate a robust partnership with Monroe College. The draft memorandum of agreement can be found in section R12b – Partner Commitment and outlines this partnership. This agreement with Monroe is currently being finalized. Dr. Wright can be reached at: [REDACTED] Bronx, NY 10468; [REDACTED]

Additional Partnership Opportunities

Capital Prep Bronx Boys will continue to explore additional partnerships that meet the aforementioned criteria and will inform SUNY of any new partnerships and seek approval to engage in them. One partnership that Capital Prep Bronx Boys is currently working to secure is with Bronx Community College. If established, the partnership with Bronx Community College will provide another opportunity for students to experience a college campus and provide access to college-level resources. There is currently no contract in place; the partnership is being further developed and designed to ensure that it complements the Capital Prep student experience, as well as the partnership with Monroe College.

12. Partner Organizations

b. Partner Commitment – Draft/proposed MOA

Memorandum of Agreement

Between

Capital Preparatory Schools, Inc. and Monroe College

The undersigned partners do agree to participate collectively in development of the Capital Preparatory Bronx Boys and Bronx Girls Charter Schools as outlined in the proposal submitted to the State University of New York, Charter Schools Institute.

Monroe College agrees to host Capital Prep Bronx Boys and Bronx Girls middle school and high school students at least twice per year for campus tours, class audits and college information sessions.

Monroe College agrees to allow Capital Prep Bronx Boys and Bronx Girls high school students to participate in the annual Male and Female Empowerment Summits hosted by Monroe College, free of charge.

Monroe College will host Capital Prep Bronx Boys and Bronx Girls Charter School students in the participation of college courses at Monroe College's campus in the Bronx. Capital Prep Bronx Boys and Girls Charter School students will be welcomed onto Monroe College's campus and accepted as Monroe students. Capital Prep students will attend college courses and be expected to meet all outlined requirements of each course. They will receive full credit from Monroe College for each course they take and pass. Monroe College agrees to work with Capital Prep Bronx Boys and Girls Charter School in making a good faith effort to ensure the cost to the Capital Prep Bronx Boys and Bronx Girls Charter Schools for these courses are provided for free or at a significantly discounted rate.

Dr. Steve Perry, Head of Schools
Capital Preparatory Schools, Inc.

Dr. Stephen J. Jerome, President
Monroe College

13. Governance

a. Education Corporation Board Roles and Responsibilities

The Board of Trustees (the “Board”) of Capital Preparatory Bronx Charter Schools (“CP Bronx Schools”) is responsible for directing and overseeing the affairs and policies of the education corporation and each school it operates: Capital Preparatory Bronx Boys Charter School (“CP Bronx Boys”) and Capital Preparatory Bronx Girls Charter School (“CP Bronx Girls” and together with CP Bronx Boys, the “Schools”), subject to applicable education and charter laws and the By-Laws, charter agreement and provisional charter of CP Bronx Schools. While the Board may delegate day-to-day management and other activities of the Schools to the Principals, the Directors of Operations, the Schools’ charter management organization, Capital Preparatory Schools Incorporated (“CPS”), and others, it is understood that the Board will at all times retain absolute authority, oversight and responsibility for managing the affairs of the Schools. Among the Board’s responsibilities are:

Student Achievement: Implementing educational programs as prescribed by the Capital Prep model, including the ongoing assessment of programs to drive student achievement.

Staff Achievement & Accountability: Hiring and evaluating members of the school leadership team providing ongoing assessments of staff development and the impact on student achievement.

Operational Excellence: Establishing, reviewing and overseeing overall institutional, educational and operational policies and activities consistent with the mission and CP Bronx School’s charter; ensuring operational fidelity and adherence to the approved budget, as well as overseeing compliance with all laws, regulations and policies of the Schools, CPS and the charter authorizer.

Community Engagement: Serving as ambassadors of CPS in the community and providing timely acknowledgment, receipt and resolution of parent/community feedback; working with and engage new community partners to enhance the “Capital Prep” experience for students and families.

Overall School Quality: Upholding the mission of the Schools and providing ongoing assessment of progress to goals; participating in regular evaluation of CPS.

The principal at each school will be responsible for leading and supervising the educational program and the director of operations at each school will be responsible for leading and supervising the operational program. The Board will supervise and evaluate the principal and director of operation in their performance of these duties.

With respect to its role as liaison to the authorizer, representatives of the Board will communicate frequently with the SUNY Charter Schools Institute (and/or so authorize the Principal), prepare all required reports, with the assistance of CPS, coordinate authorizer site visits and take all appropriate actions in response to authorizer site visit findings and other requirements. The Board will also ensure that any material changes in CP Bronx Boys’ programs or operations are approved by the authorizer before being implemented. Additional roles and responsibilities of the Board are defined in CP Bronx Schools’ By-Laws.

CP Bronx Schools understand that the autonomy given to it to operate charter schools in the State of New York is closely tied to an enhanced level of accountability for academic results. While the

corporate oversight of the schools will be centralized at CP Bronx Schools, each school operated by CP Bronx Schools, including CP Bronx Boys, will retain its separate character and measure its students' academic performance against its own separate accountability plans and enrollment and retention targets. CP Bronx Boys' leadership team, with the assistance of the Board, CPS and a Board Academic Committee dedicated to only CP Bronx Boys, will set annual performance goals for CP Bronx Boys relative to these metrics and will formally review progress toward reaching such goals on a quarterly basis.

b. Education Corporation Board Design

CP Bronx Schools' Board oversees the operation of both CP Bronx Boys and CP Bronx Girls. The Board ensures the consistency and fidelity of the implementation of the Capital Prep model at the Schools, in addition to fostering a purposeful and positive partnership between the two Schools that will positively contribute to the education of each student body.

The Board is comprised of no less than 5 and up to 15 members. The exact number of Trustees serving on the Board will be fixed by the Board from time to time. CP Bronx Schools will have the following officer positions filled by members of the Board: Chair, Vice-Chair, Secretary and Treasurer. Detailed job descriptions for these officers are included in CP Bronx School's By-Laws, located in section R13d – Board By-Laws. The officers are elected for one-year terms and may be re-elected at the annual meeting of the Board. Trustees will be elected to the Board by a majority vote of the Trustees then in office. Trustees-elect assume office subject to approval by the authorizing charter entity. Trustees are elected for two-year terms and may be re-elected at the annual meeting of the Board. Any Trustee elected to fill an unexpired term will serve until the next election. A Trustee may resign at any time and, in such instance, a new member may be elected by majority vote of the remaining Trustees. A Trustee can be removed only for cause and in a manner consistent with the requirements of education law. Grounds for removal from the Board include anything that is in violation of CP Bronx School's conflict of interest policy, code of ethics or By-Laws, consistent failure to attend Board or committee meetings or any illegal activity. No employee of CP Bronx Boys or other person who has a conflict of interest prohibited under Sections 801 through 806 of the General Municipal Law may serve on the Board. Also, at no time will more than 40% of Trustees be employees of a single organization. In addition to meeting all legal requirements, Trustees will be expected to demonstrate commitment to the mission, goals and programs of CP Bronx Schools. The qualifications for service on the Trustees will include being at least 18 years of age and having experience and expertise in a professional field that would benefit the Board and the School. The Board sets the tone for the culture of the school so it is critical that Board membership be strategically planned.

The Board will act as a whole and may appoint committees as needed to carry out its work. All committees will be accountable directly to the Board, and a written committee description will be developed for each committee outlining what the Board expects from the committee. Each committee will meet at least quarterly. The Board will have four (4) standing committees: an Executive Committee chaired by the Chair; a Finance and Audit Committee; and two (2) Academic Committee dedicated to each charter school operated by CP Bronx Schools. Standing committee assignments will be made at the first Board meeting or as soon as practicable thereafter. Additional committees may be established at any time. Below are descriptions of each standing committee:

The *Executive Committee* is comprised of at least five (5) members led by the Chair and includes all Officers. It facilitates effective decision-making by the board. It acts an advisor to the Principal and as liaison between the Principal and the full Board.

The *Audit and Finance Committee* is responsible for recommending the annual appointment of an outside auditor, meeting with the auditor to receive and review the audit report and management letter, discussing the management letter with the full Board and the senior staff, and reviewing detailed monthly and quarterly financial statements. It may audit the expenses of the education corporation and is responsible for oversight of the preparation of the annual budget and the school's financial performance in meeting its budgeted revenues and expenses. The *Academic Committee* is comprised of the Chair, the Principal of the school to which the Academic Committee is dedicated and one (1) to three (3) additional members. This Committee works to ensure CP Bronx Boys is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the Principal in the maintenance, promotion and improvement of the academic standards set forth in the charter.

Every Board meeting will include reports from the Principal(s) and one or more representatives of Capital Preparatory Schools, which will inform the Board on the school's progress, particularly on the topics of student performance, staff performance, and the financial health of the organization.

Board meetings will be held monthly at CP Bronx Boys or another school operated by CP Bronx Schools and will be open to the public, in full compliance with the Open Meetings Law, the New York Charter School Act and CP Bronx Schools' By-laws. The date, location and past meeting minutes will be posted on CP Bronx School's website. The agenda for each meeting will be prepared by the Chair in consultation with the Chair of each committee, the Principal(s) and the Director(s) of Operations, with support from CPS. A majority of voting Board members constitutes a quorum. A vote by a majority of the Trustees, if a quorum is established, constitutes a binding decision by the Board for purposes of doing business. The Board has final authority with respect to adopting and amending policies and operations of CP Bronx Schools. The Board has oversight over the academic progress and fiscal soundness of the school. The Board will delegate to the Principal the day-to-day decision-making and authority for instructional leadership and hiring and evaluation of staff. The Principal and Director of Operations will be accountable to the Board and CPS and, as noted above, the Board will retain absolute authority and responsibility for all activities and functions of CP Bronx Schools.

The Board is cognizant of the need it will have to continue to recruit new members. CPS will support the Board in identifying new candidates who 1) represent the various constituent groups including teachers, students, and parents; 2) reflect the diversity of the Bronx community including age, race and ethnicity, socio-economic background, and geography; and 3) have skill sets, knowledge, and expertise in education, governance, law, finance, fundraising, marketing, human resources, youth development and charter school development; 4) have strong ties to the community; and/or 5) have a demonstrated ability to work collaboratively and make decisions in the best interests of the school and the students served.

The Board will engage in professional development each year to ensure that all Trustees have a common vision of the Board's roles and responsibilities and to address needs or gaps identified by the Chair based on an annual self-evaluation completed by all Board members. In addition, all new Board members will participate in an orientation that includes written orientation materials (i.e. the charter, the By-laws, the Code of Conduct, previous Board and Committee meeting minutes and information and articles regarding best practices in charter school governance) and at least one orientation meeting with the Board Chair and the Chair of any Committee on which the new Trustee

will serve. Professional development for all members will include training to ensure that Trustees understand their legal and financial obligations (e.g. duty of loyalty, duty of care) as well as the laws and regulations that govern how a Board may do business (e.g. the Open Meetings Law).

c. Stakeholder Participation

The Capital Prep educational philosophy holds that parent engagement is critical to insuring the school's connection with the whole child, which enhances the school's ability to support each student's specific needs. The Capital Prep model is designed to promote and facilitate a high level of parent engagement both at the individual student level and in the governance and operation of the school. Parents will be encouraged to participate in the governance of the school. The Board shall include at least one parent or guardian of a current or former student at the school who is a voting member. This parent board member will be elected upon school opening. In addition, parents will be invited to participate in ad-hoc committees established by the Board.

Similar to parent engagement, staff are an integral part of the school community and are also critical to engage in order to promote the success of every student. Like parents, illuminators (teachers) and all CP Bronx Boys staff are actively recruited and encouraged to participate in ad-hoc committees established by the Board.

From time to time, student, parent and ad hoc committees comprised of CP Bronx Boys stakeholders hold meetings together with other schools operated by CP Bronx Schools to share ideas and/or plan events involving multiple schools.

Parents, community members, and staff are recruited to participate in the Title I School-wide Program planning committee and school-based planning and advisory teams. Parents, community members, and staff will be surveyed at least once each year to provide opportunities for input and recommendations for ongoing school improvement.

The Board posts its meeting agenda and minutes, policies, school report card, financial audits, and Annual Report, and any other information on its website for public viewing and comment. CP Bronx Boys also conducts parent satisfaction surveys at least annually.

13. Governance

d. Board Bylaws

BY-LAWS OF CAPITAL PREPARATORY BRONX CHARTER SCHOOLS

ARTICLE I NAME

The name of this Corporation is Capital Preparatory Bronx Charter Schools (the “Corporation”).

ARTICLE II MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the trustees 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 GENERAL PURPOSES

The Corporation is organized and will be operated exclusively to carry out educational and charitable purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may be amended hereafter, including but not limited to:

- (a) operating Capital Preparatory Bronx Boys Charter School and Capital Preparatory Bronx Girls Charter School (each a “School” and collectively, the “Schools”) in the Bronx, New York pursuant to the Corporation’s charter as granted by the Board of Trustees of the State University of New York;
- (b) exercising all rights and powers conferred by the laws of the State of New York upon not-for-profit education corporations and consistent with the Constitution of the State of New York and the Corporation’s charter, including, but not limited to, raising funds, receiving gifts, bequests and contributions in any form, using, applying, investing and reinvesting the principal and income therefrom and distributing the same for the above purposes; and
- (c) engaging in any other activity that is incidental to, connected with, or in advancement of the foregoing purposes and that is within the definition of charitable and educational purposes of Section 501(c)(3) of the Internal Revenue Code of 1986.

ARTICLE IV BOARD OF TRUSTEES

Section 1. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the provisions of applicable law (including the New York Education Law, Not-for-Profit Corporation Law, General Municipal Law, and Open Meetings Law), as well as the

requirements of the Corporation's charter and these By-laws. The Board may delegate 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. 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 By-laws, and the following specific powers:

- (a) To elect and remove Trustees;
- (b) To select and remove Officers, agents and employees of the Corporation and the Schools; to prescribe powers and duties for them and to fix their compensation;
- (c) To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- (d) 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 Corporation;
- (e) To carry on the business of operating the Schools and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- (f) 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;
- (g) 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;
- (h) 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, subject to the provisions of the New York Not-for-Profit Corporation Law and any limitations noted in the By-laws; and
- (i) 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 applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these By-laws.

Section 2. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed fifteen (15). The exact number of Trustees is to be determined from time to time by a resolution of the Board. No decrease in the number of Trustees shall shorten the term by any incumbent Trustee.

Section 3. Election of Trustees. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the authorizing charter entity.

Section 4. Eligibility. Subject to the restrictions in Section 7 below, the Board may elect any person who is not an employee of the Corporation and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the Corporation faithfully and effectively.

Section 5. Term of Office. Trustees shall hold office for a term of three (3) years. Trustees may succeed themselves in office.

Section 6. Interested Persons.

- (a) Not more than forty percent (40%) of the persons serving on the Board may be (i) persons currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months; or (ii) a sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
- (b) Not more than forty percent (40%) of the voting persons on the Board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the Schools or another charter school), regardless of whether said entity is affiliated or otherwise partnered with the Corporation. For the purposes of the foregoing sentence, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Trustees, may, at their sole discretion, waive this restriction upon written request from the Schools.
- (c) Where the Corporation has engaged a not-for-profit educational service provider or other entity that provides comprehensive management services to the Schools pursuant to a contract between such entity and the Corporation, no more than two (2) Trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated, and one (1) such Trustee's affiliation is limited to serving as director of such entity; provided, however, that in such case the following restrictions shall apply:
 - (i) termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the Board, and upon such termination such person(s) may be removed from the Board by vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting;
 - (ii) such person(s) shall not hold the offices of Chair or Treasurer of the Board;
 - (iii) when the Board has proper grounds to go into executive session pursuant to the New York Open Meetings Law, and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board may, after such person(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such person(s); and
 - (iv) the number of Trustees on the Board shall not be less than seven (7) where two (2) Trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) Trustee is affiliated with the not-for-profit entity.

Section 7. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the

New York Education Law and other such sections of the New York Education Law and the Not-for-Profit Corporation Law. In accordance with the procedures set forth in the Education Law, the Board of Regents may remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the Board has failed or refuses to carry into effect its educational purposes.

Section 8. 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. If any Trustee shall fail to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

Section 9. Vacancies. The office of any Trustee shall become vacant on his or her death, resignation, refusal to act, removal from office, expiration of term, or any other cause specified in the Corporation's charter. If any Trustee fails to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned, and the vacancy shall be filled. The Board may fill any vacancy occurring in the middle of a Trustee's term by electing another individual to serve for the duration of his or her predecessor's unexpired term and may be reelected in accordance with the provisions of this section.

Section 10. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

Section 11. Meetings.

Section 11.1. Annual Meetings. An annual meeting of the Board shall be held at either of the Schools (and until School facilities are identified, such location as determined by the Board) at a date and time designated by the Board. At the annual meeting the Board may elect officers pursuant to a policy adopted by the Board.

Section 11.2. Regular Meetings. The Board shall meet to conduct business and to review the Treasurer's accounts as frequently as it deems necessary but no less than on a monthly basis as required by Law.

Section 11.3. Special Meetings. Special meetings of the Board may be called (i) at any time by the Chair, (ii) by the senior Trustee on written request of three Trustees if the Chair is absent, or (iii) by any other manner determined by the Board of Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

Section 12. Notice of Meetings. Annual, regular and special meetings of the Board shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present. Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board shall be

transmitted to each Trustee not less than five (5) and no more than ten (10) days before the meeting to the usual address of every Trustee.

Section 13. 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.

Section 14. Board Participation by Other Means. To the extent permitted by Article 7 of the Public Officers Law, Trustees who do not reside in New York, or who cannot be present at the location and date of the meeting will may participate by video conference in order to be counted for the quorum and vote on relevant matters. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating in the Board meeting other than in-person or by live video-conferencing shall not be permitted to vote. Further, Trustees will not be permitted to vote by proxy. Appropriate notice and access will be given to the public such that they can be participate in the meeting if they so wish at any location in which video conferencing is being used. Public notice will inform the public that video conferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations. Members may participate by phone, but will not be included as part of the quorum and will not be permitted to vote on pending issues.

Section 15. Quorum. Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place. As used in these By-laws, the term “entire Board” shall consist of the number of Trustees that were elected as of the most recently held election of Trustees.

Section 16. Open Meetings. Notwithstanding any other provisions of these By-laws, the Corporation shall comply with the New York Open Meetings Law.

Section 17. Action by the Board. Any reference in these By-laws to action to be taken by the Board shall mean such action at a meeting of the Board. Except as otherwise expressly required by applicable law or these By-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum has been established, shall be the act of the Board. In any case in which a Trustee is entitled to vote, he or she shall have no more than, nor not less than, one (1) vote.

Section 18. 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.

Section 19. 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 By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in section 19 above, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 20. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Section 19, 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.

Section 21. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE V OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall be the Chair, a Vice-Chair, a Secretary, a Treasurer, and such other officers as the Board may from time to time establish. Officers shall be elected and shall serve a term that is co-terminous with their term as Trustee. Any two (2) or more offices may be held by the same person, except the offices of Chair and Secretary or the offices corresponding thereto.

Section 1.1. Chair. The Chair shall serve as Chairman of the Board of Directors and shall carry out those duties usually incident to the office of President and shall serve as Chair of the Executive Committee. The Chair shall execute all documents on behalf of the Corporation unless the Board has generally or specifically delegated the authority to execute the document in question to another officer of the Corporation or employee of the Schools.

Section 1.2. Vice-Chair. The Vice-Chair will assume the responsibilities of the Chair in his or her absence, including convening regularly scheduled Board meetings and presiding or arranging for other Trustees.

Section 1.3. Secretary. The Secretary shall keep the minutes of all meetings, provide written notice of all meetings and copies of minutes of previous meetings in accordance with these By-Laws or as required by the laws of the State of New York, and shall act as the custodian of the Corporation's records.

Section 1.4. Treasurer. The Treasurer shall be the principal financial officer of the Corporation and shall ensure that there is an adequate and correct accounting of the property and business transactions of the Corporation.

Section 2. Election. Upon election, each officer shall hold office until such officer's successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation or removal.

Section 3. Removal. Any officer elected by the Board may be removed at any time, for cause or without cause, by an affirmative vote of two-thirds (2/3) of all the Trustees of the Board.

Section 4. Vacancy. In the event a vacancy occurs in any office, the Board shall elect, at a regular meeting or a special meeting of the Board, a person to succeed to such office.

ARTICLE VI COMMITTEES OF THE BOARD

Section 1. Committees of Trustees. The Board, by resolution adopted by a majority of the entire Board, may designate from among its members an Executive Committee, consisting of five (5) or more Trustees, and other standing committees, each consisting of three (3) or more Trustees and other non-Trustees as the Board may deem appropriate. All committees are subject to the New York Open Meetings Law.

Section 2. Guidelines. Unless otherwise provided by these By-laws or in a resolution of the Board by creating or modifying a special committee, members of each Committee shall be elected by a majority of the Trustees. Each Committee member, to the extent provided in the resolution establishing the Committee, shall have all the authority of the Board, except that no such committee shall have authority as to the following matters:

- (i) the filling of vacancies in the Board or in any committee or removing any Trustee from the Board or any committee;
- (ii) the final approval of recommendations regarding formal complaints filed by individuals or groups against the Corporation or the Schools;
- (iii) the fixing of compensation of the Trustees for serving on the Board or on any committee;
- (iv) the amendment or repeal of these By-laws or the adoption of new By-laws;
- (v) the granting of degrees; and
- (vi) the amendment or repeal of any resolution of the Board which, by its terms, shall not be so amendable or repealable.

Section 3. Alternate Members. The Board may elect one (1) or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Section 4. Special Committees. The Board may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board and in no case shall have powers which are not authorized for standing committees.

Section 5. Executive Committee. The Executive Committee, in intervals between the meetings for the Trustees, may transact such business of the Corporation as the Trustees may authorize.

Section 6. Audit and Finance Committee. The Audit and Finance Committee shall have and may exercise the authority, without limitation, to (i) recommend the annual appointment of the Corporation's auditors; (ii) review with the Corporation's auditors the scope of the audit and non-audit assignments and related fees, accounting principles the Corporation shall use in financial reporting, internal auditing procedures and the adequacy of the Corporation's internal control procedures; (iii) otherwise to take all actions necessary and appropriate in light of, and in order to comply with, all applicable statutes, rules and regulations of regulatory agencies and bodies; (iv) review detailed monthly and quarterly financial statements; and (v) perform such other matters as the Board may assign from time to time. The Treasurer may not be a member of the Audit and Finance Committee.

Section 7. Academic Committee. Each School shall have an Academic Committee, chaired by the principal of that School. Each Academic Committee shall oversee education programs and review student achievement data for that School.

Section 8. Procedures of Committees. All committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees shall keep a record of their acts and proceedings in accordance with the New York Open Meetings Law and shall report thereon to the Board.

Section 9. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

ARTICLE VII CONFLICTS OF INTEREST

Section 1. Disclosure. Trustees, officers and employees shall seek to avoid potential conflicts of interest in personal and in professional relationships, and shall timely disclose potential conflicts of interest to appropriate supervisory personnel and/or other applicable Corporation officials in accordance with the Corporation's policies. In addition, all Trustees, officers and staff shall fully cooperate in the management of any potential conflicts of interest. In addition, trustees, officers and senior staff shall fully comply with the Corporation's Conflict of Interest Policy.

Section 2. Conflicts of Interest Policy. The Board shall adopt a Conflict of Interest Policy consistent with the requirements of the New York Not-For-Profit Corporation Law and the General Municipal Law. The Conflict of Interest Policy shall: (a) define the circumstances that constitute a conflict of interest; (b) include procedures for disclosing, addressing and documenting potential and actual conflicts of interest; (c) prohibit a conflicted Trustee, officer or employee from participating in deliberations or voting or improperly influencing a vote on such conflict; (d) require that the existence and resolution of a conflict be properly documented, including in the minutes of any

meeting at which the conflict was discussed or voted upon; (e) require Trustees, officers and key employees, prior to their initial election, appointment or hire, as applicable, and no less than annually thereafter, to disclose any entities with which they are affiliated and with which the Corporation has a relationship and any transactions possibly giving rise to a conflict for the Trustee, officer or key employee; (f) require the Board or a committee of independent trustees (as defined in the Conflict of Interest Policy) to oversee the adoption and implementation of and compliance with the Conflict of Interest Policy; and (g) limit participation in any Board or committee deliberations or vote on matters relating to the Conflict of Interest Policy to independent directors.

ARTICLE VIII

CONTRACTS, LOANS, GRANTS AND PROPERTY

Section 1. Contracts. Except as otherwise provided by law, the Board may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the Corporation, in the name and on behalf of the Corporation, to enter into any contract. Any such authority may be general or confined to specific instances.

Section 2. Loans. The Board may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the Corporation to effect loans and advances at any time for the Corporation from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds, or other certificates or evidences of indebtedness of the Corporation, and when authorized to do so to pledge, hypothecate or transfer, to the extent permitted by law, any securities or other property of the Corporation as security for any such loans or advances. Such authority conferred by the Board may be general or confined to specific instances.

Section 3. Grants. The Board, on the basis of written recommendations from individual Trustees, officers and employees of the Corporation, may, prospectively or retroactively, authorize the Chair, on behalf of the Corporation, to make grants and other contributions.

Section 4. Property Holding. The Board may take and hold by gift, grant, devise or bequest in their own right or in trust for any purpose comprised in the objects of the Corporation, such additional real and personal property, beyond such as shall be authorized by its charter, as the Board of Regents shall authorize within one (1) year after the delivery of the instrument or probate of the will giving, granting, devising or bequeathing such property. Such authority given by the regents shall make any such gift, grant, devise or bequest operative and valid in law. Any grant, devise or bequest shall be equally valid whether made in the Corporation's name or to the Trustees, and such powers given to the Trustees shall be powers of the Corporation.

Section 5. Control of Property. The Board may (a) buy, sell, mortgage, let and otherwise use and dispose of its property as it shall deem for the best interests of the Corporation; and (b) lend or deposit, or receive as a gift, or on loan or deposit, literary, scientific or other articles, collections, or property pertaining to its work. Such gifts, loans or deposits may be made to or with the Corporation. Any such transfer of property, if approved by the Board of Regents, shall during its continuance, transfer responsibility therefor to the Corporation, which shall also be entitled to receive any money, books or other property from the state or other sources to which the school would have been entitled but for such transfer.

ARTICLE IX

NON-LIABILITY; INDEMNIFICATION; INSURANCE

Section 1. Non-Liability of Trustees. The Trustees shall not be personally liability for the Corporation's debts, liabilities or other obligations.

Section 2. Indemnification of Trustees and Officers. In accordance with the New York Not-For-Profit Corporation Law, the Corporation shall, to the fullest extent permitted, and in the manner prescribed by the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of duty, neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency, by reason of the fact that he or she, or his or her testator was a Trustee, Officer, employee or agent of the Corporation, against any judgments, fines, amounts paid in settlement, and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any such person if (a) his or her acts were committed in bad faith or were the result of his or her active and deliberate dishonesty and were material to such action or proceeding. The Corporation shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees, costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law.

Section 3. Insurance. The Corporation shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the Corporation including insurance to indemnify the Corporation, for any obligation which it incurs as a result of its indemnification of Trustees, Officers and employees pursuant to Section 2 above, or to indemnify such persons in instances in which they may be indemnified pursuant to Section 2 above.

ARTICLE X

BOOKS AND RECORDS

Correct and complete books and records of account and minutes of the proceedings of the Board, the Executive Committee and all Standing Committees shall be kept at the main office. 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 obligations imposed by any applicable federal, state or local law.

ARTICLE XI

FISCAL YEAR

The fiscal year of the Corporation shall begin on July 1 and shall end on June 30 in each year.

ARTICLE XII

CORPORATE SEAL

The Board may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XIII AMENDMENTS

Section 1. Amendments. These By-Laws or any one or more of the provisions thereof may, at any annual, regular or special meeting of the Board, be amended by changing, altering, suspending, supplementing or repealing the same by a majority vote of the entire Board; provided, however, that no By-Law by which more than a majority vote shall be required for any specified action by the Board shall be amended, changed, altered, suspended, supplemented or repealed by a smaller vote than that required for action thereunder.

Section 2. SUNY/CSI Approval. No material amendment to these By-laws shall be effective without approval of the Charter School Institute of the State University of New York and/or the Board of Trustees of the State University of New York, as may be required.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said Corporation were duly and regularly adopted as such by the Board of said Corporation; and that the above and foregoing By-laws are now in full force and effect.

Secretary

Date

Exhibit 13d.1: Conflict of Interest Policy**CAPITAL PREPARATORY BRONX CHARTER SCHOOLS
CONFLICT OF INTEREST POLICY**

The purpose of this Conflict of Interest Policy (the “Policy”) is to protect the interests of Capital Preparatory Bronx Charter Schools (the “Corporation”) when it is contemplating entering into a transaction or arrangement that may benefit the private interests of a Trustee, Officer or employee of the Corporation. Before entering into any transaction or arrangement that may benefit the private interests of a Trustee, Officer or employee of the Corporation, the Board of Trustees of the Corporation (the “Board”) shall determine whether the transaction or arrangement is prohibited under this Policy.

Article 1**Conflicts of Interest**

Section 1. Corporation Trustees, Officers and employees, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the Corporation, provided, however, this does not preclude the payment of lawful compensation and necessary expenses of such Trustee, Officer or employee in holding his or her position with the Corporation, as applicable. A Trustee, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if the Corporation is party to a contract with (i) his or her spouse, minor children or dependents (except contracts of employment with such Corporation), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, director or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2. Corporation Trustees, Officers and employees are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 above, except as approved by the Board. In determining whether to approve a Related Party Transaction, the Board must determine if the transaction is fair, reasonable and in the best interests of the Corporation at the time of such determination. With respect to any Related Party Transaction involving a charitable corporation and in which a Related Party has a substantial financial interest, the Board shall consider alternative transactions to the extent available.

Section 3. No Trustee, Officer or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars (\$75.00) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form without prior approval of the Board of Trustees.

Section 4. Employees of the Corporation may not serve on the Board of Trustees.

