

## **24. Student Recruitment and Retention**

### **(a) Enrollment**

**Explain how the proposed school will meet or exceed the *enrollment* targets established by the SUNY Trustees for (i) students with disabilities, (ii) students who are English language learners, and (iii) students who are eligible to participate in the federal free and reduced-price lunch program. Your response should address:**

- The recruitment strategies you will employ to attract students to your school, including outreach to parents in the community for whom English is not their primary language;**
- Any at-risk admissions factors or preferences you would offer that would increase the likelihood of enrolling targeted students; and**
- Methods for evaluating the efficacy of your recruitment and enrollment efforts during the charter period.**

**Note: The school's admissions policy should be submitted separately as Attachment 36.**

As described in greater detail in Attachments 3(b) and 4, the communities served by the proposed public charter school have very strong need and demand for expanded choice and improved quality in public education. These neighborhoods are characterized by high percentages of children eligible for free or reduced price lunch, low-income families, and schools that consistently underperform when compared to other schools in the city of New York, particularly their more affluent peers. The zone public schools of Brooklyn have double-digit achievement gaps between the performance of white students and their African-American and Hispanic peers. This gap is even more pronounced when income is considered and the gaps continue to widen as students get older.

There is great demand for public charter schools in Brooklyn and across New York City. Whether one of the 7,000 students who applied for just 1,100 spaces at Success Academies during the admissions season for the 2010-2011 school year or one of the thousands of students who applied for a shrinking DOE gifted and talented program, supply of high quality educational options is clearly outstripped by demand. The school will give students a firm foundation to prepare them for middle school, high school, and college.

The Success Charter Network has a special commitment to serving children with disabilities as it has from the opening of its first school. The applicants and SCN believe that there is a tremendous need for excellent education for children with special needs. Every SCN school opens with a full complement of teachers and staff to serve this population. Nonetheless, SCN does not think of its mission in terms of providing specific services, but as a mission of meeting the needs of each individual child through innovative scheduling and programming.

The Success Charter Network is confident that it can serve children with disabilities at a high level. In the 2009-2010 academic year, double-digit percentages of the Success Academies' scholars had IEPs, similar to the students of CSDs 13 and 14. As of January 2011, 13.2 % of scholars across the 7 Success Academies are receiving special education services. This figure is greater than the average of Districts 13 and 14, which have 10% and 14.9% students with disabilities, respectively. A detailed analysis of the performance of special education students relative to their general education peers can be found in the relevant section of Attachment 13.

Success Charter Network is also taking specific actions to attract and retain a comparable or greater enrollment of limited English proficient students when compared to the enrollment figures for such students in the school district in which the charter school will be located.

The school's admissions policy will give an at-risk designation to applicants that are deemed English Language Learners (ELLs) as detailed in Attachment 36. This design factor would address the issue that foreign language homes may be under-represented in the school due to the language barrier.

The at-risk designation for ELL would be determined based on whether the applicant's child has previously been classified as an ELL student based on official LAB-R testing.

To address potential incoming kindergarten ELLs that have not yet been identified by LAB-R testing, the school will also give at-risk designation for ELL students if either of the following two criteria are self-reported: the primary language spoken by the child is not English or the language primarily spoken in the home is not English.

The ELL at-risk design factor would be weighted equally to the failing school and closing school design factors in the lottery. Because this new admissions policy is currently being implemented for the first time this academic year, school-level data on actual enrollment is not available in time for this proposal.

Success Charter Network will publicize the ELL at-risk designation in printed bilingual student recruitment brochures and other student recruitment materials. The questionnaire that determines ELL designation outside of LAB-R testing will be included in the student application.

Success Charter Network's robust student recruitment process also ensures that the school will meet targets for enrollment of students who qualify for the federal Free and Reduced Price Lunch program (FRPL). Outreach to families of FRPL eligible children includes flyers and applications delivered to public housing apartment complexes, flyers, applications, and informational sessions in community centers, and other strategies listed below. For the 2010-2011 school year, the SCN schools had a Network-wide average in excess of 78% of enrolled students that participated in FRPL.