Article 2**Disclosure and Voting**

Any potential or actual conflict of interest described in Article 1 of this Policy must be promptly disclosed in good faith in writing to each member of the Board, together with all material facts known to such Trustee, Officer or employee in with respect to the actual or potential conflict of interest. All such potential or actual conflicts of interest shall be reviewed by the Board. Any Trustee, Officer or employee to which the potential or actual conflict of interest relates shall leave the room while deliberations are conducted. If not prohibited by Article 1 of this Policy, any matter involving an actual or potential conflict of interest shall be approved by not less than a majority vote of the Board members present and voting at the meeting; provided, that the Trustee to which the potential or actual conflict of interest relates shall not be permitted to vote. No Trustee, Officer or employee shall vote, act, or attempt to influence improperly the deliberations, as applicable. Any attempt to vote, act, or improperly influence deliberations may be grounds for removal from the Board or termination of employment with the Corporation.

Article 3

Committee Review

The Board may delegate to the Audit Committee or any Board committee comprised solely of Independent Trustees (each a "Committee") the adoption, implementation of and compliance with this Policy. The Board may delegate to such Committee review and approval of any potential or actual conflict of interest; provided that if the potential or actual conflict of interest is of a nature that would otherwise require full Board approval, the Committee shall provide a recommendation as to whether or not to approve the potential or actual conflict of interest to the full Board, and the Board shall be responsible for making a final determination. In the event the Board delegates the review and approval of conflicts of interest to a committee, all references to the Board in this Policy shall be deemed to refer to such Committee and all references to a majority of the Board shall be deemed to refer to a majority of such Committee.

Article 4

Records of Proceedings

The minutes of all meetings of the Board and all committee meetings at which a potential or actual conflict of interest is considered shall contain the following:

- (i) The names of the persons who disclosed or otherwise were determined to have a potential or actual conflict of interest, the nature of the potential or actual conflict of interest, any action taken to determine whether a conflict of interest exists, and the Board's decision as to whether a conflict of interest exists.
- (ii) The names of the persons who were present for discussions and votes relating to any determinations under this Policy, including whether the Trustee, Officer or employee left the room during any such discussions, the content of such discussions, and whether or not the transaction was approved by the Board.

The minutes shall be documented contemporaneously to the discussion and decision regarding the conflict of interest.

Article 5

Disclosures

Prior to the initial election or appointment of a Trustee to the Board, and thereafter on an annual basis, all Trustees, in addition to all Officers and employees, shall disclose in writing to the Secretary of the Corporation:

- (i) Any entity of which the Trustee, Officer or employee is an officer, director, trustee, member, owner or employee;
- (ii) Any entity of which a Relative of the Trustee, Officer or employee is an officer, director, trustee, member, owner or employee and with which the Corporation has a relationship;
- (iii) Any Financial Interest the Trustee, Officer or employee may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the Corporation for a fee or other compensation; and
- (iv) Any position or other material relationship such Trustee, Officer or employee may have with any not-for-profit corporation or any position or other material relationship held by a Relative of such Trustee Officer or employee, with which the Corporation has a business relationship.

Each Trustee, Officer and employee shall also annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

Article 6

Miscellaneous

Section 1. Any contract willfully entered into by or with the Corporation which is prohibited by this Conflict of Interest Policy shall be null, void and wholly unenforceable.

Section 2. In no instance shall a trustee, officer or employee of a for-profit educational management organization having a business relationship with the Corporation serve as a voting member of the Board for the duration of such business relationship.

Section 3. Trustees, officers, or employees of any single external organization shall hold no more than 40% of the total seats comprising the Board.

Section 4. Trustees, Officers and employees 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, such Trustee, Officer or employee shall disclose in writing all known facts prior to participating in a Board discussion of these matters and the Trustee, Officer, or employee's interest in the matter will be reflected in the Board minutes.

Section 5. Trustees, Officers and employees shall make all appropriate disclosures whenever a grievance of conflict of interest is lodged against them.

Section 6. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate this Conflict of Interest Policy may be fined, suspended or removed from office or employment in the manner provided by law.

Section 7. No Trustee, Officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interests.

Section 8. Trustees, Officers and employees may never ask a subordinate, a student or a parent of a student to work on or give to any political campaign.

Article 7

Definitions

Capitalized terms used herein shall have the meanings ascribed to such terms below:

- (i) **Affiliate.** An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.
- (ii) **Financial Interest.** A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangements involving the Corporation.
- (iii) **Independent Trustee.** A member of the Board who:
 - a. Has not been an employee of the Corporation or an Affiliate of the Corporation within the last three (3) years;
 - b. Does not have a Relative who has been a Key Employee of the Corporation or an Affiliate of the Corporation within the last three (3) years;

- c. Has not received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
 - d. Does not have a Relative who has received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
 - e. Does not have a substantial Financial Interest in and has not been an employee of any entity that has made payments to or received payments from, the Corporation or an Affiliate of the Corporation in excess of the lesser of: (a) \$25,000 or (b) 2% of the Corporation's consolidated gross revenue over the last three years (payment does not include charitable contributions);
 - f. Does not have a Relative who has a substantial Financial Interest or who has been an employee of any entity that has made payments to or received payments from, the Corporation or an Affiliate of the Corporation in excess of the lesser of: (a) \$25,000 or (b) 2% of the Corporation's consolidated gross revenue over the last three years (payment does not include charitable contributions);
 - g. Is not in an employment relationship or under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;
 - h. Does not have a Relative who is in an employment relationship or under control or direction of any Related Party and receives payments subject to approval of a Related Party;
- (iv) **Key Employee.** A person employed by the Corporation who is in a position to exercise substantial influence over the affairs of the Corporation.
- (v) **Officer.** A person who has the authority to bind the Corporation as designated in the By-Laws of the Corporation.
- (vi) **Related Party.** Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:
- a. Trustees, Officers, or Key Employees of the Corporation or an Affiliate of the Corporation;
 - b. Relatives of Trustees, Officers, or Key Employees;
 - c. Any entity in which a person in (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
 - d. Founders of the Corporation; and

- e. Any non-stock entity controlled by one or more Key Employees.
- (vii) **Related Party Transaction.** Any transaction, agreement or any other arrangement with the Corporation or an Affiliate of the Corporation in which a Related Party has a Financial Interest.
- (viii) **Relative.** A spouse, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren, and spouses of brothers, sisters, children, grandchildren, and great-grandchildren; or a domestic partner as defined in section 2994-A of the New York Public Health Law.
- (ix) **Trustee.** Any voting or non-voting member of the governing board of the Corporation.

13. Governance

e. Code of Ethics

CAPITAL PREPARATORY BRONX CHARTER SCHOOLS

CODE OF ETHICS

FOR CORPORATION TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees (the “Board”) of Capital Preparatory Bronx Charter Schools (the “Corporation”) recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school leadership as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of the Corporation’s goals. The Board also recognizes its obligation to adopt a code of ethics consistent with the provisions of the New York General Municipal Law and the Education Law, setting forth the standards of conduct required of all Corporation trustees, officers and employees.

Therefore, every trustee, officer and employee of the Corporation, whether paid or unpaid, shall adhere to the following standards of conduct:

1. *Gifts:* A trustee, officer or employee shall not directly or indirectly solicit any gifts nor accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* A trustee, officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* A trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
4. *Representation before the Board for a contingent fee:* A trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the Corporation with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board:* A trustee, officer or employee of the Corporation, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she, or his or her spouse, has in such matter. The term “interest” means a direct or indirect pecuniary or material benefit accruing to a trustee, officer or employee.
6. *Investments in conflict with official duties:* A trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* A trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* A trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the Board on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Chairman/Secretary shall cause a copy of this Code of Ethics to be distributed annually to every trustee, officer and employee of the Corporation. Each trustee, officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

15. Governance

f. Complaint Policy

Any individual or group of individuals (hereinafter the “Complainant”) may bring a complaint regarding Capital Preparatory Bronx Boys or Capital Preparatory Bronx Girls Charter School (each, a “School”) to the Capital Preparatory Bronx Charter Schools Education Corporation (the “Corporation”) Board of Trustees (“BOT”) alleging a violation of any law, including the Charter Schools Act, or a School’s Charter (a “Violation”) (such a complaint is hereinafter referred to as a “Formal Complaint”)

The Board will adopt in substantially similar form the following policies and procedures related to Formal Complaints:

CAPITAL PREPARATORY BRONX CHARTER SCHOOLS COMPLAINT POLICY AND PROCEDURE

A Formal Complaint involves an alleged violation of any law, a School’s Charter or written policy or procedure.

Examples of Formal Complaints are:

- Allegations of improper discipline of a special-education student (violates IDEA)
- Allegations of improper lottery procedures (violation of the School’s charter)
- Allegations of child abuse in the school (violation of New York State law)

Procedures for filing a Formal Complaint

All Formal Complaints from a Complainant **must** be submitted in writing. If the Complainant wishes, the Complainant may pick up a complaint form in a School’s main office. The complaint should include:

- The nature of the violation
- The facts on which the statement is based
- The signature and contact information of the person filing the complaint
- If alleging violations with respect to a specific child, include:
 - ° The name and address of the residence of the child
 - ° A description of the nature of the problem of the child (the concerns that led the complainant to file the complaint), including the facts relating to the problem
 - ° A proposed resolution of the problem to the extent known and available at the time the person is filing the complaint

The complaint must be submitted to a School’s office manager who will date-stamp it and place in the mailbox of the Corporation Board.

What to expect once a Formal Complaint has been filed

1. All Formal Complaints will be reviewed by the Corporation BOT through the Corporation’s Executive Committee (or its designee) at the next public BOT meeting following the date of receipt of the Formal Complaint as long as the Formal Complaint is filed with a minimum of five (5) business days for the Corporation BOT to review it. Otherwise, the Corporation BOT will review the Formal Complaint at its next Board meeting.
2. The Corporation BOT must respond to the Formal Complaint in writing within ten (10) business days after the Board meeting.

Upon resolution of a Formal Complaint, the Corporation Board will provide the Complainant with

1. A written determination and any remedial action to be taken and the reasons for such determinations
2. A written notice informing the Complainant of the Complainant's right to appeal the determination to SUNY's Charter Schools Institute ("CSI") if the Formal Complaint involves a Violation
3. A copy of the SUNY's grievance policies (as they are posted CSI's website at <http://www.newyorkcharters.org/parentResources.htm#questions> (the "CSI Website").

The Formal Complaint Appeal Process

If a Formal Complaint alleges violations of applicable New York State and/or Federal law, or a School's Charter, the Corporation BOT's response will be provided to the individual or group that presented the Formal Complaint, along with a copy of CSI's current appeals process as published on the CSI Website

In accordance with Education Law §2855(4), if after presentation of such a Formal Complaint to the Corporation Board, the individual or group determines that the Corporation Board has not adequately addressed the Formal Complaint, that individual or group may present the Formal Complaint to CSI, which shall investigate and respond.

If, after presentation of the Formal Complaint to CSI, the individual or group determines that it has not adequately addressed the Formal Complaint, they may present the Formal Complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The SUNY Board of Trustees and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the Corporation Board under their jurisdiction to effectuate the provisions applicable under Education Law.

The Corporation also has policies and procedures relating to the handling of complaints that do not rise to the level of those delineating in Education Law §2855(4), hereinafter described as "Informal Complaints." the Corporation's policies and procedures related to the handling of Informal Complaints are described below. The existence of these policies, however, does not prevent a Complainant from immediately pursuing the policy and procedures for Formal Complaints.

INFORMAL COMPLAINT POLICY AND PROCEDURE

It will be the desire of a School to work closely with parents and students to resolve issues that are problematic for either party in a manner that is respectful and thoughtful and beneficial for both parties. It will be the hope of a School that issues that would fall in the category of 'Informal Complaints' be resolved quickly at the School level and are not handled by Corporation's BOT, unless the Informal Complaint involves a School's principal.

Procedures for filing an Informal Complaint

Informal Complaints on behalf of a child should be made as quickly as possible to the teacher. The Informal Complainant may submit the Informal Complaint in writing, orally, or via email to the teacher or person involved. A School directory will have a complete list of all email addresses.

If the teacher does not resolve the issue to the Complainant's satisfaction, the Complainant may take the Informal Complaint to the Principal.

If the Information Complaint is about the Principal, the Complainant should file the Informal Complaint in writing to the President/Chairperson of the Corporation's BOT.

What to expect once an Informal Complaint has been filed

The Complainant should expect a response within a reasonable amount of time. If the Complainant does not get a response in a reasonable amount of time, the Complainant may proceed to take the Informal Complaint to the next level in the chain of command. If no action is taken at all, the Complainant may proceed directly to the Corporation's BOTs, under what would be a violation of this policy, which is part of the School's Charter.

Upon resolution of your Informal Complaint, The School will provide you with

The Complainant will be provided with a response that includes the reason for the action taken, if any. Responses to Informal Complaints may take the form of oral or written communication. To the extent possible, the School will keep a written record of Informal Complaints.

The Informal Complaint Appeal Process

If a Complainant is not satisfied with the resolution or action ultimately taken by the Principal, a teacher, staff member or administrator, he or she may appeal to the Corporation's BOT.

SUNY Charter Schools Institute does not handle appeals of informal complaints.

CONFLICTS BETWEEN THE TWO CHARTER SCHOOLS GOVERNED BY THE CORPORATION

There exists the possibility that a conflict may arise between the two charters schools governed by the Corporation BOT. In such cases, the Corporation BOT's Oversight Committee for each School will attempt to resolve the conflict at the Committee level. Should the resolution arrived at by the Oversight Committees not be satisfactory to either one or both of the two charter schools, the conflict will be addressed at the Corporation BOT level.

14. District and School Relations

Community engagement and authentic learning opportunities are critical elements of the Capital Prep model. Just like in Hartford, Bridgeport, and Harlem, Capital Preparatory Schools has focused on garnering community support and partnerships in the Bronx to gather feedback and propose a school option that addresses the needs of the community. This approach has fostered high community interest for the past decade. Capital Prep's first school in Hartford had 2,700 applications for 60 seats in 2014. The organization's next school in Bridgeport garnered over 900 applications for 250 seats in grades 6-12 before a school site was formally identified. Capital Preparatory Schools has been continuing to build community relationships and strive to expand on and exceed these efforts in the Bronx. In addition, the relationships that Capital Preparatory Schools form with the school districts and communities in which they are located are critical to the model's success. This is especially true as students create their 12th grade social justice projects and work to leave a positive legacy on their school and community. In addition, the pride Capital Prep School students feel is evident in the communities in which the schools operate. For example, in CT, often the school leadership hears from district and community leaders about good choices Capital Prep students have made in the community. The students are often identified by the crest on their uniforms which are critical to the Capital Preparatory Schools model.

District Relations

Capital Prep Bronx Boys was unable to obtain written representation from the district. The school did receive community support from political and community leaders (see section below). The school received offers to be connected with the Community Education Council for CSD 10 and CSD 12. Dr. Perry and his team attended the CEC meeting for CSD 12 after being invited by Ilka Rios, the President of CEC 12. Dr. Perry was open with the parents about his intention to open a Capital Prep school in CSD 12. The CEC parents were interested in hearing about Capital Prep Bronx Boys. The superintendent who attended this meeting was not as supportive to hearing about the school. One of the pieces of feedback Ilka Rios gave Capital Prep Bronx Boys early on is that she would be more willing to support the school if the school was going to locate in a private facility. The team also heard this from other parents in CSD 12 and therefore feel that co-location may not be favorable to members of the CSD 12 community. Capital Prep Bronx Boys will continue to try to overcome any opposition to the school in the district with transparency and continuous community outreach. Once authorized, the school will begin outreach to all the local district and charter schools to discuss potential partnerships.

Support from Political and Community Leaders in District

Dr. Perry and his team met with several Bronx community organizations and leaders, including Assembly Member Marcos Crespo, City Council Member Ritchie Torres, Families for Excellent Schools, Bronx Community College and Monroe College. Capital Preparatory Schools has also spoken with other charter schools and charter networks, such as Bronx Charter School for Excellence, Achievement First, and Children's Aid College Prep, not only to learn from their experience but also to be galvanizers in a collaborative New York education community. Dacia Toll, from Achievement First, has been particularly supportive in sharing resources and information as well as writing a letter of support. Further, Capital Preparatory Schools has made connections to higher education institutions, both through Capital Prep Harlem board members, as well as through meetings with local schools of education. More specifically, conversations with Monroe College and Bronx Community College have been helpful in outlining the educational needs of New York City and have provided a better understanding of how the Capital Prep model could fit into the Bronx community.

One of the strongest advocates for Capital Preparatory Schools to open in the Bronx is the administration of Monroe College, located in CSD 10. In particular, Dr. Cecil Wright, Director of Admissions, and Stephen Jerome, President, were very supportive of the Capital Preparatory Schools mission and vision. Dr. Wright has agreed to serve as a founding board member for Capital Prep Bronx Boys and Bronx Girls. In addition, Monroe College has committed to supporting Capital Prep Bronx Boys and Bronx Girls as a community partner, beginning with providing free space to host the CSD 10 public meetings. The ongoing conversation with Monroe College centers on the need for high-quality, college preparatory high school programs for students in the Bronx – Capital Prep Bronx Boys and Bronx Girls is eager to help fulfill this need. In April 2015, Dr. Perry served as the keynote speaker at the Male Empowerment Summit at Monroe College. This event and the Monroe College Empowerment Institute program supports young men from all over the Bronx encouraging them to be successful in school and life. In addition, local Bronx school leaders and teachers attended with students and expressed appreciation for Dr. Perry's ideas and school model. Administrators from Monroe also discussed with Dr. Perry their annual Female Empowerment event which offers female high school students the opportunity to reflect on and discuss their education goals, mentoring options, and community impact.

Dr. Perry also met with Mona Davids, President of the New York City Parents Union, and other parents from the Bronx at Monroe College. Ms. Davids, and the parents who attended the meeting with her, expressed interest in more college preparatory secondary school options in the Bronx as well as single-sex school options. Dr. Perry continues to have conversations with Ms. Davids in which they discuss parents' desire for a single-gender college preparatory school in the Bronx. Dr. Perry has also spent time talking with Isaiah Brown, Site Director, at the Bronx River Community Center, located in CSD 12. Mr. Brown has been extremely supportive in connecting Capital Prep Schools with parents to discuss the model as well as other community leaders, such as the Bronx River Tenants Association President and President of the Community Education Council 12.

Dr. Perry and his team have also met with Jamaal Bowman, Principal of Cornerstone Academy for Social Action Middle School, a middle school located in the Bronx. Mr. Bowman expressed support for the Capital Prep Model. In addition, parents at the Bronx River Community Center expressed admiration for a Principal at Mott Hall V, a 6-12th grade traditional public school in CSD 12. These parents also said that they would connect Capital Prep Bronx Boys leadership with him. In addition, Mott Hall V is modeled after the original Mott Hall school, located in Harlem. Capital Preparatory Schools believes that having another bridge between Harlem and the Bronx will strengthen the model but also creates an opportunity for an expanded partnership.

Support from Families in District

In order to more fully understand the needs of the Bronx community, Capital Preparatory Schools spoke with Bronx parents and students about what they would like to see in a school. In total, five public interest meetings were held to discuss the proposals for Capital Prep Bronx Boys. Three of these meetings were held in CSD 10 at Monroe College and three meetings were held in CSD 12 at two separate community centers located in public housing. In addition, Dr. Perry has gone to community churches to speak to families about Capital Prep Bronx Boys and head feedback. The feedback from families was positive and supportive. In fact, of all the parents and families the Capital Preparatory Schools team met with, over 75% agreed that they would send their students to Capital Prep Bronx Boys. Capital Preparatory Schools also heard overwhelmingly from parents the desire to have a single-sex grades 6-12 school option in the Bronx. While Capital Preparatory Schools does not currently offer a single-sex school, based on this input and the past

success of the Capital Prep model, Capital Prep Bronx Boys seeks to open a single-gender school specifically in the Bronx to serve these parents.

CSD 10 and CSD 12 Lowest-Performing Schools

Both CSD 10 and CSD 12 have many low performing schools and Capital Prep Bronx Boys hopes to partner with as many schools as possible in the district. Of the 58 elementary and middle schools located in CSD 10, only 12% of the schools performed better than the NYC average for ELA test results (30.4% of students scoring a 3 or 4). Of the remaining 51 schools, 15% (8 schools) had less than 10% of their students scoring a 3 or 4 (passing grade) on the NY State ELA assessment. In Math, 15% (9 schools), had a higher percent of students receive a 3 or 4 on the assessment than the NYC average of 35.2%. Of the remaining 49 schools, 22% (11 schools) had less than 10% of all students scoring a passing 3 or 4 on the NY State Math exam. Of the lowest performing schools in CSD 10, five demonstrated low test scores in both Math and ELA. These five schools are the schools that Capital Prep Bronx Boys will work to reach out to ensure every effort to create a partnership and provide support is offered and made. Below is the list of CSD 10 schools that Capital Prep Bronx Boys will attempt to partner with:

I.S. 206 Ann Mersereau
PS 085 Great Expectations
The Angelo Patri Middle School
MS 390
East Fordham Academy for Arts

In CSD 12, out of the 37 elementary and middle schools in the district, not one school met the NYC average for NY State ELA assessment and more than 24% (9 schools) had less than 10% of their students receiving a 3 or 4 on the ELA assessment. In CSD 12, 16% of all schools had 10% or less of their students receiving a 3 or 4 on the Math assessment and not one school met the NYC average for the NY State Math assessment. Of the lowest performing schools in CSD 14, four are the lowest performing in both Math and ELA. These four schools are the schools that Capital Prep Bronx Boys will continue to reach out to and ensure every effort to create a partnership and provide support is offered and made. Below is the list of CSD 12 schools that Capital Prep Bronx Boys will attempt to partner with:

Estrada Academy
School of Performing Arts
Fairmont Neighborhood School
PS 092 Bronx

Strategies to Continue to Build District and School Support in Community

The principal of Capital Prep Bronx Boys will serve as the main source of contact with district schools and community members. He or She will make an attempt to attend district wide professional development and education networking events. The principal will also work with Capital Prep Bronx Boys already established community partners to leverage introductions with local school leaders. Capital Prep Bronx Boys understands that sometimes school leaders and teachers are very busy with their day to day work that it is hard for them to make time to partner with other schools. With this in mind, the strategies proposed to partner with local schools will be open-ended and ongoing. Capital Prep Bronx Boys will target the bulk of its partnership outreach efforts specifically to those schools who are the lowest performing in the district.

During Capital Prep Bronx Boys planning year, the principal will reach out to all the elementary schools in CSD 10 and CSD 12 in order to connect with the principal or guidance counselors in those schools and describe the Capital Prep School model. It is the hope that this partnership can create a pipeline of students who want to stay in the CSD for middle school and are interested in a college preparatory model. The principal will also look for opportunities in the planning year and beyond to offer K-5 community schools professional development. This could come in the form of providing coaching around middle school standards, especially expectations for what a 5th grader should be doing by the end of the year, school tours or professional development opportunities. In future years, Capital Prep Bronx Boys will have an open door policy for all schools within CSD 10 or CSD 12 who would like to send teachers or groups of teachers to observe classes and/or attend Friday afternoon professional development sessions with Capital Prep Bronx Boys Illuminators.

At Capital Preparatory Schools, community engagement extends into the core of its work with students. Once opened each Capital Prep school works to incorporate each community's interests and areas of need into daily school life. Students in Hartford and Bridgeport have created their own social justice initiatives and programs (Young Women's Leadership Initiative and Men in Action), partnered with area religious and community service organizations to perform volunteer work (hosting Thanksgiving dinners, cleaning up the neighborhood), and organized to advocate for what they want as students. Capital Prep Bronx Boys will encourage and support students who would like to create projects that focus on education in which they can potentially partner with local schools.

With regards to facilities, Capital Prep Bronx Boys would like to create a campus of schools with Capital Prep Bronx Girls as well as a local elementary school. It is the hope that a school in the local CSD will feel drawn to this campus of school idea and will partner with Capital Prep Bronx Boys. The school will make every effort to build a partnership in the first three years of operations with an elementary school and community organization that would be willing to be a part of the campus of schools. Again, every attempt will be made to work with the lowest performing schools in the school district in which Capital Prep Bronx Boys operates.

15. Student Demand, Community Support, Recruitment and Retention

a. General Student Population

Capital Prep Bronx Boys, if authorized, will provide a college-preparatory, year-long 6-12th grade to the students of the Bronx. Just like in Hartford, Bridgeport, and Harlem, Capital Preparatory Schools has focused on garnering community support and partnerships in the Bronx to gather feedback and propose a school option that addresses the needs of parents and students in the community. This approach has fostered high parent and student interest for the past decade. Dr. Perry's first school in Hartford had 2,700 applications for 60 seats in 2014. The organization's next school in Bridgeport garnered over 900 applications for 250 seats in grades 6-12 in 2015, before a school site was formally identified. The Capital Preparatory Schools brand is new to NYC but with the Capital Prep Harlem school opening in the 2016-17 school year, some parents will already know about the model. Capital Preparatory Schools will continue to build parent relationships and strive to expand on and exceed these efforts in the enrollment targets in the Bronx.

From the beginning of the team's community outreach, parents expressed a desire for a single-sex charter option in their neighborhood. Many parents, who either attended single-sex Catholic schools when they were students or had experience with family members who had, expressed the desire for that type of school environment for their child. They also often times followed this up with the explanation that they would send their student to a single-sex Catholic school if they could afford it.

Another theme the team heard from parents from CSD 10 and CSD 12 of their desire to offer their students various opportunities. The theme of opportunity for students came through in all the feedback Dr. Perry and his team received. One parent talked about opportunity when he discussed the need to have more school choice in CSD 12 stating, CSD 12 "needs more charter schools in the community" and that overall parents need "more school choice." Whether it be opportunities for students to learn about different colleges outside of NYC or various future career options. Parents were very excited to hear about all the program opportunities Capital Preparatory Schools offer students especially those such as access to early college courses, college trips in middle and high school, and specialized sports such as skiing and rowing.

Capital Prep Bronx Boys met with over 150 community members to discuss the model. Of those who attend, 135 community members signed the petition stating that they would support the application of Capital Prep Bronx Boys. Evidence of this demand can be seen in section R15c – Evidence of Demand. Of those who signed, over 87% said they would send their child or a relative to attend the school. This is after hearing about the school model one time. Dr. Perry and his team believe that as the Capital Prep model becomes better known in NYC through the Harlem school that is opening in August 2016 and through more parent outreach, the student demand for Capital Prep Bronx Boys will be even greater. Based on the response of parents to the proposed school and indeed their active outreach to Capital Prep Schools to bring such a school to their community, there is no doubt that should Capital Prep Bronx Boys be approved, applications in the first year and every year thereafter will exceed the number of available seats in the school.

b. Target Population Enrollment

Capital Prep Bronx Boys will meet or exceed CSD 10 and CSD 12 averages for middle school students qualifying for free and reduced lunch, students with disabilities and English Language Learners. The following table summarizes the preliminary enrollment and retention targets for special populations that Capital Prep Bronx Boys will be held to according to the CSI Enrollment and Retention Calculator.

Exhibit R15.1: Enrollment and Retention Targets for CSD 10 and CSD 12

<u>CSD 10 – Enrollment Targets</u> <u>(160 students, 6th and 7th grade)</u>	<u>CSD 12 – Enrollment Targets</u> <u>(160 students, 6th and 7th grade)</u>
Free & Reduced Lunch – 90.2% Students with disabilities – 17.3% Limited English proficiency – 27.8%	Free & Reduced Lunch – 92.7% Students with disabilities – 18.6% Limited English proficiency – 20.9%
<u>CSD 10 – Retention Targets</u>	<u>CSD 12 – Retention Targets</u>
Free & Reduced Lunch – 83.9% Students with disabilities – 76.3% Limited English proficiency – 74.3%	Free & Reduced Lunch – 82.1% Students with disabilities – 72.7% Limited English proficiency – 72.8%

As shown in section R4-Enrollment, Capital Prep Bronx Boys will enroll 160 students in the first year of operation. Although the school will not weight the lottery for free and reduced lunch eligible students, students with disabilities or English Language Learners, recruiting efforts have and will continue to be made in areas of CSD 10 and CSD 12 where these students are likely to be located, including a targeted effort to recruit students who live in transitional housing as well as housing developments managed by the New York City Housing Authority. Capital Prep Bronx Boys will ensure that school flyers and applications are printed in both English and Spanish. In addition, the school will partner with organizations who provide direct service to families that may fall into these categories to ensure the school is getting the information about the school to those who need it the most. The outreach efforts Capital Prep Bronx Boys has already made have been successful. The school will bring translators whenever necessary to future outreach and recruiting events to ensure all families learn about the school and have an opportunity to apply.

Throughout the year, school plans to backfill from students on the waitlist in order to maintain 160 student enrollment. The school anticipates that student's academic abilities will vary upon enrollment and therefore the school will provide adequate support for students in the areas of academic intervention and as well as integration into the Capital Prep culture. This will fall on the large academic leadership team who will work to ensure students who enter mid-year have the resources required to succeed. In addition in section, R7 – Specific Populations, the school lays out how economically disadvantaged students, students with disabilities, and English Language Learner students are identified and supported. As is discussed in R7-Specific Populations, the school's academic program and support services are responsive to the needs of these special

populations and have been designed to ensure that these at-risk students can meet and exceed academic performance standards. The school's responsive intervention program will be a critical factor in retaining these students, ensuring retention targets are met. Also, Capital Prep Bronx Boys will communicate with parents on an ongoing basis to ensure they understand their student's specific needs and how the school is supporting their students. Capital Prep will engage parents in a continuous dialogue, whenever possible through student led conferences, to make certain both parents and students understand supports put in place. This ongoing communication with, support of and engagement with parents of at-risk students will also play a large role in retaining their children in the school as they progress to higher grades.

Capital Prep Bronx Boys will review the enrollment rates for economically disadvantaged students, students with disabilities and English Language Learners monthly throughout the year on the data dashboard created for the board of trustees. In addition, in October of each year, Capital Prep Bronx Boys will create a year over year comparison for enrollment to show retention rates segregated by grade as well as economically disadvantaged students, students with disabilities and English Language Learners. In addition, both the NY ELA and Math assessment data and Regents assessment results will be presented to the board of trustees and analyzed in multiple ways, including by each subgroup listed above. Should enrollment and/or retention rates fall short of expected targets, the board of trustees will charge the principal and director of operations to develop and implement an action plan to address identified shortcomings in recruitment and retention strategies.

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15. Student Demand, Community Support, Recruitment and Retention

c. Evidence of Student Demand

Capital Prep Bronx Boys student demand is demonstrated on the public support sheets that are attached to Request 15e – Evidence of Community Support (contained in document R15e-Evidence of Support) of this application. Not only did parents and other caregivers share their support for Capital Prep Bronx Boys and assert that they would send their children to the Capital Prep Bronx Boys, students also signed these sheets sharing their desire to attend the school.