General recruitment strategies employed by Success Charter Network seek to create a diverse student body. The school will reach out to parents of students who may be categorized as ELLs or students with disabilities through the use of a variety of methods including:

- Bilingual mailings to residents of the school district or location
- Bilingual flyers dropped in apartment complexes, including public housing complexes
- Informational sessions

These general recruitment strategies combined with the outlined ELL program and the proposed school's strong special education program will ensure that the school has a comparable enrollment of ELL students and students with disabilities relative to other schools located in the same district.

Success Charter Network employs similar strategies to ensure that a comparable proportion of the school's enrollment is eligible to participate in the federal free and reduced-price lunch program. Bilingual mailings, applications, flyers, posters, and information sessions are particularly targeted at areas of exceptionally low income, including low-income housing complexes and the childcare, preschools, and community centers serving these areas.

**24. Student Recruitment and Retention**

**(b) Retention**

**Explain how the proposed school will meet or exceed the *retention targets established by the SUNY Trustees for (i) students with disabilities, (ii) students who are English language learners, and (iii) students who are eligible to participate in the federal free and reduced-price lunch program.* Your response should address:**

- Retention strategies or specific programmatic elements at the school that will assist in retaining the three target populations; and**
- Methods to monitor and evaluate the retention of students in the specified sub-populations.**

As outlined in Attachment 24(a), the Success Charter Network has a special commitment to serving children with disabilities as it has from the opening of its first school. The applicants and SCN believe that there is a tremendous need for excellent education for children with special needs. Every SCN school opens with a full complement of teachers and staff to serve this population. Nonetheless, SCN does not think of its mission in terms of providing specific services, but as a mission of meeting the needs of each individual child through innovating scheduling and programming.

The Success Charter Network is confident that it can serve children with disabilities at a high level. In the 2009-2010 academic year, double-digit percentages of the Success Academies' scholars and the students of CSD 13 and 14 had IEPs. More specific data will be available after the start of the 2011-2012 school year. As of January 2011, 13.2 % of scholars across the seven Success Academies receive special education services. This figure is roughly equal to the proportion of students in Districts 13 and 14 with disabilities. A detailed analysis of the performance of special education students relative to their general education peers can be found in the relevant section of Attachment 13.

In addition, as outlined in Attachment 13, the school will implement an RTI framework to ensure that all scholar needs are met, including Special Education and ELL students.

Success Charter Network is currently developing a system for tracking and monitoring the retention and progress of ELL and Special Education students longitudinally. One aspect that we are building into the tracking system is the need to measure students who have graduated out of ELL or special education services, as we have a very high percentage of ELL and special education students who graduate out of services.

**25. Facility**

**(a) Facility Needs**

**Describe the facility needs of the proposed school for each year of the charter period, including any unique features necessary to implement your school design and academic program. Your response should address:**

- The desired location of the school facility;**
- The number of general education classrooms required each year;**
- Any additional classroom space required for special education or ESL services, specialty classes and intervention or enrichment programs;**
- Space requirements for administrative functions, food services and physical education.**

The school plans to make the most effective use of the space provided by the New York City Department of Education in an existing public school. Since the specific building has not yet been selected, the exact dimensions of the space are not yet known. The school will require adequate space for primary instruction, office/administrative space, special education or resource room(s), access to a cafeteria for breakfast and lunch service, and use of an auditorium for family events and student performances. The school anticipates approximately 12.5 classrooms of approximately 770 square feet located in one hallway or section of the building in year one in addition to the use of shared common spaces. Seven full-sized classrooms will be used for primary instruction; the remaining rooms will be used for administrative space, specials such as science and art, special education service provision, etc.

**25. Facility**

**(a) Facility Selection**

**Describe the efforts to date to secure a facility for the school.**

- **If a facility has been identified, describe the facility and how it meets your needs, including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use.**
- **If a facility has not been identified, explain your plans for securing a suitable facility and preparing it for use by the time you intend to open the school including any contingency planning.**
- **If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable, which is particularly important for any applicant proposing to open in the fall of 2011.**

**Note: Additional facility information, such as blue prints or maps, should be submitted as Attachment 25 - Facility Documents.**

The school plans to make the most effective use of the space provided by the New York City Department of Education in an existing public school building. Since the specific building has not yet been selected, the exact dimensions of the space are not yet known. The school will require adequate space for primary instruction, office/administrative space, special education or resource room(s), access to a cafeteria for breakfast and lunch service, and use of an auditorium for family events and student performances. The school anticipates approximately 12.5 classrooms of approximately 770 square feet located in one hallway or section of the building in year one in addition to the use of shared common spaces.