15. Student Demand, Community Support, Recruitment and Retention

d. Community Support

As discussed in the R3-Proposal History section of this application, Capital Preparatory Schools has spent a significant amount of time talking to the Bronx community about the intention of opening Capital Prep Bronx Boys in CSD 10 or CSD 12. Based on the conversations and feedback, the school received from those meetings, Dr. Perry and his team believe that Capital Prep Bronx Boys is not only needed but the community supports the model fully. One aspect of the model, which is new to Capital Preparatory Schools boutique of schools, was the community's overwhelmingly desire to have a single-sex grades 6-12 school option in the Bronx. While Capital Preparatory Schools does not currently offer a single-sex school, based on community support, Capital Prep Bronx Boys will open as a single-sex boys school options implementing all aspects of the Capital Preparatory Schools model.

From the political side, Capital Prep Bronx Boys has received letters of support from Assembly Member Marcos Crespo and NYC Council Member Ritchie Torres. They both expressed excitement about a high-performing 6-12th grade school coming to the Bronx. In addition, Capital Prep Bronx Boys received letters of support from members of the charter school community, specifically Dacia Toll from Achievement First and Charlene Reed, from Bronx Charter School for Excellence, which was particularly exciting since this is a current Bronx charter school. In addition, charter support organizations such as the Northeast Charter Schools Network and the Charter School Growth Fund submitted letters of support on the school's behalf. Particular to CSD 12, Isaiah Brown from the Bronx River Community Center, expressed his support of the school through the hosting of multiple on-site public meetings as well as providing a letter.

e. Evidence of Community Support

Community Support Sheets

At each public outreach event that Capital Prep Bronx Boys held, parents who were in favor of the Capital Prep Bronx Boys Charter School were requested to sign the support sheets below. There was overwhelmingly positive responses from the community regarding the Capital Preparatory Schools model and many parents, students, and community members agreed that they would send their child to Capital Prep Bronx Boys. Below are the signatures received:



Capital Prep Schools is coming to the Bronx! CPS will submit applications to open two charter schools, Capital Preparatory Bronx Girls and Capital Preparatory Bronx Boys, in the State University of New York (SUNY) Charter Schools Institute's current charter application round.

Capital Prep Bronx Girls and Capital Prep Bronx Boys will provide New York City Community School District 10 or 12 (CSD 10 or CSD12) students in grades 6-12 with a year-round, college-preparatory school experience. The schools will join the emerging boutique of CPS schools, including Capital Prep Harbor, currently operating in Bridgeport, Connecticut, and Capital Prep Harlem.

Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Carolyn Coleman		come. Yes.
Maria Muñoz		
Cristina Marrero		NO
Destiny Ailes		yes
Tuana cepin		yes, yes
Chinwe Atkinson		yes
Lillian Al-Bilali		
James L. Harrison		yes
Julia Ocampo		Maybe??
George Ramirez		Yes?
Jessica DeLeon		Yes
Jacquelyn Edwards		yes.

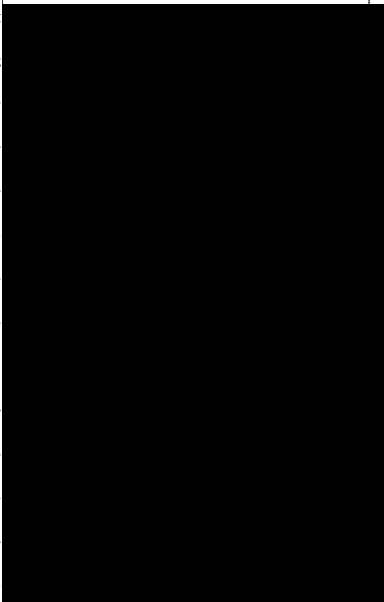
Email your support to newschools@wearecapitalprep.org
For more information: www.wearecapitalprep.org



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Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Silvia Sanchez		yes
John J. Cruz		yes
Violet Craft		
		yes
Ashley Dawson		
Singuerre Thomas		maybe
Chantaise Johnson		yes
Clementine Givatu		yes
Charice Smalls		yes
Petronila Chavez		maybe
Malcolm Bryant		maybe
Adrian Martinez		yes
Shamika Johnson		yes

Email your support to newschools@wearecapitalprep.org

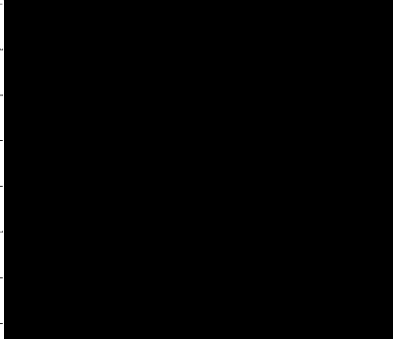
For more information: www.wearecapitalprep.org

Support for Capital Prep Schools

Capital Prep Schools is coming to the Bronx! CPS will submit applications to open two charter schools, Capital Preparatory Bronx Girls and Capital Preparatory Bronx Boys, in the State University of New York (SUNY) Charter Schools Institute's current charter application round.

Capital Prep Bronx Girls and Capital Prep Bronx Boys will provide New York City Community School District 10 or 12 (CSD 10 or CSD12) students in grades 6-12 with a year-round, college-preparatory school experience. The schools will join the emerging boutique of CPS schools, including Capital Prep Harbor, currently operating in Bridgeport, Connecticut, and Capital Prep Harlem.

Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Issiah Brown		Yes
Josephine Sims		Yes
Juliaelena Ocampo		Maybe
Winfred Caulton		
Suzanna Figueroa		
ILKA Rios		I'm not sold yet.

Email your support to newschools@wearecapitalprep.org

For more information: www.wearecapitalprep.org



Capital Prep Schools is coming to the Bronx! CPS will submit applications to open two charter schools, Capital Preparatory Bronx Girls and Capital Preparatory Bronx Boys, in the State University of New York (SUNY) Charter Schools Institute's current charter application round.

Capital Prep Bronx Girls and Capital Prep Bronx Boys will provide New York City Community School District 10 or 12 (CSD 10 or CSD12) students in grades 6-12 with a year-round, college-preparatory school experience. The schools will join the emerging boutique of CPS schools, including Capital Prep Harbor, currently operating in Bridgeport, Connecticut, and Capital Prep Harlem.

Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Kurt Bennett & NATASHA DAVIS	[REDACTED]	yes
Cory Krahl		yes

Email your support to newschools@wearecapitalprep.org
For more information: www.wearecapitalprep.org



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Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Jaqueline Buchanan		
William Russell		Yes
QUEEN McFARLAND		Yes
GLORIA DAVIS		YES
BERNADETTE WILSON		YES
SUSIE WRIGHT		YES
Red Ann m wyche		
Cheryl D. Bennix		
Mary Richardson		
Cassandra Rauch-Davis		Yes
Lycile GARRETT		Yes
Ms Ottis Edwards		
Emogene Lilly		yes
JAMES L Wilson		yes

Email your support to newschools@wearecapitalprep.org

For more information: www.wearecapitalprep.org



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Capital Prep Bronx Girls and Capital Prep Bronx Boys will provide New York City Community School District 10 or 12 (CSD 10 or CSD 12) students in grades 6-12 with a year-round, college-preparatory school experience. The schools will join the emerging boutique of CPS schools, including Capital Prep Harbor, currently operating in Bridgeport, Connecticut, and Capital Prep Harlem.

Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
James Thomas		yes
Sam Thomas		yes
Valerie Davis-ONEal		yes
Annie Patrick		yes
Justine Johnson		yes
Robert Mulrow		yes
Brenda Anthony		yes
Franklin Ealy		yes
Tanya Jenkins		Relatives
Just R. Bullock		yes
Willie B. LeMay		yes
Barbara Gray		yes
Claretha Kelly		yes
ERNESTINE ALLEN		yes

Email your support to newschools@wearecapitalprep.org

For more information: www.wearecapitalprep.org



Capital Prep Schools is coming to the Bronx! CPS will submit applications to open two charter schools, Capital Preparatory Bronx Girls and Capital Preparatory Bronx Boys, in the State University of New York (SUNY) Charter Schools Institute's current charter application round.

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Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Devalin Miller		
Bruce Sanders		Yes
Harry Wilson		yes
Sharon Cooper		Yes
Jemel Davis		Yes yes yes
christopher mills		yes
Lalisha Sander		Yes
Isabel Anderson		Yes
Lula McLean		Yes
Nadine Smith		Yes
Ethel M. Madison		YES

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For more information: www.wearecapitalprep.org



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Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
GEORGE THOMAS		
Beverly Sings		y
Linda G. Hunt		yes
Marjorie Williams		yes
Alstine Warner		yes
Joyce Rudolph		yes
Greg Johnson		yes
Heather Caldwell		

Email your support to newschools@wearecapitalprep.org

For more information: www.wearecapitalprep.org



Capital Prep Schools is coming to the Bronx! CPS will submit applications to open two charter schools, Capital Preparatory Bronx Girls and Capital Preparatory Bronx Boys, in the State University of New York (SUNY) Charter Schools Institute's current charter application round.

Capital Prep Bronx Girls and Capital Prep Bronx Boys will provide New York City Community School District 10 or 12 (CSD 10 or CSD 12) students in grades 6-12 with a year-round, college-preparatory school experience. The schools will join the emerging boutique of CPS schools, including Capital Prep Harbor, currently operating in Bridgeport, Connecticut, and Capital Prep Harlem.

Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Muriel Gamble		YES
Willa Rhodes		YES
Teresa Smith		yes
Beatrice Edwards		yes

Email your support to newschools@wearecapitalprep.org
For more information: www.wearecapitalprep.org



Capital Preparatory School is a college to the brand! CP's 19th annual appreciation to appreciative donors, donors, Capital Preparatory brand gifts and Capital Preparatory brand gifts, in the State University of New York (SUNY) Capital School of Business's central donor appreciation board.

Capital Prep Boys' 15K and Capital Prep Boys' 800 will proceed from the Capital Prep School District 10 or 12 (CSD 10 or CSD 12) students in grades 6-11 with a year-round Capital Prep boys' cross-country team. The schools will join the existing leagues of CPS schools, including Capital Prep Hockey, currently operating in Bridgeport, Connecticut, and Capital Prep Hockey.

Yes, I support Catholic High Schools, coming to the General. Have your support letter.

[illegible]

Email your support to newschools@washingtonstate.edu
 For more information: www.wa.gov/education

Capital Prep from GLE and Capital Prep Bronx Prep will graduate New York City's youngest Second Graders as of 12 (K-3) or 15 (3-5) students a grade K-12 with a year-round, college-preparatory science experience. The schools will join the existing portfolio of CPS schools including Capital Prep Charter, currently operating in Baltimore, Queens, and Capital Prep Harlem.

Name (Please Print)	Contact Info (Email or Phone)	Would you want your child to Capital Prep Boys or Girls Charter School?
Chavara Coleman		Yes
Margie Carter		Yes
John Henry Taylor		Yes
Michael H. H. H.		Yes
Kenneth Brown		Yes

Response 15d-e - 12



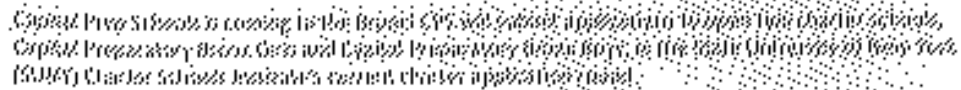
Capital Prep Schools is coming to the Bronx! CPS will accept applications to open two charter schools, Capital Preparatory Bronx Girls and Capital Preparatory Bronx Boys, in the State University of New York (SUNY) Charter Schools Institute's newest Charter application round.

Capital Prep Bronx Girls and Capital Prep Bronx Boys will provide New York City Consolidated School District 16 or 17 (CSD 16 or CSD 17) students in grades 6-12 with a year-round, college preparatory school experience. The schools will join the existing lineage of CPS schools, including Capital Prep Harlem, currently operating in Manhattan, Coxsackville, and Capital Prep Burlington.

Yes, I support Capital Prep Schools coming to the Bronx! Share your support here!

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
MATHEA APOKA-RADJI		YES
CHAMBERLAIN, SHARON		YES
JOSELYN GEORGE		YES
DAVID HAMILTON		YES
MICHAEL ROBERTS		YES
SHARON PARRIS		YES
ELIA SORRELL		YES
ANITA WRIGHT		YES
JACQUELINE BRADY		YES
SYLVIA M. ROSS		YES

Email your support to mycityschools@wearecapitalprep.org
For more information, www.wearecapitalprep.org

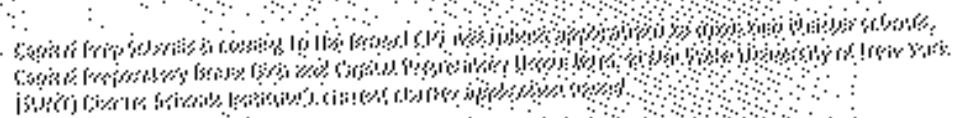


Capital Prep Bronx Girls and Capital Prep Bronx Boys (all primary boys and girls) currently attend District 15 or 12 (SSS 13 or C95 12) students in grades 6-12 with a year-round, college-preparatory school experience. The schools will join the upcoming brigade of CPX schools, including Capital Prep Harlem, currently operating in Bridgeport, Connecticut, and Capital Prep Hudson.

Yes, I support Capital Prep Schools moving to the Global Shire for a private facility.

Name (Please Print)	Country Info (Email or Phone)	Would you send your child to Capital Prep Bramm Camp or Girls Chapin School?
Ronald Taylor Sr		yes
Gerardo S. S. S.		yes
Ernesta P. P.		yes
Walter M. M.		yes
Virginia C. C.		yes

Email your support to news@journalismresources.org
For more information: www.journalismresources.org



Capital Prep began fields with Capital Prep being built and located New York City Community College District 10 or 17 (CSD 10 or CSD 17) students in grades 6-12 with a year-round, college preparatory school experience. The school will join the existing facilities of the school, including Capital Prep for boys, currently operating in Bridgeport, Connecticut, and Capital Prep for girls.

Yet, I support Capital Prep Schools because to the degree that you support yours,

Name (Please Print)	Contact Info (Email or Phone)	Would you lend your child to Capital Prep Woods Bay or Gail Carter School?
Erica M. Lee	[REDACTED]	Yes
Mr. James H. H. H. H.	[REDACTED]	No
James H. H. H.	[REDACTED]	Yes

Email your support to news@blackboard.org
For more information: www.blackboard.org



Capital Prep Schools is coming to the Bronx! CPS will submit applications to open two charter schools, Capital Preparatory Bronx Girls and Capital Preparatory Bronx Boys, in the State University of New York (SUNY) Charter Schools Institute's current charter application round.

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Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Jacquelyn Edwards		definitely
CHRIS SANDS		yes
SHANNY VELLAYALLIL		yes
Norma Saunders		yes

Email your support to newschools@wearecapitalprep.org
For more information: www.wearecapitalprep.org



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Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Theresa Reyes		yes
Clara Cooper		
Sharqueen Crudup		yes
Leonoras Jenkins		yes
C. Budha Rutford		

Email your support to newschools@wearecapitalprep.org
For more information: www.wearecapitalprep.org



Capital Prep Schools is coming to the Bronx! CPS will submit applications to open two charter schools, Capital Preparatory Bronx Girls and Capital Preparatory Bronx Boys, in the State University of New York (SUNY) Charter Schools Institute's current charter application round.

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Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Funice Rosario		yes
Mynna Camacho		yes
Rossy Mancebo		yes
Carrie Johnson		yes
Phillip MARTIN		"

Email your support to newschools@wearecapitalprep.org
For more information: www.wearecapitalprep.org

M. Crespos



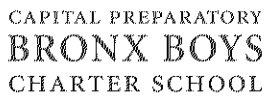
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Yes, I support Capital Prep Schools coming to the Bronx! Share your support here:

Name (Please Print)	Contact Info (Email or Phone)	Would you send your child to Capital Prep Bronx Boys or Girls Charter School?
Arlene Salinas		Yes
Gloria Salinas		Yes
Chandra Spears		Yes

Email your support to newschools@wearecapitalprep.org
For more information: www.wearecapitalprep.org



Capital Prep Bronx Girls and Capital Prep Bronx Boys will provide New York City Community School District 10 or 12 (CSD 10 or CSD12) students in grades 6-12 with a year-round, college-preparatory school experience. The schools will join the emerging boutique of CPS schools, including Capital Prep Harbor, currently operating in Bridgeport, Connecticut, and Capital Prep Harlem.

[illegible]

Response 15d-e - 21

Letters of Support

In addition to the community support sheets, Capital Prep Bronx Boys also received many letters of support from community organizations and political leaders throughout the Bronx community. Those letters are shown below.



WESTCHESTER CAMPUS 434 Main Street New Rochelle, New York 10801 Tel: (914) 632-5400	BRONX CAMPUS 2501 Jerome Avenue Bronx, New York 10468 Tel: (718) 933-6700
---	---

WWW.MONROECOLLEGE.EDU

June 16, 2015

NYSED Charter School Office
89 Washington Avenue
Albany, New York 12234

To Whom It May Concern:

I am writing in support of the charter school application Capital Preparatory Bronx Girls' School/ Capital Preparatory Bronx Boys' School.

Monroe College was founded in 1933 with the goal of improving students' lives through education. Today, Monroe is a national leader in urban and international higher education. We educate over 7,000 students and serve as an anchor in the Bronx community. The mission, goals and culture of Monroe College are closely aligned with those of Capital Preparatory. Monroe College and Capital Preparatory share an approach to engaging students through high academic expectations, hands-on learning, and extra-curricular enrichment.

Capital Preparatory's commitment to serve low-income and historically disadvantaged students in the Bronx will help bring positive change in the neighborhood and community, and provide more options for students and their families who seek a strong education. A school such as Capital Prep, with its year-round, college-preparatory model, will work towards closing the achievement gap and making college a reality for so many who would otherwise not have access to such opportunities.

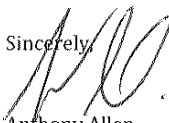
After our visit to their Hartford campus with Dr. Steve Perry, faculty, staff and students, it was clearly evident to us that they are committed to providing rigorous year-round education for the students. This level of rigor mixed with high expectations will prepare students for success in higher education.

Though opening schools is an ambitious project, I am confident that Capital Prep will have the resources needed to excel in this endeavor. Their staff is dedicated to students, families and the community, and we are excited to work together to support the launch and development of the school.

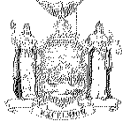
We look forward to partnering with Capital Preparatory Bronx Girls' School/ Capital Preparatory Bronx Boys' Charter School and serving the Bronx community together. As part of this partnership we will provide college-level courses to accelerate their students' progression on the pathway to higher education.

We fully support the opening of this school and strongly believe that the school should be authorized in order to provide this much needed educational opportunity to the Bronx community.

Sincerely,



Anthony Allen
Senior Vice President



MARCOS A. CRESPO
Assemblyman 85th District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Puerto Rican/Hispanic Task Force
Task Force on Demographic Research
and Reapportionment

COMMITTEES
Alcoholism and Drug Abuse
Cities
Energy
Environmental Conservation
Insurance
Transportation

MEMBER
Black, Puerto Rican, Hispanic
and Asian Legislative Caucus

October 26, 2015

To the State University of New York Board of Trustees:

I am pleased to write in support of the expansion of the Capital Preparatory Schools model into County of The Bronx. The two proposed schools, Capital Preparatory Bronx Boys Charter School and Capital Preparatory Bronx Girls Charter School, will provide Bronx middle and high school students an internationally recognized, research-based school model. I had the pleasure of meeting with Dr. Steve Perry, founder of Capital Preparatory Schools, and fully support his vision for bringing his model to the Bronx.

Capital Preparatory Bronx Boys and Bronx Girls Charter Schools will be a much welcomed addition to our community by providing historically disadvantaged students from the Bronx with the academic, character, and college and career readiness skills needed to become responsible and engaged citizens for social justice. The proven Capital Preparatory Schools model will offer our students a year-round, college-preparatory curriculum that mitigates the impact of "summer learning loss" that is especially prevalent among minority and low-income students.

Students prepare for college in a compelling and creative environment where all students are challenged to reach their fullest potential and become agents of change through the lens of an in-depth focus and academic investigation of social justice. In addition, the model gives students individualized attention through daily small group advisory, individual learning plans and a focus on extracurricular programming to emphasize and celebrate the talents of every student.

I look forward to working with the administration, teachers and parents of the Capital Preparatory Bronx Boys and Bronx Girls Charter Schools in building charter schools that will be a great addition to the Bronx community.

Sincerely,



Marcos A. Crespo
85th Assembly District



Children's Arts & Science Workshops, Inc.
1619 E. 174th Street, Bronx, NY 10472

Bronx River Cornerstone Center

www.caswkids.org

November 11, 2015

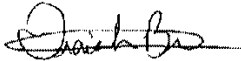
To the State University of New York Board of Trustees:

I am writing to express my support of the expansion of the Capital Preparatory Schools model into the Bronx. The two proposed schools, Capital Preparatory Bronx Boys Charter School and Capital Preparatory Bronx Girls Charter School, will provide middle and high school students an internationally recognized, research-based school model. As someone who works daily with students and families from the Bronx, I believe Capital Prep's mission and vision is critical for the Bronx community.

Capital Preparatory Bronx Boys and Bronx Girls Charter Schools will be a much welcomed addition to our community by providing historically disadvantaged students from the Bronx with the academic, character, and college and career readiness skills needed to become responsible and engaged citizens for social justice. The proven Capital Preparatory Schools model will offer our students a year-round, college-preparatory curriculum that mitigates the impact of "summer learning loss" that is especially prevalent among minority and low-income students. Students prepare for college in a compelling and creative environment where all students are challenged to reach their fullest potential and become agents of change through the lens of an in-depth focus and academic investigation of social justice. In addition, the model gives students individualized attention through daily small group advisory, individual learning plans and a focus on extracurricular programming to emphasize and celebrate the talents of every student.

I look forward to working with the teachers and parents of the Capital Preparatory Bronx Boys and Bronx Girls Charter Schools in building charter schools that will be a great addition to the Bronx River community. I support the Capital Prep Schools application and hope to see success of this model as it expands into the Bronx.

Sincerely,



Isaiah Brown, MPA
Site Director
Children's Arts & Sciences Workshop
Bronx River Cornerstone Community Center
1619 East 174th St
Bronx, N. Y. 10472

The New York City Department of Youth & Community Development funds this site

12/5/2015

Capital Preparatory Schools Mail - Bronx Chamber of Commerce Events Calendar



New Schools <newschools@wearecapitalprep.org>

Bronx Chamber of Commerce Events Calendar

Marques Payne <[REDACTED]>
To: "newschools@wearecapitalprep.org" <newschools@wearecapitalprep.org>

Thu, Oct 22, 2015 at 11:35 AM

Good Morning,

My name is Marques Payne, as the Director of Membership and Merchant Services, I am responsible for sharing events on our online calendar. Upon reviewing our upcoming events, I found a request from your organization to promote your upcoming event. Usually, I do not allow non-members to promote events and that online privilege is reserved for members. However, upon learning it was for your organization, I was excited to be in a position where I can promote the excellent programs your school offers to communities such as ours.

I have been fortunate to meet Dr. Perry and was impressed by both his stature and genuine passion for providing opportunities to our children. Thank you for expanding your services to include our borough and I would like to extend myself as a resource going forward. Anyway I can be of assistance please do not hesitate to contact me directly.

Yours In Partnership,

M. Payne

Mr. Marques Payne

Director of Membership and Merchant Services

Bronx Chamber of Commerce

Hutch Metro Center
[REDACTED]
[REDACTED]

Bronx, NY 10461
[REDACTED]

Don't miss the Member Exclusive Business Breakfast October 21st at Applebees at the Hutchinson Metro Atrium. Additionally, don't miss the Goldman Sachs 10K workshop on October 26th. For more information please contact events@bronxchamber.org



December 8, 2015

To the State University of New York Board of Trustees:

We are excited to support the expansion of the Capital Preparatory Schools model into the Bronx. We have worked closely with Dr. Perry and Capital Preparatory Schools as they have opened their first charter school in Bridgeport, CT and we believe the work he is doing at Capital Preparatory Schools should be replicated to serve more students. The two proposed schools, Capital Preparatory Bronx Boys Charter School and Capital Preparatory Bronx Girls Charter School, will provide middle and high school students an internationally recognized, research-based school model.

Capital Preparatory Bronx Boys and Bronx Girls Charter Schools will be a much welcomed addition to the Bronx community by providing historically disadvantaged students with the academic, character, and college and career readiness skills needed to become responsible and engaged citizens for social justice. The proven Capital Preparatory Schools model will offer Bronx students a year-round, college-preparatory curriculum that mitigates the impact of "summer learning loss" that is especially prevalent among minority and low-income students. Students prepare for college in a compelling and creative environment where all students are challenged to reach their fullest potential and become agents of change through the lens of an in-depth focus and academic investigation of social justice. In addition, the model gives students individualized attention through daily small group advisory, individual learning plans and a focus on extracurricular programming to emphasize and celebrate the talents of every student.

We look forward to working with Dr. Perry as he opens Capital Preparatory Bronx Boys and Bronx Girls Charter Schools and fully support his vision for building charter schools that will be a great addition to the Bronx community.

Sincerely,



Kyle Rosenkrans, CEO
Northeast Charter Schools Network

[REDACTED] Albany, New York 12207
[REDACTED]
[REDACTED]

DISTRICT OFFICE
573 East Fordham Road
(Entrance on Hoffman Street)
Bronx, NY 10458
(718) 842-8000
FAX: (347) 597-8570

CITY HALL OFFICE
250 Broadway, Suite 1759
New York, NY 10007
(212) 788-6966
FAX: (212) 788-8977



THE COUNCIL OF
THE CITY OF NEW YORK
RITCHIE TORRES

COUNCIL MEMBER, 15TH DISTRICT, BRONX

CHAIR
PUBLIC HOUSING

COMMITTEES
GENERAL WELFARE
GOVERNMENT OPERATIONS
HOUSING & BUILDINGS
LAND USE
PUBLIC SAFETY

DEPUTY LEADER OF
THE NEW YORK CITY COUNCIL

Monday, December 07, 2015

To the State University of New York Board of Trustees:

I am writing to express my support of Capital Preparatory Schools and their expansion of the model into the Bronx. The two proposed schools, Capital Preparatory Bronx Boys Charter School and Capital Preparatory Bronx Girls Charter School, will provide middle and high school students an internationally recognized, research-based school model. As someone who works daily to support the students and parents from the Bronx, I believe Capital Prep's mission and vision is critical for the Bronx community.

Capital Preparatory Bronx Boys and Bronx Girls Charter Schools will be a much welcomed addition to our community by providing historically disadvantaged students from the Bronx with the academic, character, and college and career readiness skills needed to become responsible and engaged citizens for social justice. The proven Capital Preparatory Schools model will offer our students a year-round, college-preparatory curriculum that mitigates the impact of "summer learning loss" that is especially prevalent among minority and low-income students. Students prepare for college in a compelling and creative environment where all students are challenged to reach their fullest potential and become agents of change through the lens of an in-depth focus and academic investigation of social justice. In addition, the model gives students individualized attention through daily small group advisory, individual learning plans and a focus on extracurricular programming to emphasize and celebrate the talents of every student.

I look forward to working with the administrators of the Capital Preparatory Bronx Boys and Bronx Girls Charter Schools in building charter schools that will be a great addition to the Bronx community. I fully support the Capital Prep Schools application and am excited to see Capital Prep expand to the Bronx.

Sincerely,



Ritchie Torres
New York City Council, District 15



December 4, 2015

To the State University of New York Board of Trustees:

I am pleased to write in support of the expansion of the Capital Preparatory Schools model into the Bronx. The two proposed schools, Capital Preparatory Bronx Boys Charter School and Capital Preparatory Bronx Girls Charter School, will provide middle and high school students an internationally recognized, research-based school model. I have had the pleasure of visiting the acclaimed Capital Preparatory Magnet School in Hartford, CT, and I have seen first-hand the great work they are doing with students and families. I am very excited that they are proposing an expansion to the Bronx.

Capital Preparatory Bronx Boys and Bronx Girls Charter Schools will be a much welcomed addition to the community by providing historically disadvantaged students from the Bronx with the academic, character, and college and career readiness skills needed to become responsible and engaged citizens for social justice. The proven Capital Preparatory Schools model will offer students a year-round, college-preparatory curriculum that mitigates the “summer learning loss” that is especially prevalent among low-income students. Students prepare for college in a compelling and creative environment where all students are challenged to reach their full potential and become agents of change through an in-depth focus on social justice. In addition, the model gives students individualized attention through daily small group advisory, individual learning plans, and a focus on extracurricular programming to emphasize and celebrate the talents of every student.

I look forward to working with the administration, teachers and parents of the Capital Preparatory Bronx Boys and Bronx Girls Charter Schools in building charter schools that will be a great addition to our NYC community.

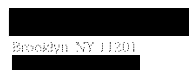
Sincerely,



Dacia Toll
Co-CEO and President
Achievement First



New Haven, CT 06513



Brooklyn, NY 11201

www.achievementfirst.org



**BRONX CHARTER
SCHOOL FOR EXCELLENCE**
EXPECTING EXCELLENCE FROM OUR CHILDREN

December 1, 2015

To the State University of New York Board of Trustees:

I am happy to offer my support for the expansion of the Capital Preparatory Schools model in the Bronx. I have watched Dr. Perry and Capital Preparatory Schools as they have opened their first charter school in Bridgeport, CT and believe the work being done at Capital Preparatory Schools should be replicated to serve more students. The two proposed schools, Capital Preparatory Bronx Boys Charter School and Capital Preparatory Bronx Girls Charter School, will provide middle and high school students an internationally recognized, research-based school model.

Capital Preparatory Bronx Boys and Bronx Girls Charter Schools will be a much welcomed addition to the Bronx community by providing historically disadvantaged students with the academic, character, and college and career readiness skills needed to become responsible and engaged citizens for social justice. The proven Capital Preparatory Schools model will offer Bronx students a year-round, college-preparatory curriculum that mitigates the impact of "summer learning loss" that is especially prevalent among minority and low-income students. Students prepare for college in a compelling and creative environment where all students are challenged to reach their fullest potential and become agents of change through the lens of an in-depth focus and academic investigation of social justice. In addition, the model gives students individualized attention through daily small group advisory, individual learning plans and extracurricular programming to emphasize and celebrate the talents of every student.

I look forward to continued work with Dr. Perry as he expands his model and opens Capital Preparatory Bronx Boys and Bronx Girls Charter Schools. I fully support his vision for building charter schools that will be a great addition to the Bronx community.

Sincerely,



Charlene Reid
Bronx Charter School for Excellence

Bronx, NY 10462 •



December 11, 2015

To the State University of New York Board of Trustees:

The Charter School Growth Fund is supportive of the expansion of the Capital Preparatory Schools in the Bronx. We have invested in Dr. Perry as part of our *Emerging CMO Fund* and believe the work he is doing at Capital Preparatory Schools should be replicated to serve more students. The two proposed schools, Capital Preparatory Bronx Boys Charter School and Capital Preparatory Bronx Girls Charter School, will provide middle and high school students an internationally recognized, research-based school model.

Capital Preparatory Bronx Boys and Bronx Girls Charter Schools will be a much welcomed addition to the Bronx community by providing historically disadvantaged students with the academic, character, and college and career readiness skills needed to become responsible and engaged citizens for social justice. The proven Capital Preparatory Schools model will offer Bronx students a year-round, college-preparatory curriculum that mitigates the impact of "summer learning loss" that is especially prevalent among minority and low-income students. Students prepare for college in a compelling and creative environment where all students are challenged to reach their fullest potential and become agents of change through the lens of an in-depth focus and academic investigation of social justice. In addition, the model provides students individualized attention through daily small group advisory, individual learning plans and a focus on extracurricular programming to emphasize and celebrate the talents of every student.

We look forward to continuing to support Dr. Perry as he opens Capital Preparatory Bronx Boys and Bronx Girls Charter Schools and fully support his vision for building charter schools that will be a great addition to the Bronx community. We support the Capital Prep Schools application and hope to see the success of this model as it expands into the Bronx.

Sincerely,



Darryl Cobb
Partner
Charter School Growth Fund

15. Student Demand, Community Support, Recruitment and Retention

f. Admissions Policy

Capital Preparatory Bronx Boys Charter School's admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability, or any other ground that would be unlawful if done by a school. Admission to Capital Prep Bronx Boys will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to Capital Prep Bronx Boys. Capital Prep Bronx Boys shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. For admission to Capital Prep Bronx Boys, a child/student must be under 21 years of age, and must not possess a high school diploma. New students admitted to Capital Prep Bronx Boys will be limited to pupils entering 6th through 10th grade, providing seats are available in these grades. Capital Prep Bronx will maintain an explicit policy regarding the preferred enrollment of children from CSD 10 or CSD 12 where Capital Prep Bronx Boys is located. Capital Prep Bronx Boys will use the NYSED guidance regarding transgender students to ensure no student is discriminated based on their preferred gender identification.

In its admission policies and procedures, Capital Prep Bronx Boys refrains from the following:

- (1) Requiring parents to attend meetings or information workshops as a condition of enrolling students in Capital Prep Bronx Boys;
- (2) Having an unduly narrow period in which it will accept applications (e.g.: fewer than 30 days);
- (3) Limiting outreach or advertising to obscure media or community outlets;
- (4) Giving enrollment preference to children of members of the Capital Prep Bronx Boys Board, founders group or any other preference not permissible by Law or the charter;
- (5) Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to Capital Prep Bronx Boys, regardless of their virtue, as a condition of enrolling their children (correcting a child's homework, volunteering, etc.);
- (6) Mandating that students or parents agree with Capital Prep Bronx Boys mission or philosophy: and
- (7) Giving preference to or unduly targeting students interested or talented in a particular Capital Prep Bronx Boys program.

The Capital Prep Bronx Boys application for enrollment and accompanying material is made available in the dominant languages of the immigrant groups in CSD 10 or CSD 12, including but not limited to Spanish.

Capital Prep Bronx Boys runs student recruitment year-round as families are always welcome to come in for a tour of the school. However, formal recruitment for each upcoming school year begins in September and ends on April 1—the last date on which a parent can submit an application to be included in the lottery. The admissions lottery is generally held during the second week in April. Parents are always welcome to submit applications after the lottery to be added to the waitlist for the upcoming school year.

Capital Prep Bronx Boys will disseminate information to the community at large through all forms of conventional media, publicly held meetings, mass mailings, and other forms of community outreach in both English and Spanish (and possibly other languages, based on need and/or future changes in the demographic profile of the community). The Capital Prep Bronx Boys informational materials will advise all families of the opening of the charter school, the means by which students may apply to the school, and the educational goals and structure of the school. Informational materials will emphasize the school's academic programming and supports for all students, including English language learners (ELLs) and students with disabilities (SWDs). Capital Prep Bronx Boys will recognize its policy of equitable admissions access to students with disabilities and ELLs in every phase of its admissions process.

Capital Prep Bronx Boys will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level. In the event the number of applicants to Capital Prep Bronx Boys in any given year exceeds the number of seats available, a lottery will be conducted. Capital Prep Bronx Boys will pursue full disclosure prior to the lottery by advertising a description of how the lottery will be conducted. Capital Prep Bronx Boys will include a description of the public lottery in its application material distributed to families during the outreach phase of the process. Capital Prep Bronx Boys will contract the services of an independent (unaffiliated) organization to conduct the public lottery. If a lottery is required, all the eligible applications submitted to Capital Prep Bronx Boys will be entered into the lottery. The Capital Prep Bronx Boys lottery is a system of random selection of applications that identifies students for enrollment. During the lottery process, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until all applications have been drawn. Each application will be recorded and numbered in the order in which it was drawn and assigned to a specific grade and preference category. Capital Prep Bronx Boys will use the ordered list to admit students using the following preferences:

First preference (after the first year) will be given to returning students, who will automatically be assigned a space at the school and whose families will be formally contacted prior to the beginning of the school year to confirm automatic admission of their child.

Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings are granted a space, if and only if, there is space in the grade. If not, they will be placed on the school's waiting list as described in the lottery process below.

Third Preference is for children of employees of Capital Prep Bronx Boys who apply to the school provided these children make up no more than 15% of total enrollment.

Fourth preference is for all other students residing in CSD 10 or CSD 12.

Fifth preference is for all students residing in CSDs outside of CSD 10 or CSD 12.

In addition to the preference above, Capital Prep Bronx Boys anticipates giving an extra weight in the lottery for students who are considered at-risk based on homelessness. Research shows that homeless students are held back and required to repeat one or more grades than housed students. In addition, homeless students are three times as likely to transfer schools mid-year which could put these students at risk of failing behind. In addition, there is a specific need in the Bronx to serve homelessness students. In fact, CSD 12 is ranked 5th out of all the CSD's in NYC for the amount of

students who are homeless.¹ In order to increase the chances that a homeless student might gain a seat at Capital Prep Bronx Boys, the school will consider allowing homeless applicants to receive one extra weight (ticket) in the lottery if the authorizer deems this permissible and it will not jeopardize potential CSP funding for the school.

After all available spaces have been filled in each grade and according to preference category; a waiting list is created by the remaining applications. The waiting list ranks applications for a given grade and preference category. These applicants will be identified by number, grade and preference category. As spaces become available at Capital Prep Bronx Boys, they will be offered to the waiting list applicants in the order of placement on the waiting list. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

Since it is the Capital Prep Bronx Boys intention to fill student vacancies in grades 7-10, as the school grows to serve those grades, which arise either as a result of a student withdrawal or student holdover (and in the third year of operations when Capital Prep Bronx Boys will increase the grades 7-9 enrollment to 100 students from 80), at the beginning of each year's application period Capital Prep Bronx Boys will accept student applicants who will be entering these three grades in the upcoming school year (if the school has grown to serve the specific grade). The random lottery process used for student admission also will serve to place students in preferential order on grade-level waitlists, corresponding to the number that a student's name was drawn. Separate waiting lists will be maintained for each grade level in the event that vacancies occur. Each waitlist will be valid for the upcoming school year for which it was drawn. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period. Whenever a vacancy occurs in grades 6-10, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate 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 Capital Prep Bronx Boys before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, then the school may remove that student from the waitlist. Documentation of the attempts made to contact the parents/guardians of any student removed from the waitlist will be maintained by the school. Waiting lists will not be carried over from year to year. Instead, the annual admission lotteries will be used to create newly randomized waiting lists. The school will send a new enrollment application directly to the parents/guardians of each child on the prior year's waiting list to fill out if they are still interested in enrollment.

Capital Prep Bronx Boys is a public school of choice, both for application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from Capital Prep Bronx Boys is asked to complete a request for student withdrawal form. Capital Prep Bronx Boys personnel offers to meet with the family and discuss their reasons for withdrawing from Capital Prep Bronx Boys, as well as to seek solutions to any problems that arise from these discussions. If the parents or guardians still wish to transfer their child to another school, the Capital Prep Bronx Boys staff makes every reasonable effort to help the student find a school that better serves the family's desires. Capital Prep Bronx Boys ensures the timely transfer of any necessary school records to the student's new school.

¹ Source: The Atlas of Student Homelessness in NYC, August 2015, Institute for Children, Poverty & Homelessness, www.ICPHusa.org

16. Facility

a. Facility Needs

Capital Prep Bronx Boys will seek to co-locate in an underutilized NYC Department of Education-owned facility within CSD 10 or CSD 12. However, given the ongoing facility and co-location challenges in New York City, Capital Prep Bronx Boys will also plan to secure space in a private facility. The goal, whether it be in NYC DOE-owned space or private space, is to create a campus where Capital Prep Bronx Boys and Capital Prep Bronx Girls both be located together along with a potential community center and an elementary school program in CSD 10 or CSD 12. This shared campus will provide students with multiple facilities options, including large green space and state of the art athletic facilities. Additionally, Capital Prep Bronx Boys will seek to intentionally locate near a college campus in the Bronx to allow the high school students an opportunity to receive college credits and participate in a postsecondary community.

The daily schedule for Capital Prep Bronx Boys students will typically run from 8:20am through 4:40pm, Monday through Friday with staff utilizing the building from 7:00am through 6:00pm and potentially being in the school building later into the evening on occasion. Since the Capital Prep Bronx Boys program is year round with approximately 202 student school days per year plus an additional 20 staff days built into the calendar, the school will need a space that staff or students have access to all year long. Because the school's extracurricular programming includes a strong athletic and advisory program, the facility will require utilization of gymnasium, multipurpose space and other studio spaces after hours and on weekends as well as during the school days.

Capital Preparatory Bronx Boys seeks to open in August 2017 with 160 students in 6th and 7th grade and will grow to be fully enrolled with just under 700 students in 6 years. At fully enrolled, five core subject teachers per grade will serve the middle school students and four core subject teachers per grade will be required for high school students. There will also be multiple specialist teachers who will provide a variety of enrichment opportunities for students such as social justice, advisory, foreign language, music, arts, and physical education. The specialist space below has been split into two categories: classroom space and flexible space. The flexible space could be spaces such as a gymnasium, dance studio, theater space, etc. in which these programs would take place, instead of a regular classroom space. In addition, Capital Prep Bronx Boys will need smaller classrooms for small group instruction and offices for administrative staff. The space requirements for the school are outlined on the table below:

Exhibit 16.1: Facility Requirements for Classrooms and Offices

Facility Requirements (Classrooms + Offices)							
	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Total Enrollment	160	240	400	500	595	690	690
Grades Served	6 & 7	6 - 8	6 - 9	6 - 10	6 - 11	6 - 12	6 - 12
Classroom Space Requirements							
Core Classrooms	8	12	19	23	27	31	31
Specialist Classrooms	1	2	4	7	8	9	9
Specialist Flexible Space	2	2	3	6	6	6	6
Total Classrooms	11	16	26	36	41	46	46
Additional Space Requirements							
Small Group Classroom Space	1	1	2	3	4	4	4
Offices	4	4	6	8	8	8	8

In order to accommodate 20 students and 2 teachers, core and specialist classrooms should be approximately 1200 square foot each. The small group classrooms will serve as advisory spaces as well as spaces for English Language Learners and Special Education Students, usually in groups of 8 students with 1 to 2 teachers. These smaller classrooms should be approximately 400 sq. ft. The office spaces should be approximately 100 sq. ft. each and could fit one to two people depending on configuration and school wants/needs. The total square footage allocation of the classrooms and offices is shown on the table below.

Exhibit 16.2: Square Footage Requirements for Classrooms and Offices

In addition to the space listed in the table above, Capital Prep Bronx Boys will need the following

Capital Prep Harlem - Square Footage Requirements (Classrooms + Offices)							
	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Classroom Square Footage	13200	19200	31200	43200	49200	55200	55200
Small Group Square Footage	400	400	800	1200	1600	1600	1600
Office Square Footage	400	400	600	800	800	800	800
Total Square Feet Required	14000	20000	32600	45200	51600	57600	57600

large group spaces starting in year one:

- Gymnasium
- Cafeteria with nearby kitchen space
- Outdoor recreation space
- Nurse office with window
- Teacher/Staff space with outlets for multiple computers and kitchen/sink

Beginning in year three (2018-19), when Capital Prep Bronx Boys will enroll high school students, the following large group spaces will be required:

- Multipurpose room
- Dance/yoga studio
- Art studio with sink access
- Conference room

Please note, the square footage estimates above are just for classroom and office space. Capital Prep Bronx Boys understands that rental costs will include the square footage of other areas of the facility including the additional spaces listed above. In section R21e – Budget, Capital Prep Bronx Boys uses the calculation of 85 square feet per student at \$35 per square foot to ensure rental estimates are aligned with expectations of space.

b. Facility Selection

The School will submit a request to the New York City Department of Education (“NYCDOE”) for co-located space in an existing DOE facility. Should the DOE deny such a request, the School will appeal the denial to the New York State Education Department Commissioner, requesting that the Commissioner- consistent with the law- issue an order requiring the NYCDOE to provide the School with rental assistance payments as per the law. Simultaneously, Capital Preparatory Schools will use its existing connections with private developers to cultivate additional space options in CSD 10 or CSD 12 and will explore the possibility of renovating or building space for the schools.

While Capital Prep Bronx Boys has not identified a specific campus space, once approved, the search will begin immediately for a temporary incubation space to house Capital Prep Bronx Boys in the first year with the goal to sign a lease signing happening by June 30, 2017 for a July 1st – June 20th first year rental period. The search will also include suitable buildings or land to be developed into a campus. Capital Preparatory Schools has already received interest from current facility partners to develop schools in the Bronx. In initial conversations with Assembly Member Marcos Crespo, the concept of a campus of schools was well received. Assembly Member Crespo has suggested potential industrial and commercial spaces in his district that could be converted into a school space. In addition, Assembly Member Crespo identified previously occupied school spaces that could serve as potential incubation spaces for Capital Prep Bronx Boys.

While Capital Prep Bronx Boys has not identified a specific campus space, once approved, the search will begin immediately for a temporary incubation space to house Capital Prep Bronx Boys in the first year. The search will also include suitable buildings or land to be developed into a campus. Capital Preparatory Schools has already received interest from current facility partners to develop schools in the Bronx. In initial conversations with Assembly Member Marcos Crespo, the concept of a campus of schools was well received. Assembly Member Crespo has suggested potential industrial and commercial spaces in his district that could be converted into a school space. In addition, Assembly Member Crespo identified previously occupied school spaces that could serve as potential incubation spaces for Capital Prep Bronx Boys.

Capital Prep Bronx Boys will seek to co-locate in an underutilized NYC Department of Education-owned facility within CSD 10 or CSD 12. However, given the ongoing facility and co-location challenges in New York City, Capital Prep Bronx Boys will also plan to secure space in a private facility. The goal, whether it be in NYC DOE-owned space or private space, is to create a campus where Capital Prep Bronx Boys and Capital Prep Bronx Girls both be located together along with a potential community center and an elementary school program in CSD 10 or CSD 12. This shared campus will provide students with multiple facilities options, including large green space and state of the art athletic facilities. Additionally, Capital Prep Bronx Boys will seek to intentionally locate near a college campus in the Bronx to allow the high school students an opportunity to receive college credits and participate in a postsecondary community.

c. Facility Related Conflicts of Interest

Currently, there are no Conflicts of Interest between Capital Prep Bronx Boys and any of the school's partners. If one should arise, Capital Prep Bronx Boys will require a fair market valuation on the cost of the facility by independent appraisers. And if there is an overlap between school's board of trustees and the landlord, that person involved will then recuse themselves from votes.

16. Facility

d. Facility Documents

Capital Prep Bronx Boys does not have any facility documents to present at this time.

17. Food Services

Capital Preparatory Schools believe that proper nutrition is vital in ensuring that students stay focused throughout the school day. Capital Prep Bronx Boys believes that all students deserve meals that are made with all natural ingredients, as well as meals that promote growth and development.

Capital Prep Bronx Boys will participate in the Federal school breakfast and lunch program and will receive its meals for students through the NYCDOE's Office of School Food or an outside food service vendor. Breakfast, lunch and an afternoon snack will be served each day school is in session. Meals will be in compliance with NYCDOE, state and federal regulations. The factors that will guide a decision to contract with an outside vendor will include cost, adherence to federal guidelines for free and reduced lunch, health and safety of children and workers, and menu choices.

Capital Prep Bronx Boys will work with Capital Preparatory Schools to identify and collect quotes from multiple food services vendors before choosing the vendor who will fit within the budget restraints but will also offer the students at Capital Prep Bronx Boys the most nutritious, healthy, and best tasting food.

Applications for free and reduced meals are sent home at the beginning of the school year and are available year round in the school office. A new application must be completed every year by returning and new parents. Parents who are not eligible for free food will be invoiced monthly if they participate in the food services program. Failure to complete the free and reduced meal form will automatically place parents in paid status and they will be responsible for all payments.

18. Health Services

Capital Prep Bronx Boys shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The School will provide 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 Capital Prep Bronx Boys will be located. This will be done, if possible, through a contractual arrangement with the New York City Department of Health to supplement the level of health services mandated to be provided to Capital Prep Bronx Boys in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

Staff

Capital Prep Bronx Boys will have a nurse 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 and emergency response utilizing the Automated External Defibrillator (AED). In the nurse's absence these responsibilities will become that of the principal or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities. If sited in shared space in a NYCDOE facility, Capital Prep Bronx Boys should be able to secure a school nurse through the Department of Health; however if the school is sited in a non-NYCDOE facility there is no guarantee that the Department of Health will provide a nurse to the school. If that is the case, Capital Prep Bronx Boys will hire a full time registered nurse.

Hearing and vision testing will be done on all new students by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services.

In accordance with NYS law, each student entering Capital Prep Bronx Boys is required to 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) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivaxHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose]. Student immunization data will be recorded on ATS and on the School's own student information management system. Immunization and medical records will be stored in the nurse's office in a secure and locked file cabinet.

Before a child can be permitted to enter or attend Capital Prep Bronx Boys, parents must 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 holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Defibrillator

In accordance with §917 of the Education Law, the School will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) are trained in the operation and use of such equipment in the School and at any school-sponsored events at other locations.

Medication Delivery System Procedures

Capital Prep Bronx Boys will establish a secure, easy to understand, and safe medication delivery system. The nurse, with support from the principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. The school will seek to avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

Pharmacies

- (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures;
- (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of the Capital Prep Bronx Boys staff; and
- (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist self-directed students with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders

Capital Prep Bronx Boys requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

Written orders for prescription and nonprescription OTC medications should minimally include:

- o Student's name and date of birth;
- o Name of medication;
- o Dosage and route of administration;
- o Frequency and time of administration;
- o For prn (as necessary) medications, conditions under which medication should be administered;
- o Date written;
- o Prescriber's name, title, and signature; and
- o Prescriber's phone number.

The nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.

Special considerations: Medication orders must be renewed annually or when there is a change in medication or dosage:

- o The pharmacy label does not constitute a written order and *cannot* be used in lieu of a written order from a licensed prescriber;
- o When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed:
 - Contact parent regarding need for written order from a licensed prescriber;
 - Contact licensed prescriber to obtain verbal permission to administer medication;
 - Request fax or written orders to be received within 48 hours;
 - Contact parent and discontinue medication if written orders are not received in 48 hours; and
 - Document above steps.

Parental Responsibility

- (1) A written statement from the parent requesting administration of the medication in school as ordered by the licensed prescriber is required; and
- (2) It is the responsibility of the parent to have the medication delivered directly to the health office in a properly labeled original container.

Prescription medications

The pharmacy label must display:

- (1) Student name;
- (2) Name and phone number of pharmacy;
- (3) Licensed prescriber's name;
- (4) Date and number of refills;
- (5) Name of medication/dosage;
- (6) Frequency of administration; and
- (7) Route of administration and/or other directions

OTC Medications

- (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples;
- (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking;
- (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school;
- (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and

(5) Education of families regarding Capital Prep Bronx Boys medication protocols is an ongoing responsibility of the school.

Medication Administration

- (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised of this, so that they can advise Capital Prep Bronx Boys if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time;
- (2) If a student fails to come for a dose, the administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, Capital Prep Bronx Boys will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly;
- (3) If students chronically fail to come for medications, the nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication;
- (4) Ongoing communication and collaboration between the school and parents will occur to assist students in assuming personal responsibility for their health behaviors;
- (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, the School will send a confirmation to the parent with a copy to the prescriber of Capital Prep Bronx Boys intention to discontinue the medication on the parent's request; and
- (6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of Medication

- (1) No medication will be brought into Capital Prep Bronx Boys without knowledge of the nurse. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and
- (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of Capital Prep Bronx Boys. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

Carry and Self-administer Medication

If the Capital Prep Bronx Boys nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria:

- (1) Severity of health care problems, particularly asthmatic or allergic conditions;
- (2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer;
- (3) Parent statement requesting compliance with licensed prescriber's order;
- (4) Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school;
- (5) School nursing assessment that student is self-directed to carry and self-administer her/his medication properly; and
- (6) Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented.

Any student self-administering medication without proper authorization will be counseled by the nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

Emergency Medication

The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include:

- (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner; and
- (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products

Capital Prep Bronx Boys will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student's health record.

19. Transportation

Capital Prep Bronx Boys will provide transportation in accordance with §2853(4)(b) and §365 of the Education Law. The school's operations team will submit all the appropriate forms to the NYC Department of Education's Office of Pupil Transportation, including submission of required eligibility forms and identification of bus routes and stops. The Office of Pupil Transportation will provide the following transportation services:

- 6th grade students who live less than half a mile from school may receive a half-fare MetroCard;

- 6th grade students who live more than a mile from school may receive a full-fare MetroCard;

- 7th through 12th grade students who live less than one and a half miles from school may receive a half-fare MetroCard.

- 7th through 12th grade students who live more than one and a half miles from school may receive a full-fare MetroCard.

Families who do not qualify for bus service or a MetroCard will be responsible for arranging their child's transportation to and from Capital Prep Bronx Boys Charter School. Special Education students will receive transportation as mandated in their Individualized Education Plans.

In the event that the Capital Prep Bronx Boys calendar year differs from that of the NYC Department of Education, including Saturday school, athletic and extracurricular activities outside of school hours, and test preparation. The school will work with the NYC Department of Education Office of Pupil Transportation to provide supplemental transportation, or make alternate arrangements as needed. Supplemental transportation costs for MetroCard expenses outside of the NYC DOE school calendar are assumed in the Capital Prep Bronx Boys budget.

Capital Prep Bronx Boys will communicate with parents regarding transportation and help them navigate any processes need to ensure that their students' transportation needs are met.

20. Insurance

Capital Prep Bronx Boys understands the importance of having adequate insurance coverage to protect students, staff, the board of trustees, and school assets. The school has had multiple discussions with Austin & Co., Inc., an insurance broker with extensive background working with charter schools. Based on those conversations, Austin & Co., Inc. has recommended the following coverage for Capital Prep Bronx Boys. The coverage limits are listed below in Exhibit 20.1 and 20.2 along with the estimated premiums for the school's first year of operations. These costs are included in the proposal budget.

Exhibit 20.1: Austin & Co., Inc. Insurance Estimate – Page 1



Premium Indication - Year 1

(This is a ballpark premium estimate and is subject to completed applications and underwriting review. Rates are subject to change.)

For: Capital Preparatory Bronx Boys Charter School		Date Prepared: 1/5/16	
	Coverage	Limits	
		Premium	
1	<u>Property – Choice Form</u>		
	Building	0	\$3,500
	Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software	250,000	
	Replacement Cost & Agreed Value		
	Earthquake & Flood	1,000,000	
	<u>Property Deductible:</u>	2,500	
	<u>Earthquake/Flood Deductible:</u>	25,000	
	<u>Equipment Breakdown</u>	Included	
	<u>Business Income with Extra Expense</u>	750,000	
	No Coinsurance Provision		
	<u>Automobile</u>		
	Hired and Non-Owned Liability	1,000,000	
	Hired Physical Damage	35,000	
	<u>Crime</u>		
	Employee Dishonesty including ERISA	350,000	
2	Forgery	275,000	
	Computer Fraud	250,000	
	Money & Securities:		
	Inside the Premises	50,000	
	Outside the Premises	25,000	
	<u>Directors & Officers</u>		
	Including Educators Legal Liability	1,000,000	\$7,500
	Internet Liability	Included	
	Workplace Violence	100,000 sublimit	
	Employment Practices Liability	1,000,000	
	Third Party Liability	Included	
	<u>*Retention:</u>	15,000	
	Fiduciary Liability	1,000,000	
	<u>*Retention:</u>	1,000	
	Defense Costs are Outside the Limits		
	<u>*Applies to both Indemnity & Defense Costs</u>		

Exhibit 20.2: Austin & Co., Inc. Insurance Estimate – Page 2

3	General Liability Any One Occurrence Annual Aggregate Abuse & Molestation Coverage Corporal Punishment Employee Benefits Liability <i>Student Enrollment:</i>	1,000,000 3,000,000 Included Included Included 160	\$8,000
	Umbrella Liability Any One Occurrence Annual Aggregate Abuse & Molestation Coverage Corporal Punishment <i>Retention:</i>	10,000,000 10,000,000 Included Included 10,000	\$3,000
	Excess Educators Legal Liability Including Directors & Officers and Employment Practices Fiduciary Coverage	10,000,000 3,000,000	\$2,500
4	Workers' Compensation & Employers' Liability Estimated Payroll: Class 8868: School - Professional & Clerical Class 9101: School - All Other (maintenance, security, etc) Experience Modification <i>Workers' Compensation is Subject to Audit</i>	1,500,000 0 n/a	\$11,000 <i>(not including dividend return)</i>
5	Student Accident Accident Medical Expense Accident Dental Expense <i>Deductible:</i> Type of Coverage	50,000 Included 0 Full Excess	\$480
6	Catastrophic Student Accident Accident Medical Expense Accident Dental Expense <i>Deductible:</i> Type of Coverage	1,000,000 Included 50,000 Full Excess	\$400
Total Annual Estimated Premium		\$36,380	

Page 2 of 2

This Premium Indication does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.

21. Fiscal Soundness

a. Budget Narrative

The Capital Prep Bronx Boys budget includes conservative assumptions for revenue (flat projections for per pupil revenue and in all years for Title, IDEA and FAMIS funding) while most expenses including personnel costs include annual increases, usually at 3%. All costs necessary to meet the educational, fiscal and operational goals and program have been included in the budget. The Year 1 budget reflects the allocation of costs among the school's programs, (General and Special Education), Fundraising and Management, based on the student enrollment, staff responsibilities and anticipated time to be devoted to each of those areas. The school will develop formal tracking procedures and systems to accurately capture and track the allocation of all school costs among those categories. The school is solvent throughout the five years presented and presents a healthy cash surplus at the end of Year 5.

Fundraising revenue is kept very minimal in the budget (\$25,000 for each year) however, based on the extensive fundraising experience of the founders and Capital Preparatory Schools, and the history of success operating a financially viable school for over 10 years in Hartford, it is possible that the school will receive substantial contributions. The track record and visibility of the founder provide Capital Prep Bronx Boys with unique fundraising capacity that may not enjoyed by other charter schools in the industry. In the event of unanticipated conditions resulting in budgetary shortfalls the school will consider cutting costs, securing a bridge loan, or entering into a credit facility with a bank or not-for-profit institution until the school reaches a more sustainable enrollment size.

Start-up Budget Plan

Capital Prep Bronx Boys presents a one year pre-operating budget and plans to use \$440,498 of the Charter School Planning grant (CSP) to cover expenses incurred prior to the school's opening. Capital Prep Bronx Boys will hire a principal and director of operations who will start in September 2016 and work for the school for the entire pre-operating period. In addition, an operations manager will be hired in April 2017 and their salary is reflected in the pre-operating budget. The salaries the school has budgeted for all positions are considered competitive for the NYC education sector and have been compared to the NYC DOE pay scales as well as comparable positions in the NYC non-profit sector, including charter schools. Payroll taxes have been calculated at 10% and benefits have been calculated at \$1200 per month. Capital Prep Bronx Boys will provide minimal benefits during the startup period until the school is fully operational and staffed. The school will participate in a 401K plan and offer a 4% match to all employees which it is expected that 100% of staff will participate. In addition, \$2000 fees associated with the 401K plan have been front loaded in the pre-operating budget.

Under contracted services, accounting and audit fees during the pre-operating time period include cost to set up accounting software and costs for an auditor to review the financial policies and procedures manual. In addition, attorney fees have been budgeted at \$3000 per month for 11 months during the start-up period in order to review policies and procedures, provide start-up board of trustees' training, and assist in negotiations and setting lease terms for long-term and short-term facility acquisition. Payroll fees for an outside payroll company have been set based on the number of employees. School operations costs for the start-up period include expenses for publicizing board meetings, setting up Capital Prep Bronx Boys website, office supplies for principal and director of operations, travel for staff to visit Capital Prep Harbor in Bridgeport, CT, student

recruiting marketing materials and postings for jobs. Under facility operations and maintenance, Capital Prep Bronx Boys has budgeted for director and officer insurance, incubation space in the NYC Charter Center and for minor painting and renovations to the school's first year facility to be spent during the planning year. In addition, the school has budgeted for equipment and furniture in the cash flow section of the Pre-OP Cash Flow 1-Year tab. These capital expenses include 18 laptops for staff at \$1500 each, 160 student Chromebooks calculated at \$500 each and four laptop carts calculated at \$1000 each. Other than the laptops for the director of operations and principal, all other capital expenses will be purchased in the last month of the planning year.