The proposed district of location is included in a list of community school districts identified by the Department as those in greatest need of additional educational choices. The Success Charter Network is also working closely with the Department of Education to ensure that all standard renovations will be approved, and is working within a timeline to ensure appropriate approvals for all work that we intend to perform.

**25. Facility**

**Conflicts of Interest**

**If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided.**

Neither the applicants nor partners of the proposed charter school plan to own or lease a facility from a private entity; the school will be located in space provided by the New York City Department of Education for the sum of \$1 per year.

**26. Food Services**

**Describe the plans for food services to be provided by the charter school.**

The school will offer a hot/cold breakfast, snack, and lunch program to all its students. Additionally, the school will participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA). Both programs offer free or reduced meals to all students that meet eligibility requirements. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

The school will likely contract for food services through the New York City Department of Education. All meals will meet USDA minimum nutrition requirements, including dietary guidelines and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium, and calories.

## **27. Health Services**

### **Describe the plans for health services to be provided by the charter school.**

The school will comply with all applicable health services requirements of the Commissioner's Regulations. To the extent possible, the school will ensure there is on-site health care services similar to those services available to children attending area public schools, including automated external defibrillator (AED) equipment with ready and appropriate access for use during emergencies. At least two staff members will be trained in the operation and use of such equipment for use in the school and at any on-site school-sponsored event. The school will also work with the nurse at the co-located school furnished by the New York City Department of Health and Mental Hygiene or another community program to provide necessary health services. Health services offered by the school will include, as offered by DOHMH:

- Annual vision screening
- Maintenance of cumulative health records
- Emergency care of ill or injured students
- Compliance with and enforcement of mandatory immunization requirements

The school will store all health records for enrolled students in a secure location to which only authorized personnel have access. The school will mandate that students entering the school will follow New York State requirements for immunization. The requirements include:

- Diphtheria, Tetanus, Pertussis [(DTaP, DTP, Tdap) 3 doses]
- Polio [(IPV, OPV) 3 doses]
- 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]
- Varicella [1 dose]

Parents or guardians must present documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunizations.

**28. Transportation**

**Describe the transportation arrangements for students, including arrangements made for students who would not qualify for public school transportation under Education Law Section 3635, and any supplemental transportation arrangements planned with the school district.**

Since the school will be in session on days when the New York City public schools are not in session and in hours outside of the NYC DOE normal hours of operation, it is impractical for students to use yellow bus service provided by the New York City School District to students attending nonpublic schools who would qualify under §2853(4)(b) and §3635 of the Education Law. However, families of students are free to arrange district transportation for themselves, as available.

Families will be responsible for arranging and providing transportation for students to and from the school. The school will help ease this burden by working with New York City Transit Authority to obtain free- or reduced-fare student transportation passes as available.

**29. Programmatic Audits**

**Describe any planned program audits to be initiated by the school, including the area(s) to be audited and the purpose, objectives and timing of the audits.**

The school shall undertake programmatic and fiscal audits on an annual basis in accordance with Education Law § 2851(2)(f). Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision-making, including financial planning, and personnel decisions.

The school will submit an Annual Report to the SUNY Charter Schools Institute. This Report will include the state-mandated *School Report Card*, which is required of every New York public school. This Report Card will show the comparative academic and fiscal performance of the school and will also list: the school's federal and state revenue sources, expenditures for salaries, capital expenses, student services, drop-out rates, student suspensions, standardized test performance, student enrollment, students with limited English proficiency (LEP) data, and other relevant information. The Annual Report will further include a discussion of the progress made toward the school's achievement goals as found in the draft accountability plan detailed in Attachment 17(a).