First Year Operational Budget and Cash Flow

Budget Revenue Assumptions

The school district per pupil revenue is the primary source of revenue and will be from NYC CSD 10 or CSD 12 depending on where the school is located. The budget reflects the recent per pupil increases planned for FY16-17 and assumes that the per pupil revenue amount increases to \$14,037 in 2017-18 and then remains flat for all remaining years in the budget. Special education revenue assumes that 18.4% of the student body will qualify for special education services. When planning for special education revenue, Capital Prep Bronx Boys looked at the 2014-15 demographic data for CSD 10 and CSD 12¹. The special education rate for CSD10 is 18.4% and for CSD12 is 19.5%. To plan conservatively, Capital Prep Bronx Boys will use the lower special education percentage of the two districts. The school anticipates that 40% of those students would receive services for 20-59% of the day. The budget assumes that the current rate of \$10,390 will remain flat through Year 5.

For Year 1, it is assumed that the School will receive \$121,880 in funding from the NYCDOE's charter school start-up and first year funding administered by the New York City Department of Youth and Community Development (DYCD). This is based on the current allocation of \$51,000 plus \$443 per student.

Funding for textbooks, software and library books is also included at the current rates for NYSTL, NYSSL and NYSLIBL for all years presented at a total rate of \$79.48 per student.

Capital Prep Bronx Boys is assuming that the school will locate in a private facility and is budgeting to receive the \$2805 per student rental reimbursement.

IDEA funding was budgeted at \$1,000 per special education student for all years as the process for determining IDEA funding in recent years has changed making it critical to keep this rate conservative.

Title I funding is assumed at 86.6% of the student enrollment, at a rate of \$500 per year for each of the five years presented. This is based on CSD10's Free and Reduced Lunch rate of 86.6% which is more conservative than CSD12's Free and Reduced Lunch rate of 92%. Title IIA is assumed at \$60 per student at the same 86.6% rate.

School food reimbursement has been calculated at \$3.12 for lunch for 202 days and \$1.72 for breakfast for 202 days for 86.6% of the students.

Capital Prep Bronx Boys will be eligible for additional CSP grant funding based on specific enrollment targets bringing the total anticipated grant amount to \$750,000. The school will use \$600,000 of those funds in the Pre-Opening year, \$150,000 in Year 1.

It is assumed that Capital Prep Bronx Boys will raise \$25,000 in grants or donations in the school's first year of operations.

Budget Expenditure Assumptions

¹ <http://schools.nyc.gov/Accountability/data/default.htm>

Personnel Expenses - Salaries are competitive and based on the NYC DOE teacher pay scale as well as research done at the NYC Charter Center with an average starting salary for illuminators (teachers) at \$70,000. Salary increases are budgeted at 3% annually. Principal and other administrator's salaries are based on charter sector averages as well as the NYC DOE's principal and assistant principal pay scales.

Payroll taxes are budgeted at 10% and fringe benefits at 12%. Benefits include Medical, Dental, Vision, Life Insurance and Workers Compensation Insurance. The school will also establish a retirement account and match up to 4% of staff contributions. The budget assumes 75% in the retirement plan and fees at \$2500 per year.

Fees for an outside independent auditor to perform the school's annual financial audit are budgeted at \$24,000 in Year 1 with increases of 3% each year. All other financial consultant fees will be covered under the management agreement with Capital Prep Schools.

The budget includes a management fee to be paid to Capital Prep Schools calculated at 10% of the general education per pupil revenue.

Payroll costs are calculated at \$83.92 per payroll for 6 employees, plus \$2.16 per employee/per payroll over 6 employees. In addition, there is a \$45 processing fee for annual W2's and a \$5.60 per employee for W2 processing.

Board expenses are calculated at \$500 per month for public postings in local Bronx newspapers as well as any board materials need. In Year 2 & Year 3, there is an additional \$4000 dollars budgeted for board trainings and professional development, especially for new board members as they join.

School operations expenditures are budgeted based on average rates per student and/or staff and include all the necessary purchases and services to facilitate the school's educational plan and programs based on Capital Prep's experience in Bridgeport, CT and Harlem. Capital Preparatory Schools will also provide the school with additional curriculum, staff development and recruitment resources. Some specific details include the following:

- o Technology: In Year 1 is \$375 per student for a total of \$60,000. In Year 2-5, the amount is increased to \$400 per student. This line item includes the Illuminate database system, website hosting, SchoolMint student recruiting database, Technology consultant vendor, and copy machine contract.
- o Student Assessment Costs: These are calculated in Year 1 at \$100 per student. In Year 2-5, these expenses increase to \$125 per student per year.
- o Staff Development: This line item includes both professional development expenses at \$500 per staff member as well as staff appreciation budget at \$500 per staff member in Year 1. In Year 2, the staff appreciation budget is increased to \$1000 per staff member for a total of \$1500 per staff member. In Years 3-5, the staff development budget item increased to \$1000 for a total of \$2000 per staff member.
- o School Food: Lunch is calculated at \$3.05 per student for 202 days and breakfast is calculated at \$1.80 per student for 202 days. It is assumed that 100% of students will eat school lunch.

Facility Operations and Maintenance: Capital Prep Bronx Boys is basing this budget on the assumption that free public space will be unavailable and that the school will need to rent space in a private facility.

- o Insurance is based on a quote Capital Prep Bronx Boys received from Austin & Co., Inc.
- o Janitorial expense is based on Capital Prep Schools experience and it is the hope to use a janitorial vendor.

- o Rental costs assumed at a cost of \$35 dollars per square foot for a total of 13,600 square foot which is based on a calculation of 85 square foot per student.
- o Repairs calculated at \$10,000 for first year for painting and other minor repairs not included in the facility agreement.
- o Security vendor estimated at \$50,000 per year. Capital Prep Bronx Boys will try to include security as part of the rental costs if at all possible.
- o Utilities are calculated at 10% of rental costs. Capital Prep Bronx Boys will try to have utilities included in any rental agreement.

Furniture, Equipment and Depreciation - Funds used for the purchase of furniture and equipment such as computers, are reflected in the cash flow adjustments section of the Budget and Cash Flow tab. The corresponding annual depreciation of these items is included in the operating budget section of the same tab.

- o Equipment and Furniture: \$4500 per new classroom for furniture (year 1, 10 classrooms), laptops for staff at \$1500 per laptop (year 2, 6 additional), 8 projectors at \$1000 each, student Chromebook \$500 each for 80 students (for year 2, year 1 student laptops purchased in planning year), 8 laptop carts at \$1000 each (4 for year 1, 4 for year 2), 8 document cameras \$500 each

Capital Prep Bronx Boys budget includes \$25,000 in Years 1 - 3 (\$75,000 in total) to be set aside in an escrow account as required.

Five Year Budget Plans

Capital Prep Bronx Boys assumed that revenue streams will remain flat in future years including the general education per pupil rate, special education per pupil rate, FAMIS rates, Title I + IIA and IDEA rates. It is also assumed that the Free and Reduced Lunch (FRL) rates for Capital Prep Bronx Boys will remain at 86.6%. The rental reimbursement is assumed to remain flat at \$2805 per student and it is assumed that Capital Prep Bronx Boys rental costs will be higher. In addition, the school food reimbursement is assumed to remain flat.

Salaries increase based on the staffing plan which is outlined in detail in the Personnel section of Capital Prep Bronx Boys application. Payroll taxes are calculated at 10% of total salaries and benefits are calculated at 12% of total salaries. Capital Prep Bronx Boys will continue to offer a 401K match at 4% of salary with the assumption that 75% of the staff will participate. All other consultant and school operation expenses remain flat or are based on student and staff counts for each year of operations. For facility and maintenance expenses, insurance is calculated at \$230 per student based on Austin's year one quote. In addition, the school is assuming a 3% increase for insurance rates each year. Custodial and security vendor expenses are increased by \$10,000 and \$25,000, respectively each year to cover the needs of a growing student enrollment and increased of staff. Rental costs are calculated based on an 85 square foot per student at \$35 per square foot. The minor repairs and maintenance budget remains flat for all five years and utilities are calculated at a rate of 10% per total rent costs.

In years 2 and 3, an additional \$25,000 per year is put into an escrow account for dissolution purposes. Funds used for the purchase of furniture and equipment such as computers, are reflected in the cash flow adjustments section. Depreciation is increased each year at a rate of \$20,000 per year based on conversations with Charter School Business Management. The corresponding annual depreciation of these items is included in the operating budget section of the same tab. Each year the cash flow for equipment and furniture includes the following year's student laptops, staff laptops and carts and the rates for each remain flat. The equipment and furniture line also includes the current year of operation's classroom cost at a rate of \$6000 per classroom which cover costs

for furniture, projector and other equipment for a fully stocked classroom. It is assumed that all core teachers will have a classroom to be furniture. In addition, there will be two additional classrooms each year for specialist teachers and/or special education teachers as the school grows.

Capital Prep Bronx Boys has set aside 1 million in Year 4 and 1 million dollars in Year 5, for capital expenses associated with building and operating a campus facility. It is assumed that the Capital Prep Bronx Girls budget will include a similar amount and the total amount set aside for the campus project will be 5 million dollars.

b. Financial Planning

The financial management team of the school consists of the board of trustees, Capital Preparatory Schools, director of operations, principal, operations manager and financial consultants. This team is accountable for the fiscal oversight of the school and will collectively work to make certain that all financial matters of the school are properly addressed with care, integrity, and accuracy in the best interest of the school. The director of operations and principal supported by the operations manager and financial consultants will be responsible for maintaining the school's financial records and safeguarding its assets on a daily basis.

Capital Preparatory Schools has contracted with Charter School Business Management (CSBM) to serve as Capital Prep Bronx Boys financial consultants assisting the school's staff with financial management in the first four years of operation. CSBM has extensive experience working in this capacity with charter schools and works with Capital Preparatory Schools on all schools finances in the network. Under the oversight of Capital Preparatory Schools, CSBM will work closely with, guide and review the work of the director of operations who will be responsible along with the operations manager for the general daily bookkeeping. CSBM will provide key services during the planning year and once the school is operational including but not limited to Payroll, Finance/Accounting, Audit Preparation, Human Resources.

Each spring the director of operations and principal will evaluate the school's needs for the coming year, including staffing, technology, facility, and instructional materials, and jointly develop a budget based on the previous year's revenues and expenditures and projections for the coming year. The leadership team will then recommend a proposed budget to the board of trustees' treasurer who will present a final budget to the Board for approval in May. The school will also maintain a five-year budget projection and revise it each year based on current information and long-term strategic plans. Budgets will be monitored on a monthly basis. CSBM will provide school leadership with regular reports, including budget to actuals, cash flow and balance statements; any significant variances will be reviewed and discussed with the Treasurer, who will provide the board of trustees with a monthly report on the school's financial health. Major modifications of the budget will require board of trustees' approval.

c. Fiscal Audits

Capital Prep Bronx Boys is committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP), and adherence to the Financial Accounting Standards Board (FASB) rules and regulations.

The board of trustees will adopt a detailed Financial Policies and Procedures Manual (FPPM) to guide school staff and protect the school's resources. Capital Prep Bronx Boys will engage its independent auditor to evaluate the school's financial controls and FPPM. The auditor will produce

an Initial Statement of Financial Controls which will document any findings. These findings will be corrected by the Board and school leadership and the FPPM revised appropriately.

The school will have Internal Controls established to provide reasonable assurance to achieve the following: (1) effectiveness and efficiency of operations; (2) reliability of financial reporting; and (3) compliance with applicable laws and regulations. The internal control structure will be composed of the following basic elements: (1) the control environment; (2) the accounting system; (3) control procedures; and (4) the accounting cycle.

Internal Control Environment

By implementing internal controls, the school establishes the importance of enforcing and maintaining accountability, transparency, and accuracy in its day-to-day financial transactions. Factors that impact the internal control environment can include school 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.

Accounting System

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

Internal Control Procedures

The school will adopt a number of internal financial controls. These procedures will be set up to strengthen the school's internal control structure in order to safeguard the school's assets. The internal financial controls consist of the following:

Segregation of Duties - Tasks will be assigned and policies/procedures implemented to ensure that no one person has complete control of a given function. This will protect the school from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control will be created at the school.

Restricted Access - Physical access to valuable and moveable assets is restricted to authorized personnel (Principal and Director of Operations).

Document Control - To ensure that all documents are captured by the accounting system, all documents will be initialed and dated when recorded and then filed appropriately.

Processing Controls - Common processing controls such as (1) source document matching; (2) clerical accuracy of documents; and (3) general ledger account code checking will be implemented to identify any errors before they are posted to the general ledger.

Reconciliation Controls - In order to identify any errors that have been posted to the general ledger, the school will implement review and reconciliation procedures such as bank and credit/debit card reconciliations, review and reconciliation of selected general ledger accounts. In addition, bank and credit/debit card statements and reconciliations will be reviewed by the BOT Treasurer.

Annual Independent Audit - The school will undergo an annual independent audit conducted by an audit firm engaged by the Board. The audit will be performed shortly following the close of the school's fiscal year-end and in accordance with the Generally

Accepted Auditing Standards (GAAS). Upon completion of the audit, the independent auditors will report all findings to the Board. A corrective action plan will be created and implemented by the Board and school leadership to correct any findings cited by the auditors. As required, a copy of the audit report and management letter will be submitted to NYSED by the November 1st deadline.

Security of Financial Data-The school's accounting software will be accessible only to the Principal, Director of Operations and Financial Consultant. Individual usernames and passwords will be issued for every user and their access will be limited according to their functionality and role within the school. All hard copies of financial data, when not in use, will be secured in a designated area at the school.

Risk Assessment - The school will implement policies and procedures designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements.

Fraud Prevention - The school will implement policies and procedures to detect and deter fraud. These include policies such as purchasing approval thresholds, payroll processing approvals as well as check signing requirements and thresholds.

d. Dissolution Procedures

In the event of closure or dissolution of Capital Prep Bronx Boys, the school will follow all procedures required by CSI to ensure an orderly closure and dissolution process, including compliance with Law 219 and 220 and any closing procedures specified by CSI. The BOT shall delegate to the principal, referred to as Head of Schools (HOS), and the operations manager (OM), with support from CMO, the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in Capital Prep Bronx Boys. Additionally, a list of students attending Capital Prep Bronx Boys will be sent to the local district where Capital Prep Bronx Boys is located. Capital Prep Bronx Boys shall transfer student records to the school district in which it is located, and the parents of the enrolled students shall be notified of the transfer of records. After satisfaction of outstanding debts pursuant to Education §220, the remaining assets of Capital Prep Bronx Boys attributable to public funding are to be paid back to the school district(s) having resident children served by the charter school in its final year of educating students. If more than one school district had children served by the school, then the repayment of funds would be done proportionally based on the number of children served by the charter school. The remaining assets of Capital Prep Bronx Boys not attributable to public funding shall be transferred to another charter school within the school district where Capital Prep Bronx Boys is located or directly to the NYCDOE. Capital Prep Bronx Boys will set aside the required \$75,000 in escrow fund to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution. The dissolution process will begin with a meeting of the leadership team that will include at least the BOT Chair, HOS, OM, CSBM (or other contracted back office provider if not CSBM), the CMO President and CEO and Capital Prep Bronx Boys legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by Capital Prep Bronx Boys administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the HOS and the BOT Chair will meet with representatives from CSI, NYCDOE charter school office or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of Capital Prep Bronx Boys:

Days 1-5: (1) Capital Prep Bronx Boys will deliver a current student list to the NYCDOE; (2) The HOS will conduct a meeting with NYCDOE to discuss availability for students being displaced by the

closure or dissolution; (3) The OM, CSBM and the Capital Prep Bronx Boys BOT Treasurer will conduct a meeting with its auditors to begin identifying assets required for transfer; (4) The HOS will notify parents in writing of the closure of the school and the ensuing placement process; (5) The HOS will meet with students to discuss the school's closing and the ensuing placement process; (6) The OM will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss Capital Prep Bronx Boys closing and the transfer of students to other public schools; (7) Capital Prep Bronx Boys will host a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; (8) Capital Prep Bronx Boys website will be the primary source of information about the school's closing, the dissolution process and the placement of students in other public schools; and (9) Capital Prep Bronx Boys pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15: (1) The pupil personnel staff will prepare a written report for the HOS confirming the scheduling of placement meetings for each student/parent; (2) The pupil personnel staff will commence placement meetings; (3) The OM will provide written notice to appropriate NYCDOE departments of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The OM will notify in writing the school principals in schools likely to receive transfers from Capital Prep Bronx Boys of the closure and provide contact information for school personnel handling transfers.

Days 15-30: (1) The pupil personnel staff will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the HOS; (3) Capital Prep Bronx Boys will transfer student records to the NYCDOE upon completion of the placement meeting between the pupil personnel staff and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records; and (5) Capital Prep Bronx Boys will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

Transfer of Assets: The OM with support from CSBM and legal counsel will be responsible for developing a plan that will direct a smooth and efficient transfer of assets. CSBM will maintain an up-to-date inventory of the assets of the school. CSBM, with the assistance of the BOT Finance Committee, will attend to the payment of all of Capital Prep Bronx Boys outstanding debts. Once all debts are satisfied, distribution of assets will be initiated complying with Education §220 and the prescribed plan that has been developed by the OM and CSBM with the cooperation of the NYCDOE charter school office. This plan will detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the BOT's Executive Committee for review and approval prior to its implementation.



Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

<u>Instructions</u>	- Provides description of tabs and input requirements.
<u>Funding by District</u>	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

<u>1) School Information</u>	- Enter school name, contact information and planned dates for proposed budgets.
<u>2) Enrollment Chart</u>	- Enter enrollment information on this tab to be automatically populated throughout workbook.
<u>3) Staffing Plan</u>	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
<u>4) Pre-Opening Period Budget</u>	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only, the numbers are automatically populated using input from tab 3 OR 3.1.
<u>5) Pre-OP Cash Flow 6-Month</u>	- 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.
<u>6) Pre-OP Cash Flow 1-Year</u>	- 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.
<u>7) Year 1 Budget & Assumptions</u>	- Enter Year-1 Budget information that includes Program and Support Services detail.
<u>8) Year 1 Cash Flow</u>	- Enter Year-1 Budget information that includes monthly cashflow detail.
<u>9) 5 YR Budget & Cash Flow Adj</u>	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
<u>10) Fiscal Impact</u>	- "Fiscal Impact" report showing effect on primary school district from 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 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
570101	ADDISON CSD	11,513	11,613
410401	ADIRONDACK CSD	11,921	12,021
80101	AFTON CSD	14,050	14,150
142101	AKRON CSD	10,384	10,484
10100	ALBANY CITY SD	14,072	14,422
450101	ALBION CSD	10,580	10,930
140101	ALDEN CSD	10,112	10,212
180202	ALEXANDER CSD	11,335	11,685
220202	ALEXANDRIA CSD	12,350	12,450
20101	ALFRED-ALMOND CSD	10,628	10,978
40302	ALLEGANY-LIMESTONE CSD	10,612	10,712
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	11,713	11,813
580303	AMAGANSETT UFSD	57,898	57,998
140201	AMHERST CSD	10,971	11,071
580106	AMITYVILLE UFSD	17,777	17,777
270100	AMSTERDAM CITY SD	9,693	9,793
120102	ANDES CSD	21,107	21,457
20601	ANDOVER CSD	12,603	12,703
660405	ARDSLEY UFSD	20,471	20,821
640101	ARGYLE CSD	11,652	11,752
571901	ARKPORT CSD	9,930	10,030
131601	ARLINGTON CSD	11,719	11,819
670201	ATTICA CSD	9,802	9,902
50100	AUBURN CITY SD	10,495	10,845
90201	AUSABLE VALLEY CSD	13,435	13,535
491302	AVERILL PARK CSD	10,286	10,386
570201	AVOCA CSD	13,453	13,553
240101	AVON CSD	10,715	10,815
580101	BABYLON UFSD	17,178	17,278
80201	BAINBRIDGE-GUILFORD CSD	11,684	11,784
280210	BALDWIN UFSD	15,908	16,008
420901	BALDWINVILLE CSD	10,972	11,072
521301	BALLSTON SPA CSD	12,047	12,147
401301	BARKER CSD	13,145	13,245
180300	BATAVIA CITY SD	12,293	12,643
570302	BATH CSD	10,030	10,130
580501	BAY SHORE UFSD	15,607	15,707
580505	BAYPORT-BLUE POINT UFSD	17,816	17,916
130200	BEACON CITY SD	11,343	11,443
231301	BEAVER RIVER CSD	10,123	10,223
660102	BEDFORD CSD	20,806	20,906
90301	BEEKMANTOWN CSD	11,708	12,058
20801	BELFAST CSD	11,869	11,969
220909	BELLEVILLE HENDERSON CSD	10,280	10,380
280207	BELLMORE UFSD	19,888	19,988
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,014	14,114
61001	BEMUS POINT CSD	12,060	12,160
490101	BERLIN CSD	13,140	13,240
10201	BERNE-KNOX-WESTERLO CSD	13,621	13,721
10306	BETHLEHEM CSD	12,763	12,863
280521	BETHPAGE UFSD	17,600	17,700
30200	BINGHAMTON CITY SD	10,470	10,570
661905	BLIND BROOK-RYE UFSD	20,568	20,668
22902	BOLIVAR-RICHBURG CSD	11,135	11,235
630101	BOLTON CSD	20,785	20,885
570401	BRADFORD CSD	13,266	13,616
510101	BRASHER FALLS CSD	10,422	10,522
580512	BRENTWOOD UFSD	13,733	13,833
480601	BREWSTER CSD	17,058	17,158
661402	BRIARCLIFF MANOR UFSD	23,111	23,211
580909	BRIDGEHAMPTON UFSD	53,545	53,545
260101	BRIGHTON CSD	12,698	12,798

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District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
171102	BROADALBIN-PERTH CSD	8,886	8,986
261801	BROCKPORT CSD	10,995	11,095
62301	BROCTON CSD	12,687	12,787
660303	BRONXVILLE UFSD	22,106	22,106
250109	BROOKFIELD CSD	11,421	11,521
580203	BROOKHAVEN-COMSEWOGUE UFSD	13,748	13,848
490202	BRUNSWICK CSD (BRITTONKILL)	10,751	10,851
161601	BRUSHTON-MOIRA CSD	11,409	11,409
140600	BUFFALO CITY SD	12,255	12,355
520101	BURNT HILLS-BALLSTON LAKE CSD	10,418	10,518
661201	BYRAM HILLS CSD	20,304	20,404
180701	BYRON-BERGEN CSD	11,597	11,697
190301	CAIRO-DURHAM CSD	10,595	10,695
240201	CALEDONIA-MUMFORD CSD	10,468	10,568
641610	CAMBRIDGE CSD	12,600	12,700
410601	CAMDEN CSD	10,905	11,005
570603	CAMPBELL-SAVONA CSD	10,781	10,881
270301	CANAJOHARIE CSD	11,095	11,195
430300	CANANDAIGUA CITY SD	11,078	11,178
21102	CANASERAGA CSD	12,579	12,679
250901	CANASTOTA CSD	9,837	10,187
600301	CANDOR CSD	11,537	11,637
571502	CANISTEO-GREENWOOD CSD	13,797	14,147
510201	CANTON CSD	11,502	11,602
280411	CARLE PLACE UFSD	20,437	20,537
480102	CARMEL CSD	15,659	15,759
222201	CARTHAGE CSD	8,472	8,822
60401	CASSADAGA VALLEY CSD	11,609	11,709
50401	CATO-MERIDIAN CSD	10,653	11,003
190401	CATSKILL CSD	14,380	14,480
42302	CATTARAUGUS-LITTLE VALLEY CSD	11,618	11,718
250201	CAZENOVIA CSD	10,863	10,963
580233	CENTER MORICHES UFSD	15,097	15,197
580513	CENTRAL ISLIP UFSD	19,864	19,964
460801	CENTRAL SQUARE CSD	9,821	9,921
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,503	9,603
661004	CHAPPAQUA CSD	19,291	19,391
120401	CHARLOTTE VALLEY CSD	11,157	11,257
160801	CHATEAUGAY CSD	11,129	11,229
101001	CHATHAM CSD	13,227	13,327
60503	CHAUTAUQUA LAKE CSD	14,707	14,807
90601	CHAZY UFSD	11,966	12,066
140701	CHEEKTOWAGA CSD	10,485	10,585
140702	CHEEKTOWAGA-MARYVALE UFSD	10,433	10,783
140709	CHEEKTOWAGA-SLOAN UFSD	12,196	12,296
30101	CHENANGO FORKS CSD	10,753	10,853
30701	CHENANGO VALLEY CSD	10,920	11,020
472202	CHERRY VALLEY-SPRINGFIELD CSD	12,924	13,024
440201	CHESTER UFSD	13,420	13,520
251601	CHITTENANGO CSD	11,233	11,333
261501	CHURCHVILLE-CHILI CSD	10,372	10,472
110101	CINCINNATUS CSD	12,941	13,041
140801	CLARENCE CSD	9,251	9,351
500101	CLARKSTOWN CSD	13,560	13,660
140703	CLEVELAND HILL UFSD	10,678	10,778
510401	CLIFTON-FINE CSD	17,357	17,457
411101	CLINTON CSD	11,779	11,879
650301	CLYDE-SAVANNAH CSD	13,326	13,326
60701	CLYMER CSD	14,425	14,775
541102	COBLESKILL-RICHMONDVILLE CSD	11,052	11,152
10500	COHOES CITY SD	12,041	12,141
580402	COLD SPRING HARBOR CSD	20,836	20,936

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510501	COLTON-PIERREPONT CSD	18,631	18,731
580410	COMMACK UFSD	15,756	15,856
580507	CONNETQUOT CSD	16,197	16,297
471701	COOPERSTOWN CSD	12,167	12,267
230201	COPENHAGEN CSD	10,185	10,285
580105	COPIAGUE UFSD	15,361	15,711
520401	CORINTH CSD	11,169	11,269
571000	CORNING CITY SD	10,887	10,987
440301	CORNWALL CSD	11,512	11,612
110200	CORTLAND CITY SD	10,392	10,492
190501	COXSACKIE-ATHENS CSD	12,138	12,238
660202	CROTON-HARMON UFSD	15,983	16,083
150203	CROWN POINT CSD	15,675	16,025
22302	CUBA-RUSHFORD CSD	12,738	12,838
241101	DALTON-NUNDA CSD (KESHEQUA)	13,357	13,457
241001	DANSVILLE CSD	10,313	10,663
580107	DEER PARK UFSD	15,935	16,035
120501	DELAWARE ACADEMY CSD AT DELHI	14,180	14,280
140707	DEPEW UFSD	10,659	10,759
31301	DEPOSIT CSD	14,554	14,654
250301	DERUYTER CSD	13,319	13,419
660403	DOBBS FERRY UFSD	19,177	19,277
211003	DOLGEVILLE CSD	10,777	10,877
130502	DOVER UFSD	11,495	11,595
120301	DOWNSVILLE CSD	17,393	17,493
610301	DRYDEN CSD	11,262	11,362
530101	DUANESBURG CSD	9,484	9,584
680801	DUNDEE CSD	10,248	10,348
60800	DUNKIRK CITY SD	13,235	13,335
140301	EAST AURORA UFSD	10,455	10,555
430501	EAST BLOOMFIELD CSD	11,367	11,467
490301	EAST GREENBUSH CSD	11,909	12,009
580301	EAST HAMPTON UFSD	23,979	24,079
260801	EAST IRONDEQUOIT CSD	11,807	11,907
580503	EAST ISLIP UFSD	14,909	15,009
280203	EAST MEADOW UFSD	15,972	16,072
580234	EAST MORICHES UFSD	17,622	17,372
580917	EAST QUOGUE UFSD	22,366	22,466
500402	EAST RAMAPO CSD (SPRING VALLEY)	16,555	16,555
261313	EAST ROCHESTER UFSD	12,835	12,935
280219	EAST ROCKAWAY UFSD	18,633	18,733
420401	EAST SYRACUSE-MINOA CSD	13,924	14,024
280402	EAST WILLISTON UFSD	21,034	21,134
660301	EASTCHESTER UFSD	18,082	18,182
580912	EASTPORT-SOUTH MANOR CSD	13,526	13,626
141201	EDEN CSD	9,924	10,024
660406	EDGEMONT UFSD	18,064	18,164
520601	EDINBURG COMMON SD	21,146	21,246
470501	EDMESTON CSD	11,243	11,593
513102	EDWARDS-KNOX CSD	10,786	10,886
180901	ELBA CSD	11,673	11,773
590801	ELDRED CSD	13,820	13,920
150301	ELIZABETHTOWN-LEWIS CSD	13,608	13,708
622002	ELLENVILLE CSD	15,400	15,500
40901	ELLICOTTVILLE CSD	11,741	11,841
70600	ELMIRA CITY SD	11,012	11,012
70902	ELMIRA HEIGHTS CSD	10,386	10,486
280216	ELMONT UFSD	14,647	14,747
660409	ELMSFORD UFSD	22,461	22,561
580401	ELWOOD UFSD	15,023	15,123
141401	EVANS-BRANT CSD (LAKE SHORE)	11,868	11,968
420601	FABIUS-POMPEY CSD	12,729	12,829