**30. School Partnerships**

**Describe any low-performing schools in the area in which the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.**

The proposed charter school will work with low performing public schools in the area to facilitate the sharing of best practices. Unfortunately, in the District in which the proposed charter school will be located, there are many low-performing zone public schools that can be readily identified by lists published by the New York State Department of Education, the New York City Department of Education, and the New York Times school ranking web site.

Neither the applicants nor the Success Charter Network (SCN) are interested in an “us” and “them” mentality between public charter schools and traditional zone schools. SCN and the applicants are deeply dedicated to ensuring an exceptional education for all children and welcome partnerships and the sharing of best practices. At all of SCN’s co-located schools to date, the Success Academy has had joint activities and inter-visitations with co-located staff. Each partnership is unique, depending on the specific circumstances of the schools involved and their unique school cultures. In one school, there was an excellent dance program whereas another had a particular wealth of special education expertise from which there was tremendous benefit. Because the final location of the proposed school has yet to be determined, the type of partnership that will form is, as yet, unclear. What is clear is that as a new school, the applicants are eager to learn from others and confident that the SCN school design has something to offer to even the most seasoned educators.

The vast majority of SCN schools enjoy strong relationships with the co-located school or schools. The Success Academies have consistently brought resources to the building that SCN and the school leaders use to renovate facilities in a mutually beneficial way. Whether it is ensuring that physically handicapped children have accessible lunch tables or that all the children in a school site have access to a safe and modern playground, SCN schools come to their buildings with a perspective of improving the school community—zone, charter, and District 75 alike. SCN schools and co-located zone schools have co-existed remarkably harmoniously and the applicants expect this to be the case in this proposed school’s location. Educators tend to be deeply committed to children and the children’s futures, allowing them to focus on the important business of teaching and learning above all else.



## Charter Schools Institute

*The State University of New York*

### General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

\* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

### Charter Funding By NYS School District

\* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100 ALBANY	11,149	11,712	11,712	14,072
2	10201 BERNE KNOX	10,653	10,814	10,814	13,371
3	10306 BETHELHEM	10,050	12,653	12,653	12,513
4	10402 RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500 COHOES	10,516	11,070	11,070	11,791
6	10601 SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605 NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615 MENANDS	16,576	16,582	16,582	15,870
9	10622 MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623 NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701 GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802 GULDERLAND	10,011	10,712	10,712	11,356
13	11003 VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200 WATERVLIET	8,850	9,070	9,070	9,404
15	20101 ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601 ANDOVER	10,738	11,107	11,107	12,353
17	20702 GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801 BELFAST	8,535	10,153	10,153	11,619
19	21102 CANASERAGA	10,752	11,354	11,354	12,329
20	21601 FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001 FILLMORE	7,539	8,668	8,668	9,156
22	22101 WHITESVILLE	9,180	10,241	10,241	10,904
23	22302 CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401 SCIO	10,157	12,133	12,133	11,968
25	22601 WELLSVILLE	9,976	11,455	11,455	11,681
26	22902 BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101 CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200 BINGHAMTON	8,896	9,820	9,820	10,244
29	30501 HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601 SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701 CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101 MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301 DEPOSIT	11,710	14,020	14,020	14,304
34	31401 WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501 UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502 JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601 VESTAL	10,513	11,413	11,413	12,166
38	31701 WINDSOR	9,118	9,813	9,813	10,115
39	40204 WEST VALLEY	12,044	13,408	13,408	13,623
40	40302 ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901 ELLICOTTVILLE	10,443	10,206	10,206	11,491
42	41101 FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401 HINSDALE	10,311	10,640	10,640	9,952
44	42302 CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400 OLEAN	9,145	9,933	9,933	10,976
46	42801 GOWANDA	9,677	10,020	10,020	11,326
47	42901 PORTVILLE	9,153	9,726	9,726	10,058
48	43001 RANDOLPH	8,957	9,806	9,806	10,720
49	43200 SALAMANCA	9,448	11,211	11,211	11,582
50	43501 YORKSHRE-PIONE	10,533	10,566	10,566	11,406

### Charter Funding By NYS School District

\* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	AUBURN	8,945	9,959	9,959	10,495
52	WEEDSPORT	9,113	10,421	10,421	11,820
53	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	PORT BYRON	9,418	10,138	10,138	10,865
56	MORAVIA	9,540	9,940	9,940	10,202
57	UNION SPRINGS	9,910	11,969	11,969	12,059
58	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	FREWSBURG	8,436	8,965	8,965	10,206
60	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	PINE VALLEY	10,085	11,072	11,072	11,589
63	CLYMER	10,139	13,768	13,768	14,425
64	DUNKIRK	11,682	12,054	12,054	12,985
65	BEMUS POINT	9,766	10,726	10,726	11,810
66	FALCONER	8,141	8,694	8,694	9,522
67	SILVER CREEK	9,574	10,079	10,079	11,223
68	FORESTVILLE	9,323	10,133	10,133	10,484
69	PANAMA	10,287	10,861	10,861	11,826
70	JAMESTOWN	8,983	10,157	10,157	10,164
71	FREDONIA	10,159	11,242	11,242	12,037
72	BROCTON	11,771	12,774	12,774	12,437
73	RIPLEY	12,402	13,456	13,456	15,941
74	SHERMAN	9,446	10,611	10,611	10,196
75	WESTFIELD	9,929	10,983	10,983	11,891
76	ELMIRA	8,624	9,965	9,965	11,012
77	HORSEHEADS	8,862	9,466	9,466	10,196
78	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	AFTON	10,510	11,717	11,717	13,800
80	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	GREENE	8,394	9,598	9,598	10,565
82	UNADILLA	9,879	10,725	10,725	11,393
83	NORWICH	8,503	9,089	9,089	9,956
84	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	OXFORD	10,495	11,678	11,678	11,858
86	SHERBURN EARL	8,687	9,264	9,264	10,707
87	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	NORTHEASTERN	9,382	9,825	9,825	11,543
90	CHAZY	9,891	10,616	10,616	11,716
91	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	PERU	9,860	11,126	11,126	11,849
93	PLATTSBURGH	11,637	12,526	12,526	13,607
94	SARANAC	8,832	9,535	9,535	11,333
95	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	GERMANTOWN	12,486	12,770	12,770	14,614
97	CHATHAM	11,215	12,277	12,277	12,977
98	HUDSON	10,975	11,982	11,982	13,401
99	KINDERHOOK	9,256	10,114	10,114	11,239
100	NEW LEBANON	13,101	13,441	13,441	15,792

### Charter Funding By NYS School District

\* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101 CINCINNATUS	11,091	12,195	12,195	12,691
102	110200 CORTLAND	9,347	9,778	9,778	10,142
103	110304 MCGRAW	10,128	11,222	11,222	11,248
104	110701 HOMER	9,289	10,182	10,182	11,092
105	110901 MARATHON	8,493	7,853	7,853	11,911
106	120102 ANDES	14,329	15,445	15,445	21,107
107	120301 DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401 CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501 DELHI	11,428	12,859	12,859	13,930
110	120701 FRANKLIN	11,937	12,786	12,786	13,106
111	120906 HANCOCK	12,248	13,854	13,854	14,267
112	121401 MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502 ROXBURY	14,123	15,068	15,068	16,963
114	121601 SIDNEY	9,571	11,217	11,217	11,628
115	121701 STAMFORD	9,430	11,560	11,560	13,915
116	121702 S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901 WALTON	9,575	9,739	9,739	10,718
118	130200 BEACON	9,227	9,650	9,650	11,093
119	130502 DOVER	10,011	10,589	10,589	11,245
120	130801 HYDE PARK	10,162	10,965	10,965	12,052
121	131101 NORTHEAST	12,969	15,151	15,151	15,342
122	131201 PAWLING	13,989	14,556	14,556	15,571
123	131301 PINE PLAINS	11,399	12,380	12,380	14,565
124	131500 POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601 ARLINGTON	9,976	10,651	10,651	11,469
126	131602 SPACKENKILL	13,604	14,417	14,417	16,018
127	131701 RED HOOK	10,871	12,091	12,091	13,202
128	131801 RHINEBECK	13,604	14,204	14,204	16,681
129	132101 WAPPINGERS	9,186	10,055	10,055	10,887
130	132201 MILLBROOK	10,071	11,769	11,769	12,902
131	140101 ALDEN	9,267	9,737	9,737	9,862
132	140201 AMHERST	10,520	10,138	10,138	10,721
133	140203 WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207 SWEET HOME	10,161	10,961	10,961	11,954
135	140301 EAST AURORA	12,436	9,978	9,978	10,210
136	140600 BUFFALO	9,567	10,429	10,429	12,005
137	140701 CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702 MARYVALE	9,452	10,025	10,025	10,433
139	140703 CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707 DEPEW	9,719	10,741	10,741	10,409
141	140709 SLOAN	10,003	10,860	10,860	11,946
142	140801 CLARENCE	8,107	8,747	8,747	9,001
143	141101 SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201 EDEN	8,277	8,752	8,752	9,674
145	141301 IROQUOIS	8,376	9,111	9,111	9,751
146	141401 EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501 GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601 HAMBURG	9,216	9,519	9,519	9,716
149	141604 FRONTIER	7,657	8,271	8,271	8,759
150	141701 HOLLAND	9,150	9,966	9,966	11,032