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261301	FAIRPORT CSD	10,897	10,997
61101	FALCONER CSD	9,772	9,872
590501	FALLSBURG CSD	19,402	19,752
280522	FARMINGDALE UFSD	17,081	17,181
421001	FAYETTEVILLE-MANLIUS CSD	10,903	11,003
22001	FILLMORE CSD	9,406	9,506
580514	FIRE ISLAND UFSD	108,053	108,153
581004	FISHERS ISLAND UFSD	42,471	42,821
280222	FLORAL PARK-BELLEROSE UFSD	15,187	15,287
442115	FLORIDA UFSD	14,257	14,357
270601	FONDA-FULTONVILLE CSD	11,108	11,458
61503	FORESTVILLE CSD	10,734	10,834
640502	FORT ANN CSD	14,097	14,197
640601	FORT EDWARD UFSD	11,743	11,843
270701	FORT PLAIN CSD	13,091	13,191
210402	FRANKFORT-SCHUYLER CSD	9,460	9,560
120701	FRANKLIN CSD	13,356	13,106
280217	FRANKLIN SQUARE UFSD	13,662	13,762
41101	FRANKLINVILLE CSD	11,601	11,701
62201	FREDONIA CSD	12,257	12,357
280209	FREEPORT UFSD	15,703	16,053
60301	FREWSBURG CSD	10,456	10,556
21601	FRIENDSHIP CSD	12,385	12,385
141604	FRONTIER CSD	9,009	9,109
460500	FULTON CITY SD	11,866	11,966
520701	GALWAY CSD	10,407	10,507
650902	GANANDA CSD	10,007	10,107
280218	GARDEN CITY UFSD	17,870	17,970
480404	GARRISON UFSD	21,963	22,063
260401	GATES-CHILI CSD	12,609	12,709
220401	GENERAL BROWN CSD	8,830	8,930
20702	GENESEE VALLEY CSD	11,263	11,363
240401	GENESEO CSD	12,507	12,607
430700	GENEVA CITY SD	12,938	13,038
81401	GEORGETOWN-SOUTH OTSELIC CSD	13,121	13,221
100902	GERMANTOWN CSD	14,864	14,964
470202	GILBERTSVILLE-MOUNT UPTON CSD	11,569	11,669
540801	GILBOA-CONESVILLE CSD	15,957	16,057
280100	GLEN COVE CITY SD	18,435	18,535
630300	GLENS FALLS CITY SD	11,719	11,819
630918	GLENS FALLS COMN SD	12,000	12,350
170500	GLOVERSVILLE CITY SD	10,115	10,215
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	12,122	12,222
440601	GOSHEN CSD	13,023	13,123
511101	GOVERNEUR CSD	10,505	10,605
42801	GOWANDA CSD	11,576	11,676
141501	GRAND ISLAND CSD	10,165	10,265
640701	GRANVILLE CSD	10,610	10,710
280407	GREAT NECK UFSD	22,718	22,818
260501	GREECE CSD	11,229	11,329
10701	GREEN ISLAND UFSD	12,912	13,012
660407	GREENBURGH CSD	22,343	22,693
80601	GREENE CSD	10,815	10,915
581010	GREENPORT UFSD	16,700	17,050
190701	GREENVILLE CSD	13,704	13,804
640801	GREENWICH CSD	12,381	12,481
442111	GREENWOOD LAKE UFSD	18,561	18,661
610501	GROTON CSD	10,656	10,756
10802	GUILDERLAND CSD	11,604	11,704
630801	HADLEY-LUZERNE CSD	13,745	14,095
480401	HALDANE CSD	16,737	16,837
580405	HALF HOLLOW HILLS CSD	15,146	15,246

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141601	HAMBURG CSD	9,966	10,066
250701	HAMILTON CSD	13,147	13,247
511201	HAMMOND CSD	12,977	13,077
572901	HAMMONDSPOUT CSD	15,016	15,116
580905	HAMPTON BAYS UFSD	16,343	16,443
120906	HANCOCK CSD	14,517	14,617
460701	HANNIBAL CSD	10,428	10,528
580406	HARBORFIELDS CSD	14,023	14,123
30501	HARPURSVILLE CSD	10,137	10,237
660501	HARRISON CSD	23,457	23,807
230301	HARRISVILLE CSD	12,622	12,722
641001	HARTFORD CSD	12,455	12,555
660404	HASTINGS-ON-HUDSON UFSD	19,654	19,754
580506	HAUPPAUGE UFSD	16,685	16,785
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	17,371	17,471
280201	HEMPSTEAD UFSD	18,452	18,202
660203	HENDRICK HUDSON CSD	18,424	18,524
210601	HERKIMER CSD	9,775	9,875
511301	HERMON-DEKALB CSD	12,896	12,996
280409	HERRICKS UFSD	17,279	17,379
512404	HEUVELTON CSD	10,954	11,054
280214	HEWLETT-WOODMERE UFSD	22,658	22,758
280517	HICKSVILLE UFSD	15,192	15,292
620803	HIGHLAND CSD	12,457	12,807
440901	HIGHLAND FALLS CSD	14,833	14,933
261101	HILTON CSD	10,450	10,550
41401	HINSDALE CSD	10,202	10,302
141701	HOLLAND CSD	11,282	11,382
412201	HOLLAND PATENT CSD	10,638	10,738
450704	HOLLEY CSD	10,525	10,625
110701	HOMER CSD	11,342	11,442
431401	HONEOYE CSD	12,391	12,491
260901	HONEOYE FALLS-LIMA CSD	10,685	10,785
491401	HOOSIC VALLEY CSD	10,588	10,688
490501	HOOSICK FALLS CSD	12,032	12,132
571800	HORNELL CITY SD	9,858	10,208
70901	HORSEHEADS CSD	10,438	10,538
101300	HUDSON CITY SD	13,472	13,572
641301	HUDSON FALLS CSD	10,271	10,371
190901	HUNTER-TANNERSVILLE CSD	16,732	16,832
580403	HUNTINGTON UFSD	17,762	17,862
130801	HYDE PARK CSD	12,305	12,405
200401	INDIAN LAKE CSD	24,304	24,404
220301	INDIAN RIVER CSD	6,996	6,996
200501	INLET COMN SD	26,297	26,647
141301	IROQUOIS CSD	10,001	10,101
660402	IRVINGTON UFSD	20,400	20,500
280231	ISLAND PARK UFSD	27,985	28,335
280226	ISLAND TREES UFSD	15,755	15,855
580502	ISLIP UFSD	14,538	14,638
610600	ITHACA CITY SD	12,920	13,020
61700	JAMESTOWN CITY SD	10,414	10,514
420411	JAMESVILLE-DEWITT CSD	11,194	11,294
572702	JASPER-TROUPSBURG CSD	10,840	10,940
540901	JEFFERSON CSD	12,445	12,795
280515	JERICHO UFSD	24,161	24,261
630601	JOHNSBURG CSD	18,615	18,715
31502	JOHNSON CITY CSD	12,316	12,416
170600	JOHNSTOWN CITY SD	10,658	10,758
420501	JORDAN-ELBRIDGE CSD	11,873	11,973
660101	KATONAH-LEWISBORO UFSD	20,757	20,857
150601	KEENE CSD	19,911	20,011

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450607	KENDALL CSD	12,590	12,940
142601	KENMORE-TONAWANDA UFSD	9,727	9,827
101401	KINDERHOOK CSD	11,489	11,589
580805	KINGS PARK CSD	14,178	14,278
620600	KINGSTON CITY SD	14,711	14,811
441202	KIRYAS JOEL VILLAGE UFSD	36,930	36,930
221401	LA FARGEVILLE CSD	9,708	9,808
141800	LACKAWANNA CITY SD	12,219	12,319
420807	LAFAYETTE CSD	16,016	16,116
630701	LAKE GEORGE CSD	12,771	12,871
151102	LAKE PLACID CSD	15,192	15,292
200601	LAKE PLEASANT CSD	25,331	25,681
662401	LAKELAND CSD	15,259	15,359
141901	LANCASTER CSD	8,692	8,792
610801	LANSING CSD	11,105	11,205
490601	LANSINGBURGH CSD	9,602	9,702
470801	LAURENS CSD	10,884	10,984
280215	LAWRENCE UFSD	23,252	23,002
181001	LE ROY CSD	10,790	11,140
670401	LETCHWORTH CSD	11,587	11,687
280205	LEVITTOWN UFSD	17,530	17,630
400301	LEWISTON-PORTER CSD	12,479	12,229
590901	LIBERTY CSD	17,477	17,477
580104	LINDENHURST UFSD	14,503	14,603
511602	LISBON CSD	12,572	12,672
210800	LITTLE FALLS CITY SD	11,721	11,821
421501	LIVERPOOL CSD	12,779	12,879
591302	LIVINGSTON MANOR CSD	16,335	16,435
240801	LIVONIA CSD	11,606	11,706
400400	LOCKPORT CITY SD	10,165	10,265
280503	LOCUST VALLEY CSD	22,757	22,857
280300	LONG BEACH CITY SD	22,598	22,698
200701	LONG LAKE CSD	42,198	42,198
580212	LONGWOOD CSD	14,630	14,730
230901	LOWVILLE ACADEMY & CSD	9,853	9,953
221301	LYME CSD	13,271	13,371
280220	LYNBROOK UFSD	17,930	18,030
421504	LYNCOURT UFSD	15,749	15,849
451001	LYNDONVILLE CSD	10,769	10,869
650501	LYONS CSD	10,940	11,040
251101	MADISON CSD	10,988	11,088
511901	MADRID-WADDINGTON CSD	10,741	10,841
480101	MAHOPAC CSD	14,175	14,275
31101	MAINE-ENDWELL CSD	10,447	10,547
161501	MALONE CSD	10,770	10,870
280212	MALVERNE UFSD	19,955	20,055
660701	MAMARONECK UFSD	18,666	18,766
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	10,670	10,770
280406	MANHASSET UFSD	21,235	21,235
110901	MARATHON CSD	11,911	11,911
421101	MARCELLUS CSD	10,025	10,125
121401	MARGARETVILLE CSD	13,626	13,726
650701	MARION CSD	11,668	11,768
621001	MARLBORO CSD	15,762	15,512
280523	MASSAPEQUA UFSD	16,302	16,402
512001	MASSENA CSD	10,447	10,547
581012	MATTITUCK-CUTCHOGUE UFSD	16,217	16,317
170801	MAYFIELD CSD	10,344	10,444
110304	MCGRAW CSD	11,248	11,598
521200	MECHANICVILLE CITY SD	10,280	10,630
450801	MEDINA CSD	11,077	11,177
10615	MENANDS UFSD	16,120	16,220

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280225	MERRICK UFSD	18,186	18,286
460901	MEXICO CSD	11,952	12,052
580211	MIDDLE COUNTRY CSD	13,369	13,469
541001	MIDDLEBURGH CSD	12,703	12,803
441000	MIDDLETOWN CITY SD	12,759	13,109
471101	MILFORD CSD	12,467	12,567
132201	MILLBROOK CSD	13,152	13,252
580208	MILLER PLACE UFSD	13,172	13,272
280410	MINEOLA UFSD	23,709	24,059
150801	MINERVA CSD	25,887	25,987
441101	MINISINK VALLEY CSD	10,802	10,902
441201	MONROE-WOODBURY CSD	13,339	13,439
580306	MONTAUK UFSD	31,509	31,609
591401	MONTICELLO CSD	14,356	14,456
51301	MORAVIA CSD	10,452	10,552
150901	MORIAH CSD	12,105	12,205
471201	MORRIS CSD	10,686	10,786
512101	MORRISTOWN CSD	13,680	14,030
250401	MORRISVILLE-EATON CSD	12,364	12,464
212001	MOUNT MARKHAM CSD	11,481	11,581
240901	MT MORRIS CSD	12,370	12,470
660801	MT PLEASANT CSD	18,840	18,940
580207	MT SINAI UFSD	15,091	15,191
660900	MT VERNON SCHOOL DISTRICT	17,044	17,144
500108	NANUET UFSD	18,781	18,881
431201	NAPLES CSD	13,385	13,485
411501	NEW HARTFORD CSD	11,681	11,781
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,021	15,121
101601	NEW LEBANON CSD	16,042	16,142
621101	NEW PALTZ CSD	13,534	13,634
661100	NEW ROCHELLE CITY SD	16,388	16,488
581015	NEW SUFFOLK COMN SD	15,531	15,881
650101	NEWARK CSD	11,350	11,450
600402	NEWARK VALLEY CSD	10,537	10,637
441600	NEWBURGH CITY SD	15,046	15,146
151001	NEWCOMB CSD	43,580	43,580
400601	NEWFANE CSD	10,336	10,436
610901	NEWFIELD CSD	10,082	10,182
400800	NIAGARA FALLS CITY SD	11,175	11,275
400701	NIAGARA-WHEATFIELD CSD	10,693	10,793
530301	NISKAYUNA CSD	11,790	12,140
580103	NORTH BABYLON UFSD	14,540	14,640
280204	NORTH BELLMORE UFSD	17,743	17,843
142201	NORTH COLLINS CSD	13,023	13,373
10623	NORTH COLONIE CSD	10,958	11,058
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	11,991	12,341
280229	NORTH MERRICK UFSD	18,075	18,175
651501	NORTH ROSE-WOLCOTT CSD	12,280	12,380
661301	NORTH SALEM CSD	20,530	20,630
280501	NORTH SHORE CSD	23,573	23,673
420303	NORTH SYRACUSE CSD	10,959	11,059
400900	NORTH TONAWANDA CITY SD	10,843	10,943
630202	NORTH WARREN CSD	15,475	15,825
131101	NORTHEAST CSD	15,592	15,692
90501	NORTHEASTERN CLINTON CSD	11,793	11,893
90901	NORTHERN ADIRONDACK CSD	12,844	12,944
580404	NORTHPORT-EAST NORTHPORT UFSD	18,258	18,358
170901	NORTHVILLE CSD	13,690	13,790
81200	NORWICH CITY SD	10,206	10,306
512201	NORWOOD-NORFOLK CSD	10,902	11,002
411504	NY MILLS UFSD	12,084	12,184
500304	NYACK UFSD	18,240	18,590

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
300000	NYC CHANCELLOR'S OFFICE	13,777	13,877
181101	OAKFIELD-ALABAMA CSD	10,244	10,344
280211	OCEANSIDE UFSD	16,317	16,417
550101	ODESSA-MONTGOMERY CSD	11,613	11,363
512300	OGDENSBURG CITY SD	14,203	14,303
42400	OLEAN CITY SD	10,976	11,326
251400	ONEIDA CITY SD	11,329	11,429
471400	ONEONTA CITY SD	12,040	12,140
421201	ONONDAGA CSD	12,382	12,482
621201	ONTEORA CSD	18,821	18,921
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12,747	12,847
142301	ORCHARD PARK CSD	10,773	10,873
412901	ORISKANY CSD	10,992	11,342
661401	OSSINING UFSD	18,296	18,296
461300	OSWEGO CITY SD	12,520	12,620
471601	OTEGO-UNADILLA CSD	11,731	11,831
600601	OWEGO-APALACHIN CSD	11,524	11,874
81501	OXFORD ACADEMY & CSD	12,108	12,208
280506	OYSTER BAY-EAST NORWICH CSD	22,783	22,883
581002	OYSTERPONDS UFSD	33,181	33,281
650901	PALMYRA-MACEDON CSD	10,905	11,005
61601	PANAMA CSD	12,076	12,176
512501	PARISHVILLE-HOPKINTON CSD	10,859	10,959
580224	PATCHOGUE-MEDFORD UFSD	13,064	13,164
181201	PAVILION CSD	10,932	11,032
131201	PAWLING CSD	15,821	15,921
500308	PEARL RIVER UFSD	15,108	15,208
661500	PEEKSKILL CITY SD	16,680	16,780
661601	PELHAM UFSD	16,437	16,537
181302	PEMBROKE CSD	12,078	12,178
261201	PENFIELD CSD	12,596	12,696
680601	PENN YAN CSD	11,804	11,904
671201	PERRY CSD	11,291	11,391
91101	PERU CSD	12,099	12,199
431301	PHELPS-CLIFTON SPRINGS CSD	11,626	11,726
462001	PHOENIX CSD	12,476	12,576
440401	PINE BUSH CSD	11,820	11,920
131301	PINE PLAINS CSD	14,815	14,915
60601	PINE VALLEY CSD (SOUTH DAYTON)	11,839	11,939
261401	PITTSFORD CSD	12,972	13,072
280518	PLAINEDGE UFSD	15,954	16,054
280504	PLAINVIEW-OLD BETHPAGE CSD	18,192	18,292
91200	PLATTSBURGH CITY SD	13,854	13,954
660809	PLEASANTVILLE UFSD	16,808	16,908
660802	POCANTICO HILLS CSD	46,583	46,683
211103	POLAND CSD	11,940	12,040
51101	PORT BYRON CSD	11,115	11,215
661904	PORT CHESTER-RYE UFSD	13,642	13,742
580206	PORT JEFFERSON UFSD	21,449	21,549
441800	PORT JERVIS CITY SD	12,154	12,254
280404	PORT WASHINGTON UFSD	20,278	20,378
42901	PORTVILLE CSD	10,058	10,408
512902	POTSDAM CSD	11,640	11,740
131500	POUGHKEEPSIE CITY SD	12,774	12,874
572301	PRATTSBURGH CSD	10,876	10,976
461801	PULASKI CSD	11,830	11,930
641401	PUTNAM CSD	24,216	24,316
480503	PUTNAM VALLEY CSD	17,138	17,238
630902	QUEENSBURY UFSD	9,788	9,888
580903	QUOGUE UFSD	46,923	47,273
500401	RAMAPO CSD (SUFFERN)	17,169	17,269
43001	RANDOLPH CSD	10,970	11,070

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
10402	RAVENA-COEYMANS-SELKIRK CSD	13,539	13,639
651503	RED CREEK CSD	11,166	11,266
131701	RED HOOK CSD	13,452	13,552
411701	REMSSEN CSD	15,048	15,148
580901	REMSSENBURG-SPEONK UFSD	36,664	36,764
491200	RENSSELAER CITY SD	9,134	9,234
131801	RHINEBECK CSD	16,931	17,031
472001	RICHFIELD SPRINGS CSD	11,166	11,266
62401	RIPLEY CSD	16,191	16,291
580602	RIVERHEAD CSD	16,326	16,426
261600	ROCHESTER CITY SD	12,340	12,440
280221	ROCKVILLE CENTRE UFSD	19,017	19,117
580209	ROCKY POINT UFSD	13,064	13,164
411800	ROME CITY SD	11,663	11,763
560603	ROMULUS CSD	14,817	14,917
620901	RONDOUT VALLEY CSD	17,839	17,939
280208	ROOSEVELT UFSD	17,175	16,925
591301	ROSCOE CSD	18,076	18,176
280403	ROSLYN UFSD	21,148	21,248
530515	ROTTERDAM-MOHONASEN CSD	9,239	9,339
121502	ROXBURY CSD	17,213	17,313
401201	ROYALTON-HARTLAND CSD	10,207	10,557
261701	RUSH-HENRIETTA CSD	12,580	12,680
661800	RYE CITY SD	19,167	19,267
661901	RYE NECK UFSD	18,607	18,707
580205	SACHEM CSD	13,501	13,601
221001	SACKETTS HARBOR CSD	10,354	10,454
580305	SAG HARBOR UFSD	24,725	25,075
580910	SAGAPONACK COMN SD	15,531	15,881
43200	SALAMANCA CITY SD	11,832	11,582
641501	SALEM CSD	13,332	13,432
161201	SALMON RIVER CSD	13,826	13,926
461901	SANDY CREEK CSD	13,161	13,261
91402	SARANAC CSD	11,583	11,683
161401	SARANAC LAKE CSD	14,249	14,349
521800	SARATOGA SPRINGS CITY SD	10,782	10,882
621601	SAUGERTIES CSD	12,072	12,172
411603	SAUQUOIT VALLEY CSD	11,206	11,306
580504	SAYVILLE UFSD	16,710	16,810
662001	SCARSDALE UFSD	22,398	22,498
530501	SCHALMONT CSD	14,112	14,212
530600	SCHENECTADY CITY SD	12,015	12,015
470901	SCHENEVUS CSD	12,566	12,916
491501	SCHODACK CSD	12,419	12,519
541201	SCHOHARIE CSD	12,397	12,497
151401	SCHROON LAKE CSD	15,618	15,718
521701	SCHUYLERVILLE CSD	11,722	11,822
22401	SCIO CSD	12,218	12,318
530202	SCOTIA-GLENVILLE CSD	11,263	11,363
280206	SEAFORD UFSD	15,910	16,010
560701	SENECA FALLS CSD	11,266	11,366
280252	SEWANHAKA CENTRAL HS DISTRICT	12,772	12,872
541401	SHARON SPRINGS CSD	14,404	14,504
580701	SHELTER ISLAND UFSD	28,263	28,363
520302	SHENENDEHOWA CSD	10,919	11,269
82001	SHERBURNE-EARLVILLE CSD	10,962	11,062
62601	SHERMAN CSD	10,446	10,546
412000	SHERRILL CITY SD	9,901	10,001
580601	SHOREHAM-WADING RIVER CSD	15,976	16,076
121601	SIDNEY CSD	11,887	11,987
61501	SILVER CREEK CSD	11,473	11,573
421601	SKANEATELES CSD	12,587	12,687

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
580801	SMITHTOWN CSD	14,219	14,319
651201	SODUS CSD	12,873	12,973
420702	SOLVAY UFSD	11,760	12,110
662101	SOMERS CSD	17,075	17,175
10601	SOUTH COLONIE CSD	12,387	12,487
580235	SOUTH COUNTRY CSD	16,201	16,301
521401	SOUTH GLENS FALLS CSD	10,917	11,017
580413	SOUTH HUNTINGTON UFSD	16,008	16,108
220101	SOUTH JEFFERSON CSD	9,183	9,533
121702	SOUTH KORTRIGHT CSD	13,381	13,731
231101	SOUTH LEWIS CSD	13,513	13,863
500301	SOUTH ORANGETOWN CSD	15,753	15,853
560501	SOUTH SENECA CSD	13,574	13,924
580906	SOUTHAMPTON UFSD	23,664	23,764
50701	SOUTHERN CAYUGA CSD	13,669	13,769
581005	SOUTHOLD UFSD	17,650	17,750
60201	SOUTHWESTERN CSD AT JAMESTOWN	10,452	10,552
131602	SPACKENKILL UFSD	16,268	16,368
261001	SPENCERPORT CSD	10,783	10,883
600801	SPENCER-VAN ET TEN CSD	11,058	11,158
580304	SPRINGS UFSD	21,775	21,775
141101	SPRINGVILLE-GRIFFITH INST CSD	11,597	11,697
161801	ST REGIS FALLS CSD	13,886	14,236
121701	STAMFORD CSD	13,915	14,265
401001	STARPOINT CSD	10,039	10,139
522001	STILLWATER CSD	9,519	9,619
251501	STOCKBRIDGE VALLEY CSD	10,888	10,988
591502	SULLIVAN WEST CSD	15,258	15,358
30601	SUSQUEHANNA VALLEY CSD	12,406	12,506
140207	SWEET HOME CSD	12,204	12,304
280502	SYOSSET CSD	20,513	20,613
421800	SYRACUSE CITY SD	11,930	12,280
100501	TACONIC HILLS CSD	13,872	13,972
220701	THOUSAND ISLANDS CSD	12,027	12,377
580201	THREE VILLAGE CSD	16,137	16,237
151501	TICONDEROGA CSD	13,705	13,805
600903	TIOGA CSD	9,701	9,801
142500	TONAWANDA CITY SD	10,301	10,401
211901	TOWN OF WEBB UFSD	20,143	20,493
591201	TRI-VALLEY CSD	18,574	18,674
491700	TROY CITY SD	15,986	15,986
611001	TRUMANSBURG CSD	10,477	10,577
580913	TUCKAHOE COMN SD	28,450	28,550
660302	TUCKAHOE UFSD	20,009	20,359
421902	TULLY CSD	10,286	10,386
160101	TUPPER LAKE CSD	11,711	11,811
441903	TUXEDO UFSD	17,720	17,820
660401	UFSD-TARRYTOWNS	16,449	16,799
81003	UNADILLA VALLEY CSD	11,643	11,743
51901	UNION SPRINGS CSD	12,059	12,409
280202	UNIONDALE UFSD	19,864	20,214
31501	UNION-ENDICOTT CSD	11,048	11,398
412300	UTICA CITY SD	9,280	9,280
660805	VALHALLA UFSD	20,983	21,333
441301	VALLEY CSD (MONTGOMERY)	11,472	11,572
280213	VALLEY STREAM 13 UFSD	15,737	15,837
280224	VALLEY STREAM 24 UFSD	20,294	20,394
280230	VALLEY STREAM 30 UFSD	19,277	19,277
280251	VALLEY STREAM CENTRAL HS DISTRICT	14,858	15,208
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12,241	12,341
31601	VESTAL CSD	12,416	12,516
431701	VICTOR CSD	9,518	9,868

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
11003	VOORHEESVILLE CSD	12,992	13,092
580302	WAINSCOTT COMN SD	15,531	15,881
621801	WALLKILL CSD	11,247	11,347
121901	WALTON CSD	10,968	11,068
280223	WANTAGH UFSD	13,843	13,943
132101	WAPPINGERS CSD	11,137	11,237
631201	WARRENSBURG CSD	15,086	15,186
671501	WARSAW CSD	11,643	11,993
442101	WARWICK VALLEY CSD	12,448	12,548
440102	WASHINGTONVILLE CSD	12,181	12,281
522101	WATERFORD-HALFMOON UFSD	13,094	13,194
561006	WATERLOO CSD	10,513	10,613
222000	WATERTOWN CITY SD	9,235	9,335
411902	WATERVILLE CSD	10,900	11,250
11200	WATERVLIET CITY SD	9,654	9,754
550301	WATKINS GLEN CSD	10,739	10,839
600101	WAVERLY CSD	9,313	9,413
573002	WAYLAND-COHOCTON CSD	11,019	11,119
650801	WAYNE CSD	11,284	11,384
261901	WEBSTER CSD	11,122	11,222
50301	WEEDSPORT CSD	12,070	12,170
200901	WELLS CSD	22,073	22,173
22601	WELLSVILLE CSD	11,671	12,021
580102	WEST BABYLON UFSD	15,099	15,199
210302	WEST CANADA VALLEY CSD	11,973	12,073
420101	WEST GENESEE CSD	10,449	10,549
280227	WEST HEMPSTEAD UFSD	17,009	17,109
260803	WEST IRONDEQUOIT CSD	10,663	10,763
580509	WEST ISLIP UFSD	14,049	14,149
142801	WEST SENECA CSD	10,429	10,529
40204	WEST VALLEY CSD	13,873	13,973
280401	WESTBURY UFSD	18,287	18,287
62901	WESTFIELD CSD	12,141	12,241
580902	WESTHAMPTON BEACH UFSD	18,604	18,704
420701	WESTHILL CSD	10,885	10,985
412801	WESTMORELAND CSD	11,938	12,288
151601	WESTPORT CSD	13,841	13,941
262001	WHEATLAND-CHILI CSD	15,259	15,609
170301	WHEELERVILLE UFSD	18,685	18,785
662200	WHITE PLAINS CITY SD	19,443	19,793
641701	WHITEHALL CSD	12,486	12,586
412902	WHITESBORO CSD	10,136	10,236
22101	WHITESVILLE CSD	11,154	11,254
31401	WHITNEY POINT CSD	11,574	11,674
580232	WILLIAM FLOYD UFSD	14,419	14,519
651402	WILLIAMSON CSD	12,363	12,463
140203	WILLIAMSVILLE CSD	11,154	11,254
151701	WILLSBORO CSD	15,605	15,705
401501	WILSON CSD	10,636	10,736
191401	WINDHAM-ASHLAND-JEWETT CSD	18,838	19,188
31701	WINDSOR CSD	10,365	10,465
472506	WORCESTER CSD	12,602	12,702
580109	WYANDANCH UFSD	16,916	17,016
490804	WYNANTSKILL UFSD	11,493	11,593
671002	WYOMING CSD	15,626	15,726
662300	YONKERS CITY SD	14,523	14,873
241701	YORK CSD	10,944	11,044
43501	YORKSHIRE-PIONEER CSD	11,656	11,756
662402	YORKTOWN CSD	16,993	17,093



Charter Schools Institute
The State University of New York

**New School Proposal
Budget(s) & Cash Flow(s) Template**

Capital Preparatory Bronx Boys Charter School

Contact Name: Dr. Stephen Perry
Contact Title: Head of Schools
Contact Email: drstepherry@wearecapitalprep.org
Contact Phone: [REDACTED]

First Academic Year: 2017-18

Pre-Opening Period: July 1, 2016 - June 30, 2017

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.

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
2017-18 through 2021-22

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Middle School	-	-	-	-	-
6th Grade	Middle School	80	80	100	100	100
7th Grade	Middle School	80	80	100	100	100
8th Grade	Middle School	-	80	100	100	100
9th Grade	High School	-	-	100	100	100
10th Grade	High School	-	-	-	100	100
11th Grade	High School	-	-	-	-	98
12th Grade	High School	-	-	-	-	-
TOTAL		160	240	400	500	598

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Middle School	-	-	-	-	-
6th Grade	Middle School	4	4	5	5	5
7th Grade	Middle School	4	4	5	5	5
8th Grade	Middle School	-	4	5	5	5
9th Grade	High School	-	-	5	5	5
10th Grade	High School	-	-	-	5	5
11th Grade	High School	-	-	-	-	5
12th Grade	High School	-	-	-	-	-
TOTAL		8	12	20	25	30

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Middle School	-	-	-	-	-
6th Grade	Middle School	20	20	20	20	20
7th Grade	Middle School	20	20	20	20	20
8th Grade	Middle School	-	20	20	20	20
9th Grade	High School	-	-	20	20	20
10th Grade	High School	-	-	-	20	20
11th Grade	High School	-	-	-	-	20
12th Grade	High School	-	-	-	-	-

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	
Total Middle School Enrollment	160	240	300	300	300
Total High School Enrollment	-	-	100	200	298
Total Enrollment	160	240	400	500	598
Change in Net Enrollment from Prior Year (Count)	160	80	160	100	98
Change in Net Enrollment from Prior Year (Percent)	100.0%	50.0%	66.7%	25.0%	19.6%
Anticipated rate of attrition (Percent)	2.0%	2.0%	2.0%	2.0%	2.0%

ADDITIONAL NOTES/COMMENTS

Please note: The 2% anticipated rate of attrition is not calculated into the per pupil income in the budget, which is based on the charted enrollment outlined above. However, the surplus that Capital Prep Bronx Boys runs in each year of the 5 year charter term is more than sufficient to cover an expected loss in AOE revenue due to a 2% student attrition rate. In year 3, Capital Prep Bronx Boys will increase enrollment per grade from 80 students to 100 students and will backfill open seats to ensure all grades are fully enrolled. In addition, in Year 5, a 2% attrition rate has been calculated for 11th grade enrollment to account for Capital Prep Bronx Boys not backfilling in 11th and 12th grade.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	160	240	400	500	598
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2017-18	2018-19	2019-20	2020-21	2021-22
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 21,800,000,000	\$ 21,800,000,000	\$ 21,800,000,000	\$ 21,800,000,000	\$ 21,800,000,000
ENROLLMENT (<i>Charter School</i>)		160	240	400	500	598
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	Total operating budget for NYC DOE is based on published rates from the 15-16 school year which was 21.8 Billion Dollars.					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2017-18	2018-19	2019-20	2020-21	2021-22
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (<i>Charter School</i>)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	6-7	6-8	6-9	6-10	6-11
	Enrollment	160	240	400	500	598

****NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	2.0	2.0	2.0	3.0	4.0
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	2.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	6.0	6.0	7.0	9.0	10.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	8.0	12.0	19.0	25.0	29.0
Teachers - SPED	1.0	2.0	4.0	4.0	5.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	1.0	2.0	3.0	3.0	3.0
Specialty Teachers	2.0	3.0	5.0	8.0	10.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	2.0	3.0	3.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	13.0	20.0	33.0	43.0	50.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	1.0	1.0	1.0	1.0	1.0

TOTAL PERSONNEL SERVICE FTE	20.0	27.0	41.0	53.0	61.0
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CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	6-7	6-8	6-9	6-10	6-11
	Enrollment	160.00	240.00	400.00	500.00	598.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	2.00%	2.00%	2.00%	2.00%	2.00%
Executive Management	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Management	\$ 130,000	\$ 130,000	\$ 132,600	\$ 135,252	\$ 137,957	\$ 140,716
Deans, Directors & Coordinators	\$ 100,000	\$ 200,000	\$ 204,000	\$ 208,080	\$ 312,242	\$ 418,486
CFO / Director of Finance	\$ 90,000	\$ 90,000	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419
Operation / Business Manager	\$ 60,000	\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
Administrative Staff	\$ 35,000	\$ 35,000	\$ 35,700	\$ 71,414	\$ 107,842	\$ 109,999
TOTAL ADMINISTRATIVE STAFF		\$ 515,000	\$ 525,300	\$ 570,806	\$ 717,222	\$ 831,567

INSTRUCTIONAL PERSONNEL WAGES

Teachers - Regular	\$ 70,000	\$ 560,000	\$ 851,200	\$ 1,358,224	\$ 1,805,388	\$ 2,121,496
Teachers - SPED	\$ 70,000	\$ 70,000	\$ 141,400	\$ 284,228	\$ 289,913	\$ 365,711
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 35,000	\$ 35,000	\$ 70,700	\$ 107,114	\$ 109,256	\$ 111,441
Specialty Teachers	\$ 70,000	\$ 140,000	\$ 212,800	\$ 357,056	\$ 574,197	\$ 725,681
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 60,000	\$ 60,000	\$ 61,200	\$ 122,424	\$ 184,872	\$ 188,570
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 865,000	\$ 1,337,300	\$ 2,229,046	\$ 2,963,627	\$ 3,512,899

NON-INSTRUCTIONAL PERSONNEL WAGES

Nurse	\$ 54,000	\$ 54,000	\$ 55,080	\$ 56,182	\$ 57,305	\$ 58,451
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL		\$ 54,000	\$ 55,080	\$ 56,182	\$ 57,305	\$ 58,451

TOTAL PERSONNEL SERVICE WAGES		\$ 1,434,000	\$ 1,917,680	\$ 2,856,034	\$ 3,738,154	\$ 4,402,917
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*NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.
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Description of Assumptions
principal
dean of academics and dean of students in Year 1. At full enrollment, five deans including: 4 deans of academics, dean of students
director of operations
operations manager
administrative assistant in Year 1. In Year 3, parent coordinator added and in Year 4, an additional administrative assistant is added.