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District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	141800 LACKAWANNA	10,172	10,833	10,833	11,964
152	141901 LANCASTER	7,284	7,973	7,973	8,449
153	142101 AKRON	9,157	9,760	9,760	10,134
154	142201 NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301 ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500 TONAWANDA	9,165	9,779	9,779	10,051
157	142601 KENMORE	10,087	10,412	10,412	9,477
158	142801 WEST SENECA	8,555	8,948	8,948	10,179
159	150203 CROWN POINT	12,283	14,203	14,203	15,649
160	150301 ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601 KEENE	18,960	18,529	18,529	19,701
162	150801 MINERVA	25,811	27,490	27,490	25,637
163	150901 MORIAH	10,413	10,922	10,922	11,855
164	151001 NEWCOMB	39,125	51,675	51,675	43,580
165	151102 LAKE PLACID	11,911	13,620	13,620	14,929
166	151401 SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501 TICONDEROGA	11,278	13,258	13,258	13,455
168	151601 WESTPORT	12,345	11,244	11,244	13,649
169	151701 WILLSBORO	12,153	13,461	13,461	15,355
170	160101 TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801 CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201 SALMON RIVER	12,370	11,610	11,610	13,576
173	161401 SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501 MALONE	9,922	10,134	10,134	10,520
175	161601 BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801 ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301 WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500 GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600 JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801 MAYFIELD	8,067	8,827	8,827	10,112
181	170901 NORTHVILLE	10,754	12,396	12,396	13,440
182	171001 OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102 BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202 ALEXANDER	9,501	10,005	10,005	11,325
185	180300 BATAVIA	11,169	12,503	12,503	12,293
186	180701 BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901 ELBA	10,056	10,830	10,830	11,423
188	181001 LE ROY	8,741	9,837	9,837	10,757
189	181101 OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201 PAVILION	9,698	10,273	10,273	10,682
191	181302 PEMBROKE	9,205	9,919	9,919	11,828
192	190301 CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401 CATSKILL	10,226	11,424	11,424	14,130
194	190501 COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701 GREENVILLE	10,371	11,269	11,269	13,454
196	190901 HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401 WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101 PISECO	22,241	26,736	26,736	N/A
199	200401 INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501 INLET	22,241	26,736	26,736	N/A