CORE subject illuminators, increases with student enrollment
special education illuminator in Year 1 & 2. In Year 3, ESL and SPED illuminator added. In Year 5, additional ESL or SPED illuminator added based on student population need.
junior illuminator serves as building substitute as well as to serve as academic intervention for students. One added for each middle school grade.
enrichment illuminators. Year 1, social justice and other specialist. Increases as student population grows.
In Year 1 & 2: social worker. In Year 3, college advisor added. In Year 4, additional social worker added.

school nurse

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*NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.
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Description of Assumptions
cost of living wage increase each year, set at 2%. This will be readjusted if per pupil is increased and there is more flexibility in the budget.
principal at 130K salary based on NYC DOE CSA Principal pay scale and NYC charter sector averages
dean of academics/dean of students at 100K. All salaries are based on NYC charter sector averages + NYC DOE assistant principal CSA scale
director of operations salary based on charter sector averages + assistant principal from NYC DOE CSA scale
operations manager salary based on charter sector average
administrative assistant salary based on NYC averages

illuminator salary average is based on NYC DOE UFT teacher pay scale + increased for longer school year.
illuminator salary average is based on NYC DOE UFT teacher pay scale + increased for longer school year.
junior illuminator salary based on NYC charter sector salary for instructional assistants
illuminator salary average is based on NYC DOE UFT teacher pay scale + increased for longer school year.
Based on NYC social worker/guidance counselor average

Based on NYC DOE school nurse pay scale, min. 2 years experience

**CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P**

July 1, 2016 - June 30, 2017

****NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR 'The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte*

Total Revenue	440,498
Total Expenses	440,498
Net Income	(0)

**START-UP
PERIOD**

REVENUE

REVENUES FROM STATE SOURCES

Grants

Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-

TOTAL REVENUE FROM STATE SOURCES	-
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REVENUE FROM FEDERAL FUNDING

Grants

Charter School Program (CSP) Planning & Implementation	440,498
Other	-
Other	-

TOTAL REVENUE FROM FEDERAL SOURCES	440,498
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LOCAL and OTHER REVENUE

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	-
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TOTAL REVENUE	440,498
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**CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P**

July 1, 2016 - June 30, 2017

****NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR 'The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte*

Total Revenue	440,498
Total Expenses	440,498
Net Income	(0)

**START-UP
PERIOD**

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	-
Instructional Management	1.00	108,333
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	1.00	83,332
Operation / Business Manager	-	16,667
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	208,332
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	208,332
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		20,833
Fringe / Employee Benefits		12,000
Retirement / Pension		10,333
TOTAL PAYROLL TAXES AND BENEFITS		43,166
TOTAL PERSONNEL SERVICE COSTS	2.00	251,498
CONTRACTED SERVICES		
Accounting / Audit		2,500
Legal		33,000
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		800
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-

**CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P**

July 1, 2016 - June 30, 2017

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR** 'The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte

Total Revenue	440,498
Total Expenses	440,498
Net Income	(0)
	START-UP PERIOD
TOTAL CONTRACTED SERVICES	36,300

**CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P**

July 1, 2016 - June 30, 2017

****NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR 'The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte*

Total Revenue	440,498
Total Expenses	440,498
Net Income	(0)

**START-UP
PERIOD**

SCHOOL OPERATIONS

Board Expenses	1,550
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	2,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	1,130
	2,500
Staff Development	-
Staff Recruitment	3,500
Student Recruitment / Marketing	6,500
School Meals / Lunch	-
Travel (Staff)	3,520
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	20,700

FACILITY OPERATION & MAINTENANCE

Insurance	3,000
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	8,000
Repairs & Maintenance	10,000
Equipment / Furniture	111,000
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	132,000

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

TOTAL EXPENSES	440,498
NET INCOME	(0)

**CAPITAL PREPARATORY BRONX BOY.
PROJECTED BUDGET / OPERATING PLAN PERIOD**

July 1, 2016 - June 30,

****NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash F'6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue
Total Expenses
Net Income

REVENUE

REVENUES FROM STATE SOURCES

Grants

Stimulus
DYCD (Department of Youth and Community Developmt.)
Other
Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

Grants

Charter School Program (CSP) Planning & Implementation CSP grant
Other
Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

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

TOTAL REVENUE

**CAPITAL PREPARATORY BRONX BOY.
PROJECTED BUDGET / OPERATING PLAN PERIOD**

July 1, 2016 - June 30,

****NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash F'6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue
Total Expenses
Net Income

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	FTE No. of Positions	
Executive Management	-	
Instructional Management	1.00	principal for planning year, 130K base pay starting in Sept. of planning year
Deans, Directors & Coordinators	-	
CFO / Director of Finance	1.00	director of operations salary of 90K for planning year starting in Sept. of planning year
Operation / Business Manager	-	
Administrative Staff	-	operations manager for a quarter of the planning year
TOTAL ADMINISTRATIVE STAFF	2.00	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other	-
TOTAL INSTRUCTIONAL	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-

SUBTOTAL PERSONNEL SERVICE COSTS

2.00

PAYROLL TAXES AND BENEFITS

Payroll Taxes	calculated at 10% of salaries
Fringe / Employee Benefits	\$1200 per month, 11 months
Retirement / Pension	4% match, 100% participation rate + fees
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS

2.00

CONTRACTED SERVICES

Accounting / Audit	accounting software, support from accountant for creation of financial policies and procedures
Legal	attorney fees to review policies and procedures, attend board meetings, and provide board training
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	payroll fees
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	

CAPITAL PREPARATORY BRONX BOY.
PROJECTED BUDGET / OPERATING PLAN PERIOD

July 1, 2016 - June 30,

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash F'6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year on tab #1, School Information.

DESCRIPTION OF ASSUMPTIONS

Total Revenue
Total Expenses
Net Income

TOTAL CONTRACTED SERVICES

**CAPITAL PREPARATORY BRONX BOY.
PROJECTED BUDGET / OPERATING PLAN PERIOD**

July 1, 2016 - June 30,

****NOTE:** Please enter financial data on either tab "5,) Pre-OP Cash F'6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue
Total Expenses
Net Income

SCHOOL OPERATIONS

Board Expenses	board meeting postings, travel for board members
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
	see cash flow section of Pre-OP cash flow 1-year for details on equipment and furniture
Equipment / Furniture	
Telephone	
Technology	website design and hosting fees
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
	general office supplies for director of operations and principal
Office Expense	staff development costs for principal and director of operations to attend conference or professional development
	job posting, job fair costs
Staff Development	marketing materials for student recruiting
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	8 roundtrips to Bridgeport, CT via metronorth at \$40 each per month for eleven months.
Fundraising	
Other	

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance	Director & Officer's insurance for board of trustees
Janitorial	
	incubation space for start-up period at NYC Charter Center
Building and Land Rent / Lease / Facility Finance Interest	minor painting and renovations for Year 1 facility
Repairs & Maintenance	staff laptops and other technology
Equipment / Furniture	
Security	
Utilities	

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTIGENCY

TOTAL EXPENSES

NET INCOME

PRE-OPENING CASH FLOW 6-MONTH

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

***NOTE:**

Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION

Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."

Total Revenue	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-

JAN FEB MAR APR MAY JUN TOTAL

EXPENSES

ADMINISTRATIVE PERSONNEL COSTS

FTE No. of
Positions

Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-

TOTAL PERSONNEL SERVICE COSTS

CONTRACTED SERVICES

Accounting / Audit	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH

***NOTE:**

Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Net Income

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION

Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

JAN	FEB	MAR	APR	MAY	JUN	TOTAL
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SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

TOTAL EXPENSES

-	-	-	-	-	-	-	-
---	---	---	---	---	---	---	---

NET INCOME

-	-	-	-	-	-	-	-
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PRE-OPENING CASH FLOW 1-YEAR

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

***NOTE:**

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, 2016 - June 30, 2017												
Total Revenue	45,000	-	55,000	-	55,498	-	60,000	-	60,000	60,000	55,000	50,000	440,498
Total Expenses	5,000	16,710	31,130	27,630	27,129	33,629	27,629	27,629	32,379	32,379	32,379	146,879	440,498
Net Income	40,000	(16,710)	23,870	(27,630)	28,369	(33,629)	32,371	(27,629)	27,621	27,621	22,621	(96,879)	(0)
Cash Flow Adjustments	-	-	(3,000)	-	-	-	-	-	-	-	-	(108,000)	(111,000)
Beginning Cash Balance	-	40,000	23,290	44,160	16,530	44,900	11,271	43,643	16,014	43,635	71,257	93,878	-
Net Income	40,000	23,290	44,160	16,530	44,900	11,271	43,643	16,014	43,635	71,257	93,878	(111,000)	(111,000)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	45,000		55,000		55,498		60,000		60,000	60,000	55,000	50,000	440,498
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	45,000	-	55,000	-	55,498	-	60,000	-	60,000	60,000	55,000	50,000	440,498
LOCAL and OTHER REVENUE													
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	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	45,000	-	55,000	-	55,498	-	60,000	-	60,000	60,000	55,000	50,000	440,498

PRE-OPENING CASH FLOW 1-YEAR

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

***NOTE:**

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, 2016 - June 30, 2017												
Total Revenue	45,000	-	55,000	-	55,498	-	60,000	-	60,000	60,000	55,000	50,000	440,498
Total Expenses	5,000	16,710	31,130	27,630	27,129	33,629	27,629	27,629	32,379	32,379	32,379	146,879	440,498
Net Income	40,000	(16,710)	23,870	(27,630)	28,369	(33,629)	32,371	(27,629)	27,621	27,621	22,621	(96,879)	(0)
Cash Flow Adjustments	-	-	(3,000)	-	-	-	-	-	-	-	-	(108,000)	(111,000)
Beginning Cash Balance	-	40,000	23,290	44,160	16,530	44,900	11,271	43,643	16,014	43,635	71,257	93,878	-
Net Income	40,000	23,290	44,160	16,530	44,900	11,271	43,643	16,014	43,635	71,257	93,878	(111,000)	(111,000)

JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
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EXPENSES

ADMINISTRATIVE PERSONNEL COSTS

FTE No. of
Positions

Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	-	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	108,333
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	-	8,334	8,334	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	83,332
Operation / Business Manager	-	-	-	-	-	-	-	-	4,167	4,167	4,167	4,167	16,667
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	-	19,167	19,167	19,166	19,166	19,166	19,166	23,333	23,333	23,333	23,333	208,332

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS	2.00	-	-	19,167	19,167	19,166	19,166	19,166	19,166	23,333	23,333	23,333	208,332
Payroll Taxes	-	-	1,917	1,917	1,917	1,917	1,917	1,917	2,333	2,333	2,333	2,333	20,833
Fringe / Employee Benefits	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000
Retirement / Pension	-	-	2,767	767	767	767	767	767	933	933	933	933	10,333
TOTAL PAYROLL TAXES AND BENEFITS	-	-	5,883	3,883	3,883	3,883	3,883	3,883	4,467	4,467	4,467	4,467	43,166

TOTAL PERSONNEL SERVICE COSTS

2.00	-	-	25,051	23,051	23,050	23,050	23,050	23,050	27,800	27,800	27,800	27,800	251,498
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CONTRACTED SERVICES

Accounting / Audit	-	500	-	-	-	-	-	-	-	-	-	2,000	2,500
Legal	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	33,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	80	80	80	80	80	80	80	80	80	80	800
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	3,500	3,080	3,080	3,080	3,080	3,080	3,080	3,080	3,080	3,080	5,080	36,300

PRE-OPENING CASH FLOW 1-YEAR

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

***NOTE:**

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, 2016 - June 30, 2017												
Total Revenue	45,000	-	55,000	-	55,498	-	60,000	-	60,000	60,000	55,000	50,000	440,498
Total Expenses	5,000	16,710	31,130	27,630	27,129	33,629	27,629	27,629	32,379	32,379	32,379	146,879	440,498
Net Income	40,000	(16,710)	23,870	(27,630)	28,369	(33,629)	32,371	(27,629)	27,621	27,621	22,621	(96,879)	(0)
Cash Flow Adjustments	-	-	(3,000)	-	-	-	-	-	-	-	-	(108,000)	(111,000)
Beginning Cash Balance	-	40,000	23,290	44,160	16,530	44,900	11,271	43,643	16,014	43,635	71,257	93,878	-
Net Income	40,000	23,290	44,160	16,530	44,900	11,271	43,643	16,014	43,635	71,257	93,878	(111,000)	(111,000)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses		260	129	129	129	129	129	129	129	129	129	129	1,550
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		1,000	1,000	-	-	-	-	-	-	-	-	-	2,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	630	50	50	50	50	50	50	50	50	50	50	1,130
Staff Development	-	-	-	-	-	-	-	-	-	-	-	2,500	2,500
Staff Recruitment	-	-	-	-	-	500	500	500	500	500	500	500	3,500
Student Recruitment / Marketing			1,500	1,000	500	500	500	500	500	500	500	500	6,500
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		320	320	320	320	320	320	320	320	320	320	320	3,520
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	2,210	2,999	1,499	999	1,499	1,499	1,499	1,499	1,499	1,499	3,999	20,700
FACILITY OPERATION & MAINTENANCE													
Insurance	-	3,000	-	-	-	-	-	-	-	-	-	-	3,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		8,000	-	-	-	-	-	-	-	-	-	-	8,000
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	10,000	10,000
Equipment / Furniture	5,000	-	-	-	-	6,000	-	-	-	-	-	100,000	111,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	5,000	11,000	-	-	-	6,000	-	-	-	-	-	110,000	132,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	5,000	16,710	31,130	27,630	27,129	33,629	27,629	27,629	32,379	32,379	32,379	146,879	440,498
NET INCOME	40,000	(16,710)	23,870	(27,630)	28,369	(33,629)	32,371	(27,629)	27,621	27,621	22,621	(96,879)	(0)

PRE-OPENING CASH FLOW 1-YEAR

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

***NOTE:**

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, 2016 - June 30, 2017												
Total Revenue	45,000	-	55,000	-	55,498	-	60,000	-	60,000	60,000	55,000	50,000	440,498
Total Expenses	5,000	16,710	31,130	27,630	27,129	33,629	27,629	27,629	32,379	32,379	32,379	146,879	440,498
Net Income	40,000	(16,710)	23,870	(27,630)	28,369	(33,629)	32,371	(27,629)	27,621	27,621	22,621	(96,879)	(0)
Cash Flow Adjustments	-	-	(3,000)	-	-	-	-	-	-	-	-	(108,000)	(111,000)
Beginning Cash Balance	-	40,000	23,290	44,160	16,530	44,900	11,271	43,643	16,014	43,635	71,257	93,878	-
Net Income	40,000	23,290	44,160	16,530	44,900	11,271	43,643	16,014	43,635	71,257	93,878	(111,000)	(111,000)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Technology and Equipment (capitalized)	-	-	(3,000)	-	-	-	-	-	-	-	-	(108,000)	(111,000)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	(3,000)	-	-	-	-	-	-	-	-	(108,000)	(111,000)
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	(3,000)	-	-	-	-	-	-	-	-	(108,000)	(111,000)
NET INCOME	40,000	(16,710)	20,870	(27,630)	28,369	(33,629)	32,371	(27,629)	27,621	27,621	22,621	(204,879)	(111,000)
Beginning Cash Balance	-	40,000	23,290	44,160	16,530	44,900	11,271	43,643	16,014	43,635	71,257	93,878	-
ENDING CASH BALANCE	40,000	23,290	44,160	16,530	44,900	11,271	43,643	16,014	43,635	71,257	93,878	(111,000)	(111,000)

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the
1-Year Budget in the section provided below.

	JULY 1, 2017 - JUNE 30, 2018					
Total Revenue	3,125,279	151,793	-	-	-	3,277,072
Total Expenses	2,191,550	632,353	-	23,125	361,686	3,208,713
Net Income	933,730	(480,560)	-	(23,125)	(361,686)	68,360
Budgeted Student Enrollment	160	-				160

		REGULAR EDUCATION	PROGRAM SERVICES SPECIAL EDUCATION	OTHER	SUPPORT SERVICES FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	Basic Tuition (2015-16)							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	13,877	2,244,320					2,244,320	CSD 10 or CSD 12 fully enrolled at 160 students
Other District 1:	-	-					0	
Other District 2:	-	-					0	
Other District 3:	-	-					0	
Other District 4:	-	-					0	
Other District 5:	-	-					0	
Other District 6:	-	-					0	
Other District 7:	-	-					0	
Other District 8:	-	-					0	
Other District 9:	-	-					0	
Other District 10:	-	-					0	
Other District 11:	-	-					0	
Other District 12:	-	-					0	
Other District 13:	-	-					0	
Other District 14:	-	-					0	
35 Other School Districts' Revenue:	(Weighted Avg.) -	-					0	
TOTAL Per Pupil Revenue	(Weighted Avg.) 14,027	2,244,320					2,244,320	
Special Education Revenue			122,353				122,353	paid SPED rate in the 20-59% category is 7.36% (40% of a total of 18.4% of SPED students)
Grants								
Stimulus		-	-	-	-	-	0	
DYCD (Department of Youth and Community Development)		121,880	-	-	-	-	121,880	DYCD 1st year grant: 51K + \$443 per student
Other		12,717	-	-	-	-	12,717	FAMIS Funding (NYSTL, NYSSL and NYSLIBL) at a total rate of \$79.48 per student
Other		448,800	-	-	-	-	448,800	rental reimbursement for private facility
TOTAL REVENUE FROM STATE SOURCES		2,827,717	122,353	-	-	-	2,950,070	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			29,440	-			29,440	\$1000 per SPED student (18.4% of student enrollment)
Title I		69,280	-	-			69,280	\$500 per student, 86.6% of students
Title Funding - Other		8,314	-	-			8,314	\$60 per student, 86.6% of students
School Food Service (Free Lunch)		135,467	-	-			135,467	\$3.12 for lunch for 202 days and \$1.72 for breakfast for 202 days for 86.6% of the students
Grants								
Charter School Program (CSP) Planning & Implementation		59,502	-	-	-	-	59,502	assuming that CPBB qualifies for CSP, \$450K spent in planning year and \$50K to be spent in year 1
Other		-	-	-	-	-	0	
Other		-	-	-	-	-	0	
TOTAL REVENUE FROM FEDERAL SOURCES		272,563	29,440	-	-	-	302,003	
LOCAL and OTHER REVENUE								
Contributions and Donations		25,000	-	-	-	-	25,000	contributions - general operating
Fundraising		-	-	-	-	-	0	
Erate Reimbursement		-	-	-	-	-	0	
Earnings on Investments		-	-	-	-	-	0	
Interest Income		-	-	-	-	-	0	
Food Service (Income from meals)		-	-	-	-	-	0	
Text Book		-	-	-	-	-	0	
OTHER		-	-	-	-	-	0	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		25,000	-	-	-	-	25,000	

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the
1-Year Budget in the section provided below.

		JULY 1, 2017 - JUNE 30, 2018				
Total Revenue	3,125,279	151,793	-	-	-	3,277,072
Total Expenses	2,191,550	632,353	-	23,125	361,686	3,208,713
Net Income	933,730	(480,560)	-	(23,125)	(361,686)	68,360
Budgeted Student Enrollment	160	-				160
		PROGRAM SERVICES		SUPPORT SERVICES		
		REGULAR	SPECIAL		MANAGEMENT	
		EDUCATION	EDUCATION	OTHER	FUNDRAISING & GENERAL	TOTAL
TOTAL REVENUE	3,125,279	151,793	-	-	-	3,277,072

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the
1-Year Budget in the section provided below.

	JULY 1, 2017 - JUNE 30, 2018					
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Net Income	933,730	(480,560)	-	(23,125)	(361,686)	68,360
Budgeted Student Enrollment	160	-	-	-	-	160

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR	SPECIAL	OTHER	FUNDRAISING	MANAGEMENT		
		EDUCATION	EDUCATION			& GENERAL	TOTAL	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of Positions						
Executive Management	-	-	-	-	-	-	0	
Instructional Management	1.00	78,000	26,000	-	-	26,000	130,000	\$130,000 principal salary
Deans, Directors & Coordinators	2.00	120,000	40,000	-	-	40,000	200,000	\$100,000 dean of academics and \$100,000 dean of student Salary
CFO / Director of Finance	1.00	36,000	9,000	-	9,000	36,000	90,000	director of operations
Operation / Business Manager	1.00	24,000	6,000	-	6,000	24,000	60,000	operations manager
Administrative Staff	1.00	14,000	3,500	-	3,500	14,000	35,000	administrative assistant
TOTAL ADMINISTRATIVE STAFF	6.00	272,000	84,500	-	18,500	140,000	515,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	8.00	476,000	84,000	-	-	-	560,000	8 core illuminators (2 in each subject: Math, Social Studies, Science, ELA)
Teachers - SPED	1.00	-	70,000	-	-	-	70,000	special education illuminator
Substitute Teachers	-	-	-	-	-	-	0	
Teaching Assistants	1.00	20,000	15,000	-	-	-	35,000	junior illuminator
Specialty Teachers	2.00	119,000	21,000	-	-	-	140,000	social justice + foreign language illuminators
Aides	-	-	-	-	-	-	0	
Therapists & Counselors	1.00	48,000	12,000	-	-	-	60,000	social worker
Other	-	-	-	-	-	-	0	
TOTAL INSTRUCTIONAL	13.00	663,000	202,000	-	-	-	865,000	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1.00	43,200	10,800	-	-	-	54,000	nurse
Librarian	-	-	-	-	-	-	0	
Custodian	-	-	-	-	-	-	0	
Security	-	-	-	-	-	-	0	
Other	-	-	-	-	-	-	0	
TOTAL NON-INSTRUCTIONAL	1.00	43,200	10,800	-	-	-	54,000	
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	978,200.00	297,300	-	18,500	140,000	1,434,000	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		97,820	29,730	-	1,850	14,000	143,400	10% of salaries
Fringe / Employee Benefits		117,384	35,676	-	2,220	16,800	172,080	12% of salaries
Retirement / Pension		29,346	8,919	-	555	6,700	45,520	4% match for salaries at 75% participation rate + fees
TOTAL PAYROLL TAXES AND BENEFITS		244,550	74,325	-	4,625	37,500	361,000	
TOTAL PERSONNEL SERVICE COSTS	20.00	1,222,750	371,625	-	23,125	177,500	1,795,000	
CONTRACTED SERVICES								
Accounting / Audit				-	-	24,000	24,000	audit fees for first year + planning year audit
Legal				-	-	5,000	5,000	attorney fees
Management Company Fee		134,659	44,886	-	-	44,886	224,432	10% of general education per pupil amount paid to CPS
Nurse Services		-	-	-	-	-	0	
Food Service / School Lunch		-	-	-	-	-	0	
Payroll Services		1,738	579	-	-	579	2,897	payroll fees
Special Ed Services		-	-	-	-	-	0	
Titlment Services (i.e. Title I)		-	-	-	-	-	0	
Other Purchased / Professional / Consulting		-	-	-	-	-	0	
TOTAL CONTRACTED SERVICES		136,397	45,466	-	-	74,466	256,329	

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.

JULY 1, 2017 - JUNE 30, 2018

Total Revenue	3,125,279	151,793	-	-	-	3,277,072
Total Expenses	2,191,550	632,353	-	23,125	361,686	3,208,713
Net Income	933,730	(480,560)	-	(23,125)	(361,686)	68,360
Budgeted Student Enrollment	160	-	-	-	-	160

	REGULAR EDUCATION	PROGRAM SERVICES SPECIAL EDUCATION	OTHER	SUPPORT SERVICES FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	6,000	6,000	\$500 per month, 12 months
Classroom / Teaching Supplies & Materials	34,000	6,000	-	-	-	40,000	\$250 per student
Special Ed Supplies & Materials	-	5,152	-	-	-	5,152	\$175 per special education student
Textbooks / Workbooks	20,400	3,600	-	-	-	24,000	\$150 per student
Supplies & Materials other	-	-	-	-	-	0	
Equipment / Furniture	-	-	-	-	-	0	equipment and furniture expenses are captured in cash flow tab at bottom of sheet
Telephone	4,680	1,560	-	-	1,560	7,800	\$650 per month for office and staff mobile phones
Technology	36,000	12,000	-	-	12,000	60,000	\$375 per student - see budget narrative
Student Testing & Assessment	13,600	2,400	-	-	-	16,000	\$100 per student for student testing and assessments
Field Trips	5,440	960	-	-	-	6,400	\$40 per student for college trips
Transportation (student)	500	-	-	-	-	500	\$500 per year for student emergencies
Student Services - other	43,520	7,680	-	-	-	51,200	\$320 per student for sports, parent involvement
Office Expense	-	-	-	-	4,800	4,800	\$30 per student for office supplies and postage
	12,000	4,000	-	-	4,000	20,000	\$500 per staff member for first two years for development + \$500 per staff member for appreciation/rentention
Staff Development	-	-	-	-	-	5,000	\$5000 per year
Staff Recruitment	4,500	500	-	-	-	4,800	\$30 per student
Student Recruitment / Marketing	4,080	720	-	-	-	4,800	\$30 per student
School Meals / Lunch	133,239	23,513	-	-	-	156,752	\$3.05 per student, 202 days for lunch + \$1.80 per student, 202 days for breakfast
Travel (Staff)	-	-	-	-	4,000	4,000	\$300 per staff member
Fundraising	-	-	-	-	-	0	
Other	-	-	-	-	-	0	
TOTAL SCHOOL OPERATIONS	311,959	68,085	-	-	32,360	412,404	
FACILITY OPERATION & MAINTENANCE							
Insurance	30,923	5,457	-	-	-	36,380	General Liability and Student Accident, from Austin Insurance & Co. quote
Janitorial	42,000	12,000	-	-	6,000	60,000	\$60,000 per year for janitorial vendor
Building and Land Rent / Lease / Facility Finance Interest	333,200	95,200	-	-	47,600	476,000	Total of 85 sq ft per student at \$35 per sq ft
Repairs & Maintenance	7,000	2,000	-	-	1,000	10,000	\$10,000 per year for painting and other non-covered maintenance needs.
Equipment / Furniture	-	-	-	-	-	0	
Security	35,000	10,000	-	-	5,000	50,000	\$50000 per year for security vendor
Utilities	33,320	9,520	-	-	4,760	47,600	10% of rental costs
TOTAL FACILITY OPERATION & MAINTENANCE	481,443	134,177	-	-	64,360	679,980	
DEPRECIATION & AMORTIZATION	24,000	8,000	-	-	8,000	40,000	depreciation
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	15,000	5,000	-	-	5,000	25,000	\$25,000 set aside in year 1 - 3 in escrow account for dissolution
TOTAL EXPENSES	2,191,550	632,353	-	23,125	361,686	3,208,713	
NET INCOME	933,730	(480,560)	-	(23,125)	(361,686)	68,360	surplus is calculated to cover any student enrollment attrition in enrollment (2% of 160 would be 3 students at \$14037). In addition, surplus will cover capital expenses shown in cash flow

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the
1-Year Budget in the section provided below.

	JULY 1, 2017 - JUNE 30, 2018				
Total Revenue	3,125,279	151,793	-	-	3,277,072
Total Expenses	2,191,550	632,353	-	23,125	3,208,713
Net Income	933,730	(480,560)	-	(23,125)	68,360
Budgeted Student Enrollment	160	-			160

	REGULAR EDUCATION	PROGRAM SERVICES SPECIAL EDUCATION	OTHER	SUPPORT SERVICES FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	160					160
Other District 1:	-					0
Other District 2:	-					0
Other District 3:	-					0
Other District 4:	-					0
Other District 5:	-					0
Other District 6:	-					0
Other District 7:	-					0
Other District 8:	-					0
Other District 9:	-					0
Other District 10:	-					0
Other District 11:	-					0
Other District 12:	-					0
Other District 13:	-					0
Other District 14:	-					0
All Other School Districts	-					0
TOTAL ENROLLMENT	160					160
REVENUE PER PUPIL	19,533					20,482
EXPENSES PER PUPIL	13,697					20,054

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2017 - JUNE 30, 2018

Total Revenue	474,245	35,000	502,294	13,547	482,792	91,140	482,792	177,584	482,792	13,547	482,793	38,547	3,277,072
Total Expenses	217,397	224,304	281,209	234,804	281,657	244,304	297,733	245,870	279,448	239,070	286,526	376,392	3,208,713
Net Income	256,849	(189,304)	221,085	(221,257)	201,135	(153,163)	185,059	(68,287)	203,344	(225,524)	196,267	(337,845)	68,360
Cash Flow Adjustments	(64,000)	-	-	-	-	-	-	-	-	-	-	12,000	-52,000
Beginning Cash Balance	-	192,849	3,545	224,630	3,373	204,508	51,344	236,404	168,117	371,461	145,937	342,204	0
Ending Cash Balance	192,849	3,545	224,630	3,373	204,508	51,344	236,404	168,117	371,461	145,937	342,204	16,360	16,360
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL

REVENUE

* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."

REVENUES FROM STATE SOURCES

Per Pupil Revenue		Basic Tuition (2015-16)													
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	13,877	374,053	-	374,053	-	374,053	-	374,053	-	374,053	-	374,053	-	2,244,320
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	0
35 Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	0
TOTAL Per Pupil Revenue	(Weighted Avg.)	14,027	374,053	-	374,053	-	374,053	-	374,053	-	374,053	-	374,053	-	2,244,320
Special Education Revenue			20,392	-	20,392	-	20,392	-	20,392	-	20,392	-	20,393	-	122,353
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	0
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	121,880	-	-	-	-	121,880
Other			-	-	-	-	-	-	-	12,717	-	-	-	-	12,717
Other			74,800	-	74,800	-	74,800	-	74,800	-	74,800	-	74,800	-	448,800
TOTAL REVENUE FROM STATE SOURCES			469,245	-	469,245	-	469,245	-	469,245	134,597	469,245	-	469,246	-	2,950,070

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	-	-	-	-	-	-	29,440	-	-	-	-	-	29,440
Title I	-	-	-	-	-	69,280	-	-	-	-	-	-	-	69,280
Title Funding - Other	-	-	-	-	-	8,314	-	-	-	-	-	-	-	8,314
School Food Service (Free Lunch)	-	-	13,547	13,547	13,547	13,547	13,547	13,547	13,547	13,547	13,547	13,547	13,547	135,467
Grants														
Charter School Program (CSP) Planning & Implementation	5,000	35,000	19,502	-	-	-	-	-	-	-	-	-	-	59,502
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	0
TOTAL REVENUE FROM FEDERAL SOURCES	5,000	35,000	33,049	13,547	13,547	91,140	13,547	42,987	13,547	13,547	13,547	13,547	13,547	302,003

LOCAL and OTHER REVENUE

Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	0
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	0
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	0
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	0
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	0
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	0
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	0
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL REVENUE	474,245	35,000	502,294	13,547	482,792	91,140	482,792	177,584	482,792	13,547	482,793	38,547	3,277,072

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2017 - JUNE 30, 2018

Total Revenue	474,245	35,000	502,294	13,547	482,792	91,140	482,792	177,584	482,792	13,547	482,793	38,547	3,277,072
Total Expenses	217,397	224,304	281,209	234,804	281,657	244,304	297,733	245,870	279,448	239,070	286,526	376,392	3,208,713
Net Income	256,849	(189,304)	221,085	(221,257)	201,135	(153,163)	185,059	(68,287)	203,344	(225,524)	196,267	(337,845)	68,360
Cash Flow Adjustments	(64,000)	-	-	-	-	-	-	-	-	-	-	12,000	-52,000
Beginning Cash Balance	-	192,849	3,545	224,630	3,373	204,508	51,344	236,404	168,117	371,461	145,937	342,204	0
Ending Cash Balance	192,849	3,545	224,630	3,373	204,508	51,344	236,404	168,117	371,461	145,937	342,204	16,360	16,360
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	0
Instructional Management	1.00	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
Deans, Directors & Coordinators	2.00	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
CFO / Director of Finance	1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Operation / Business Manager	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Administrative Staff	1.00	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
TOTAL ADMINISTRATIVE STAFF	6.00	42,917	42,917	42,917	42,917	42,917	42,917	42,917	42,917	42,917	42,917	42,917	515,000
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	8.00	23,333	46,667	46,667	46,667	46,667	46,667	46,667	46,667	46,667	46,667	70,000	560,000
Teachers - SPED	1.00	2,917	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	8,750	70,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	0
Teaching Assistants	1.00	1,458	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	4,375	35,000
Specialty Teachers	2.00	5,833	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	17,500	140,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	0
Therapists & Counselors	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	0
TOTAL INSTRUCTIONAL	13.00	38,542	72,083	72,083	72,083	72,083	72,083	72,083	72,083	72,083	72,083	105,625	865,000
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	1.00	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	54,000
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	0
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	0
Security	-	-	-	-	-	-	-	-	-	-	-	-	0
Other	-	-	-	-	-	-	-	-	-	-	-	-	0
TOTAL NON-INSTRUCTIONAL	1.00	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	54,000
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	85,958	119,500	119,500	119,500	119,500	119,500	119,500	119,500	119,500	119,500	153,042	1,434,000
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		8,596	11,950	11,950	11,950	11,950	11,950	11,950	11,950	11,950	11,950	15,304	143,400
Fringe / Employee Benefits		10,315	14,340	14,340	14,340	14,340	14,340	14,340	14,340	14,340	14,340	18,365	172,080
Retirement / Pension		5,079	3,585	3,585	3,585	3,585	3,585	3,585	3,585	3,585	3,585	4,591	45,520
TOTAL PAYROLL TAXES AND BENEFITS		23,990	29,875	29,875	29,875	29,875	29,875	29,875	29,875	29,875	29,875	38,260	361,000
TOTAL PERSONNEL SERVICE COSTS	20.00	109,948	149,375	149,375	149,375	149,375	149,375	149,375	149,375	149,375	149,375	191,302	1,795,000
CONTRACTED SERVICES													
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	24,000	24,000
Legal		-	-	-	-	-	-	-	-	-	-	5,000	5,000
Management Company Fee		37,405	-	37,405	-	37,405	-	37,405	-	37,405	-	37,405	224,432
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	0
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	0
Payroll Services		228	228	228	228	228	228	385	228	228	228	228	2,897
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	0
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	0
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	0
TOTAL CONTRACTED SERVICES		37,634	228	37,634	228	37,634	228	37,791	228	37,634	228	37,634	256,329

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2017 - JUNE 30, 2018

Total Revenue	474,245	35,000	502,294	13,547	482,792	91,140	482,792	177,584	482,792	13,547	482,793	38,547	3,277,072
Total Expenses	217,397	224,304	281,209	234,804	281,657	244,304	297,733	245,870	279,448	239,070	286,526	376,392	3,208,713
Net Income	256,849	(189,304)	221,085	(221,257)	201,135	(153,163)	185,059	(68,287)	203,344	(225,524)	196,267	(337,845)	68,360
Cash Flow Adjustments	(64,000)	-	-	-	-	-	-	-	-	-	-	12,000	-52,000
Beginning Cash Balance	-	192,849	3,545	224,630	3,373	204,508	51,344	236,404	168,117	371,461	145,937	342,204	0
Ending Cash Balance	192,849	3,545	224,630	3,373	204,508	51,344	236,404	168,117	371,461	145,937	342,204	16,360	16,360
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Classroom / Teaching Supplies & Materials	5,000	-	10,000	-	5,000	-	10,000	-	5,000	-	5,000	-	40,000
Special Ed Supplies & Materials	1,000	-	1,000	-	1,000	-	1,000	-	1,152	-	-	-	5,152
Textbooks / Workbooks	6,000	-	-	2,000	2,000	2,000	6,000	6,000	-	-	-	-	24,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	0
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	0
Telephone	650	650	650	650	650	650	650	650	650	650	650	650	7,800
Technology	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Student Testing & Assessment	-	-	-	-	2,000	5,000	5,000	2,000	2,000	-	-	-	16,000
Field Trips	-	-	-	-	-	-	1,067	1,067	1,067	1,067	1,067	1,067	6,400
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	500	500
Student Services - other	-	-	5,120	5,120	5,120	5,120	5,120	5,120	5,120	5,120	5,120	5,120	51,200
Office Expense	-	200	200	200	200	200	1,500	600	500	500	350	350	4,800
Staff Development	-	500	-	-	2,000	3,500	1,500	1,500	1,500	2,500	3,000	4,000	20,000
Staff Recruitment	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	-	5,000
Student Recruitment / Marketing	-	-	-	-	1,000	1,000	500	500	500	800	500	-	4,800
School Meals / Lunch	-	11,640	15,520	15,520	13,968	15,520	15,520	15,520	11,640	15,520	15,520	10,864	156,752
Travel (Staff)	-	-	-	-	-	-	-	600	600	600	600	1,600	4,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	0
Other	-	-	-	-	-	-	-	-	-	-	-	-	0
TOTAL SCHOOL OPERATIONS	18,150	18,490	37,990	28,990	38,438	38,490	54,357	40,057	36,229	33,257	38,307	29,651	412,404
FACILITY OPERATION & MAINTENANCE													
Insurance	3,032	3,032	3,032	3,032	3,032	3,032	3,032	3,032	3,032	3,032	3,032	3,032	36,380
Janitorial	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Building and Land Rent / Lease / Facility Finance Interest	39,667	39,667	39,667	39,667	39,667	39,667	39,667	39,667	39,667	39,667	39,667	39,667	476,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	5,000	5,000	10,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	0
Security	-	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	50,000
Utilities	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	47,600
TOTAL FACILITY OPERATION & MAINTENANCE	51,665	56,210	56,210	56,210	56,210	56,210	56,210	56,210	56,210	56,210	61,210	61,210	679,980
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	40,000	40,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES	217,397	224,304	281,209	234,804	281,657	244,304	297,733	245,870	279,448	239,070	286,526	376,392	3,208,713
NET INCOME	256,849	(189,304)	221,085	(221,257)	201,135	(153,163)	185,059	(68,287)	203,344	(225,524)	196,267	(337,845)	68,360
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	40,000	40,000
Add Back Escrow Account	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	65,000	65,000
INVESTMENT ACTIVITIES													
Equipment and Technology	(64,000)	-	-	-	-	-	-	-	-	-	-	(53,000)	-117,000
Capital Project for facility	-	-	-	-	-	-	-	-	-	-	-	-	0
Total Investment Activities	(64,000)	-	-	-	-	-	-	-	-	-	-	(53,000)	-117,000
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	0
Other	-	-	-	-	-	-	-	-	-	-	-	-	0
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	0
Total Cash Flow Adjustments	(64,000)	-	-	-	-	-	-	-	-	-	-	12,000	-52,000
NET INCOME	192,849	(189,304)	221,085	(221,257)	201,135	(153,163)	185,059	(68,287)	203,344	(225,524)	196,267	(325,845)	16,360
Beginning Cash Balance	-	192,849	3,545	224,630	3,373	204,508	51,344	236,404	168,117	371,461	145,937	342,204	0
ENDING CASH BALANCE	192,849	3,545	224,630	3,373	204,508	51,344	236,404	168,117	371,461	145,937	342,204	16,360	16,360

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

Total Revenue			3,277,072	4,631,036	7,701,726	9,620,907	11,501,705	
Total Expenses			3,208,713	4,528,742	6,978,665	8,874,441	10,505,197	
Net Income (Before Cash Flow Adjustments)			68,360	102,294	723,061	746,466	996,508	
Budgeted Student Enrollment			160	240	400	500	598	
			Year 1	Year 2	Year 3	Year 4	Year 5	
			2017-18	2018-19	2019-20	2020-21	2021-22	
REVENUE								
REVENUES FROM STATE SOURCES			0	0.0%	0.0%	0.0%	0.0%	increased to \$14,027 in and then remains flat.
Per Pupil Revenue	Basic Tuition (2015-16)							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	13,877	2,244,320	3,366,480	5,610,800	7,013,500	8,388,146		based on fully enrolled each year of operation
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:	-	-	-	-	-	-	-	
35 Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
Total Per Pupil Revenue	(Weighted Avg.)	14,027	2,244,320	3,366,480	5,610,800	7,013,500	8,388,146	
Special Education Revenue			122,353	183,529	305,882	382,352	457,293	paid SPED rate in the 20-59% category is 7.36% (40% of a total of 18.4% of SPED students). Assumed that SPED rate remains flat at \$10,390 per student.
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			121,880	-	-	-	-	
Other			12,717	19,075	31,792	39,740	47,529	FAMIS Funding remains flat (NYSTL, NYSSL and NYSLIBL) at a total rate of \$79.48 per student remains flat. assumes that rental rent will be more than per pupil reimbursement, therefore the school will receive the \$2805 per student reimbursement
Other			448,800	673,200	1,122,000	1,402,500	1,677,390	
TOTAL REVENUE FROM STATE SOURCES			2,950,070	4,242,284	7,070,474	8,838,092	10,570,358	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			29,440	44,160	73,600	92,000	110,032	IDEA rate remains flat - \$1000 per SPED student, 18.4% of student enrollment
Title I			69,280	103,920	173,200	216,500	258,934	Title rate and FRL rate remain flat - \$500 per student, 86.6% of students
Title Funding - Other			8,314	12,470	20,784	25,980	31,072	Title rate and FRL rate remain flat - \$60 per student, 86.6% of students
School Food Service (Free Lunch)			135,467	203,201	338,668	423,335	506,309	School Food reimbursement rates remain flat - \$3.12 for lunch for 202 days and \$1.72 for breakfast for 202 days for 86.6% of the students
Grants								
Charter School Program (CSP) Planning & Implementation			59,502	-	-	-	-	CSP funds completed in Year 1
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			302,003	363,751	606,252	757,815	906,347	
LOCAL and OTHER REVENUE								
Contributions and Donations			25,000	25,000	25,000	25,000	25,000	contribution expectations remain flat
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

Total Revenue
Total Expenses
Net Income (Before Cash Flow Adjustments)
Budgeted Student Enrollment
OTHER
TOTAL REVENUE FROM LOCAL and OTHER SOURCES
TOTAL REVENUE

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2017-18 THROUGH 2021-22

3,277,072	4,631,036	7,701,726	9,620,907	11,501,705
3,208,713	4,528,742	6,978,665	8,874,441	10,505,197
68,360	102,294	723,061	746,466	996,508
160	240	400	500	598
Year 1	Year 2	Year 3	Year 4	Year 5
2017-18	2018-19	2019-20	2020-21	2021-22
-	-	-	-	-
25,000	25,000	25,000	25,000	25,000
3,277,072	4,631,036	7,701,726	9,620,907	11,501,705

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

Total Revenue	3,277,072	4,631,036	7,701,726	9,620,907	11,501,705
Total Expenses	3,208,713	4,528,742	6,978,665	8,874,441	10,505,197
Net Income (Before Cash Flow Adjustments)	68,360	102,294	723,061	746,466	996,508
Budgeted Student Enrollment	160	240	400	500	598

Year 1
2017-18

Year 2
2018-19

Year 3
2019-20

Year 4
2020-21

Year 5
2021-22

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Year 1 No. of
Positions

NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.

Executive Management	-	-	-	-	-
Instructional Management	1.00	130,000	132,600	135,252	137,957
Deans, Directors & Coordinators	2.00	200,000	204,000	208,080	312,242
CFO / Director of Finance	1.00	90,000	91,800	93,636	95,509
Operation / Business Manager	1.00	60,000	61,200	62,424	63,672
Administrative Staff	1.00	35,000	35,700	71,414	107,842
TOTAL ADMINISTRATIVE STAFF	6.00	515,000	525,300	570,806	717,222

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	8.00	560,000	851,200	1,358,224	1,805,388	2,121,496
Teachers - SPED	1.00	70,000	141,400	284,228	289,913	365,711
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	1.00	35,000	70,700	107,114	109,256	111,441
Specialty Teachers	2.00	140,000	212,800	357,056	574,197	725,681
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	60,000	61,200	122,424	184,872	188,570
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	13.00	865,000	1,337,300	2,229,046	2,963,627	3,512,899

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1.00	54,000	55,080	56,182	57,305	58,451
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	54,000	55,080	56,182	57,305	58,451

SUBTOTAL PERSONNEL SERVICE COSTS

20.00

1,434,000

1,917,680

2,856,034

3,738,154

4,402,917

detailed description of staff growth by year can be found in Personnel section of application

PAYROLL TAXES AND BENEFITS

Payroll Taxes	143,400	191,768	285,603	373,815	440,292
Fringe / Employee Benefits	172,080	230,122	342,724	448,579	528,350
Retirement / Pension	45,520	60,030	88,181	114,645	134,588

10% of salaries

12% of salaries

4% match for salaries at 75% participation rate + fees set at \$2500 per year

TOTAL PAYROLL TAXES AND BENEFITS

361,000

481,920

716,508

937,039

1,103,229

TOTAL PERSONNEL SERVICE COSTS

20.00

1,795,000

2,399,600

3,572,542

4,675,193

5,506,147

CONTRACTED SERVICES

Accounting / Audit	24,000	24,720	25,462	26,225	27,012
Legal	5,000	5,000	5,000	5,000	5,000
Management Company Fee	224,432	336,648	561,080	701,350	838,815
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	2,897	3,184	4,046	4,735	5,194
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-

annual audit costs each year increased by 3% each year remains flat, attorney fees

10% of general education per pupil amount paid to CPS

payroll fees based on number of staff as school grows

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

Total Revenue
Total Expenses
Net Income (Before Cash Flow Adjustments)
Budgeted Student Enrollment

Other Purchased / Professional / Consulting
TOTAL CONTRACTED SERVICES

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2017-18 THROUGH 2021-22

3,277,072	4,631,036	7,701,726	9,620,907	11,501,705
3,208,713	4,528,742	6,978,665	8,874,441	10,505,197
68,360	102,294	723,061	746,466	996,508
160	240	400	500	598
Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
-	-	-	-	-
256,329	369,552	595,587	737,310	876,021

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

Total Revenue
Total Expenses
Net Income (Before Cash Flow Adjustments)
Budgeted Student Enrollment

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

	3,277,072	4,631,036	7,701,726	9,620,907	11,501,705	
	3,208,713	4,528,742	6,978,665	8,874,441	10,505,197	
	68,360	102,294	723,061	746,466	996,508	
	160	240	400	500	598	
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
SCHOOL OPERATIONS						
Board Expenses	6,000	10,000	10,000	6,000	6,000	\$10,000 in first three years to cover cost of board trainings. \$6000 per year in later years, remains flat
Classroom / Teaching Supplies & Materials	40,000	95,000	135,000	160,000	184,500	\$250 per student + \$35,000 each year for Saturday School (Year 2-5)
Special Ed Supplies & Materials	5,152	7,728	12,880	16,100	19,256	\$175 per special education student
Textbooks / Workbooks	24,000	36,000	60,000	75,000	89,700	\$150 per student
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Telephone	7,800	8,034	8,275	8,523	8,779	\$7800 per year for office and staff mobile phones, increases 3% each year
Technology	60,000	96,000	160,000	200,000	239,200	increased to \$400 per student - see budget narrative
Student Testing & Assessment	16,000	30,000	50,000	62,500	74,750	increased to \$125 per student for student testing and assessments
Field Trips	6,400	9,600	16,000	20,000	23,920	\$40 per student for college trips
Transportation (student)	500	500	501	502	503	\$500 per year for student emergencies
Student Services - other	51,200	76,800	128,000	160,000	191,360	\$320 per student for sports, parent involvement
Office Expense	4,800	7,200	12,000	15,000	17,940	\$30 per student for office supplies and postage
Staff Development	20,000	37,500	80,000	104,000	120,000	\$500 per staff member for first two years for development, increase to \$1000 per staff member for Years 3 and moving forward + \$500 for staff appreciation in Year 1 and it is then increased to \$1000 per staff member in Year 2 for appreciation/rentention
Staff Recruitment	5,000	10,000	15,000	20,000	25,000	increased by \$5000 per year
Student Recruitment / Marketing	4,800	7,200	12,000	15,000	17,940	\$30 per student
School Meals / Lunch	156,752	235,128	391,880	489,850	585,861	\$3.05 per student, 202 days for lunch + \$1.80 per student, 202 days for breakfast
Travel (Staff)	4,000	7,500	12,000	15,600	18,000	\$300 per staff member
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	412,404	674,190	1,103,536	1,368,075	1,622,708	
FACILITY OPERATION & MAINTENANCE						
Insurance	36,380	60,000	103,000	132,613	163,366	\$230 per student (based on Austin quote) for insurance + rate increased by 3% each year
Janitorial	60,000	70,000	80,000	90,000	100,000	custodial vendor with \$10,000 increase each year
Building and Land Rent / Lease / Facility Finance Interest	476,000	714,000	1,190,000	1,487,500	1,779,050	85 sq ft per student, \$35 per sq ft rental cost
Repairs & Maintenance	10,000	10,000	10,000	10,000	10,000	remains flat, painting and minor renovations
Equipment / Furniture	-	-	-	-	-	
Security	50,000	75,000	100,000	125,000	150,000	increases by \$25K each year as student enrollment grows
Utilities	47,600	71,400	119,000	148,750	177,905	utilities calculated at 10% of rent
TOTAL FACILITY OPERATION & MAINTENANCE	679,980	1,000,400	1,602,000	1,993,863	2,380,321	
DEPRECIATION & AMORTIZATION	40,000	60,000	80,000	100,000	120,000	per CSBM's suggestion, depreciation updated to double digits in Yr 4 and Yr 5
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	year 1, 2, & 3, \$25,000 each year for escrow account
TOTAL EXPENSES	3,208,713	4,528,742	6,978,665	8,874,441	10,505,197	
NET INCOME	68,360	102,294	723,061	746,466	996,508	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

Total Revenue
Total Expenses
Net Income (Before Cash Flow Adjustments)
Budgeted Student Enrollment

CAPITAL PREPARATORY BRONX BOYS CHARTER SCHOOL

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

ENROLLMENT - *School Districts Are Linked To Above Entries*

PRIMARY School District:	NYC CHANCELLOR'S OFFICE	160	240	400	500	598	CSD 10 or CSD 12 NYC enrollment
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		-	-	-	-	-	

TOTAL ENROLLMENT

160	240	400	500	598
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REVENUE PER PUPIL

20,482	19,296	19,254	19,242	19,234
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EXPENSES PER PUPIL

20,054	18,870	17,447	17,749	17,567
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CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES

Add Back Depreciation	40,000	60,000	80,000	100,000	120,000	Depreciation added back in for cash flow
Add Back Escrow Account	25,000	25,000	25,000	-	-	Escrow added back in for cash flow
Total Operating Activities	65,000	85,000	105,000	100,000	120,000	

INVESTMENT ACTIVITIES

Equipment and Technology	(117,000)	(141,500)	(127,000)	(109,000)	(104,500)	furniture and equipment for school. Each year includes next years student laptops, staff laptops and carts rates remain flat + current years classrooms cost at a rate of \$6000 per classroom (core + 2 other classrooms each year) which cover costs for furniture, projector and other equipment for a fully stocked classroom.
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Capital Project for facility	-	-	-	(1,000,000)	(1,000,000)	Capital project for campus style facility
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Total Investment Activities

(117,000)	(141,500)	(127,000)	(1,109,000)	(1,104,500)
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FINANCING ACTIVITIES

Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
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Other	-	-	-	-	-
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Total Financing Activities

-	-	-	-	-
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Total Cash Flow Adjustments

(52,000)	(56,500)	(22,000)	(1,009,000)	(984,500)
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NET INCOME

16,360	45,794	701,061	(262,534)	12,008
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Beginning Cash Balance

-	16,360	62,153	763,214	500,681
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ENDING CASH BALANCE

16,360	62,153	763,214	500,681	512,689
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5-YEAR FISCAL IMPACT REPORT

Largest Enrollment 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	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2017-18)	160	14,027	2,244,320	571,153	2,815,473	21,800,000,000	0.013%
Year 2 (2018-19)	240	14,027	3,366,480	856,729	4,223,209	21,800,000,000	0.019%
Year 3 (2019-20)	400	14,027	5,610,800	1,427,882	7,038,682	21,800,000,000	0.032%
Year 4 (2020-21)	500	14,027	7,013,500	1,784,852	8,798,352	21,800,000,000	0.040%
Year 5 (2021-22)	598	14,027	8,388,146	2,134,683	10,522,829	21,800,000,000	0.048%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			Total operating budget for NYC DOE is based on published rates from the 15-16 school year which was 21.8 Billion Dollars.				
OTHER NOTES:			Total Operating Budget for NYC DOE is based on published rates from the 15-16 school year.				

Second Largest Enrollment District: N/A							
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	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2017-18)	-	-	-	-	-	-	#DIV/0!
Year 2 (2018-19)	-	-	-	-	-	-	#DIV/0!
Year 3 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 4 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 5 (2021-22)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

22. Action Plan

Capital Preparatory Schools is committed to an efficient school start-up and opening and has established a clear action plan to ensure fidelity of implementation for Capital Prep Bronx Boys. See Exhibit 22.1 for action plan details.

Exhibit 22.1: Action Plan

Functional Area	Action	Deadline	Owner
Governance	Ratify by-laws, code of ethics, and additional board policies as relevant	As soon as possible upon approval	CPS, Board
Governance	Appoint board officers, finalize board calendar	As soon as possible upon approval	CPS, Board
Governance	Obtain 501(c)3 status; file for NYS charity status	As soon as possible upon approval	CPS, Board
Human Resources	Post job descriptions for principal and director of operations (DOO)	As soon as possible upon approval	CPS
Operations	Set up Google domain and email	As soon as possible upon approval	CPS
Finance	Open bank account	As soon as possible upon approval	CPS, Board
Governance	Recruit additional board members with specific experience valuable to school start-up and implementation	Ongoing	CPS, Board
Human Resources	Recruit and hire principal and director of operations (DOO)	6/1/2016	CPS, Board
Governance	Hold board training session	6/1/2016	CPS, Board
Operations	Execute educational services agreement with Capital Preparatory Schools	6/30/2016	CPS, Board
Finance	Approve planning year budget	6/30/2016	CPS, Board
Human Resources	Principal, DOO report for incubation year	7/1/2016	Principal, DOO
Operations	Obtain worker's compensation and disability	7/1/2016	CPS, Board
Operations	Obtain directors and officers policy	7/1/2016	CPS, Board
Partnerships	Finalize memorandum of agreement with Monroe College	7/31/2016	CPS, Board

Human Resources	Post job descriptions for academic dean and dean of students	8/1/2016	CPS, DOO
Operations	Launch website	8/1/2016	CPS, DOO
Operations	Submit request for locating in DOE space	8/31/2016	CPS, DOO
Finance	Draft and approve financial policies and procedures	8/31/2016	CPS, Board, DOO
Finance	Engage audit firm	8/31/2016	CPS, Board
Academics	Reach out and finalize additional community partnerships	10/1/2016	CPS, Principal
Human Resources	Post job descriptions for illuminators (teachers) and school staff	12/1/2016	CPS, DOO
Enrollment	Launch student recruiting	12/1/2016	CPS, DOO
Operations	Create and post student application	12/1/2016	CPS, DOO
Human Resources	Approve staff handbook and personnel policies	12/31/2016	CPS, DOO
Enrollment	Finalize student handbook and compacts	12/31/2016	CPS, Board
Human Resources	Recruit and hire deans	1/1/2017	CPS, DOO
Operations	Set up Student Information System (SIS)	2/1/2017	CPS, DOO
Finance	Draft FY2017-2018 budget	3/1/2017	CPS, DOO
Human Resources	Recruit and hire office manager	3/31/2017	CPS, DOO
Enrollment	Student application deadline	4/1/2017	CPS, DOO
Academics	Finalize curriculum and necessary instructional purchases	4/1/2017	CPS, Principal
Enrollment	Hold student lottery	4/7/2017	CPS, DOO
Finance	Approve FY2017-2018 budget	4/30/2017	CPS, DOO
Enrollment	Hold enrollment sessions for students and families	5/30/2017	CPS, principal, DOO
Operations	Create and implement safety plans, Dignity for All Students plan, emergency plan, and other relevant plans; submit to authorizer as required	5/31/2017	CPS, DOO
Athletics	Establish athletic program and schedules	5/31/2017	CPS, principal, DOO
Human Resources	Finalize professional development/training for staff	6/1/2017	CPS, Principal
Operations	Enter all students into SIS	6/15/2017	CPS, DOO
Operations	Sign lease on private facility (if DOE space is denied)	6/30/2017	Board
Operations	Procure and accept delivery of necessary furniture, supplies, and equipment	6/30/2017	DOO
Human Resources	Recruit and hire illuminators and school staff	6/30/2017	CPS, principal, DOO
Operations	Finalize food services contract	6/30/2017	CPS, DOO
Operations	Finalize student transportation plans	6/30/2017	CPS, DOO

Operations	Establish health services - first aid, staff training, protocols for medicine and records storage	6/30/2017	CPS, DOO
Operations	Obtain student records (including IEPs and LAPs); enter into SIS	6/30/2017	DOO
Operations	Obtain full insurance package (general liability, educator's legal liability, umbrella coverage, etc.)	7/1/2017	CPS, DOO
Finance	Establish payroll and other relevant financial systems	7/1/2017	CPS, Board
Academics	Finalize annual school goals	7/1/2017	CPS, Board, Principal, DOO
Operations	Establish technology services/infrastructure at school facility	7/1/2017	CPS, DOO
Operations	Move in to school facility	7/1/2017	CPS, DOO
Operations	Create staff and student schedules in SIS	7/15/2017	CPS, Principal
Human Resources	Illuminators report (three-week orientation and training)	7/31/2017	CPS, principal, DOO
Academics	Contract with related service providers	7/31/2017	Principal, DOO
Academics	Host family orientation/open house, including any student diagnostic assessments	8/15/2017	CPS, Principal
Operations	Collect free and reduced lunch applications	8/15/2017	DOO
Human Resources	Develop staff individualized teaching plans (ITP)	8/15/2017	Principal
All	First day of school for Capital Prep Bronx Boys	8/21/2017	All

23. Supplemental Narrative

Capital Prep Bronx Boys has no supplementary information to present at this time.