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<b>District Code</b>	<b>School District Name</b>	<b>Final 2007-08 Basic Tuition</b>	<b>Final 2008-09 Basic Tuition</b>	<b>Final 2009-10 Basic Tuition</b>	<b>Preliminary 2010-11 Basic Tuition</b>
201	200601 LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701 LONG LAKE	36,121	37,270	37,270	42,198
203	200901 WELLS	19,282	18,500	18,500	21,823
204	210302 WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402 FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501 ILION	7,829	8,025	8,025	8,450
207	210502 MOHAWK	8,656	9,642	9,642	10,758
208	210601 HERKIMER	8,531	9,185	9,185	9,525
209	210800 LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003 DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103 POLAND	10,141	10,558	10,558	11,690
212	211701 VAN HORNNSVILLE	12,184	12,211	12,211	11,991
213	211901 TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001 MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101 S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202 ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301 INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401 GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701 THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909 BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001 SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301 LYME	9,864	10,382	10,382	13,021
223	221401 LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000 WATERTOWN	7,344	7,934	7,934	8,985
225	222201 CARTHAGE	8,303	8,911	8,911	8,557
226	230201 COPENHAGEN	8,600	9,038	9,038	9,935
227	230301 HARRISVILLE	11,192	11,794	11,794	12,372
228	230901 LOWVILLE	7,979	8,403	8,403	9,602
229	231101 SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301 BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101 AVON	9,000	10,726	10,726	10,465
232	240201 CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401 GENESEO	10,353	10,819	10,819	12,257
234	240801 LIVONIA	9,786	10,725	10,725	11,356
235	240901 MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001 DANSVILLE	9,132	9,525	9,525	10,313
237	241101 DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701 YORK	8,824	9,863	9,863	10,694
239	250109 BROOKFIELD	9,758	11,515	11,515	11,171
240	250201 CAZENOVIA	9,208	9,996	9,996	10,613
241	250301 DE RUYTER	9,206	12,001	12,001	13,049
242	250401 MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701 HAMILTON	9,678	12,465	12,465	12,897
244	250901 CANASTOTA	8,830	9,135	9,135	9,837
245	251101 MADISON	10,163	10,976	10,976	10,079
246	251400 ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501 STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601 CHITTENANGO	9,074	10,080	10,080	10,983
249	260101 BRIGHTON	11,048	12,025	12,025	12,448
250	260401 GATES CHILI	10,332	11,150	11,150	12,359

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251	260501 GREECE	9,658	10,422	10,422	11,252
252	260801 E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803 W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901 HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001 SPENCERPORT	9,781	10,259	10,259	10,533
256	261101 HILTON	9,263	10,019	10,019	10,202
257	261201 PENFIELD	11,459	12,155	12,155	12,346
258	261301 FAIRPORT	9,679	10,220	10,220	10,647
259	261313 EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401 PITTSFORD	11,870	12,644	12,644	12,722
261	261501 CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600 ROCHESTER	10,070	10,868	10,868	12,426
263	261701 RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801 BROCKPORT	9,705	10,222	10,222	10,745
265	261901 WEBSTER	10,136	10,427	10,427	10,872
266	262001 WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100 AMSTERDAM	8,584	8,887	8,887	9,443
268	270301 CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601 FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701 FORT PLAIN	10,060	10,723	10,723	12,840
271	271102 ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100 GLEN COVE	17,094	17,909	17,909	18,368
273	280201 HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202 UNIONDALE	16,518	18,310	18,310	19,864
275	280203 EAST MEADOW	13,319	15,631	15,631	15,722
276	280204 NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205 LEVITTOWN	14,880	15,793	15,793	17,280
278	280206 SEAFORD	13,451	14,547	14,547	15,660
279	280207 BELLMORE	15,949	17,562	17,562	19,638
280	280208 ROOSEVELT	16,475	16,845	16,845	16,939
281	280209 FREEPORT	14,026	14,902	14,902	15,703
282	280210 BALDWIN	14,024	15,336	15,336	15,658
283	280211 OCEANSIDE	13,675	15,026	15,026	16,067
284	280212 MALVERNE	16,465	16,487	16,487	19,705
285	280213 V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214 HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215 LAWRENCE	18,845	20,562	20,562	23,002
288	280216 ELMONT	12,189	13,210	13,210	14,397
289	280217 FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218 GARDEN CITY	15,014	16,464	16,464	17,620
291	280219 EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220 LYNBROOK	15,340	16,514	16,514	17,680
293	280221 ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222 FLORAL PARK	12,106	12,852	12,852	14,937
295	280223 WANTAGH	12,237	13,441	13,441	13,593
296	280224 V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225 MERRICK	14,803	16,693	16,693	17,936
298	280226 ISLAND TREES	12,982	14,337	14,337	15,505
299	280227 WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229 NORTH MERRICK	15,668	16,678	16,678	17,825

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301	280230 VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231 ISLAND PARK	22,245	27,655	27,655	27,985
303	280251 VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252 SEWANHAKA	10,781	12,243	12,243	12,522
305	280253 BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300 LONG BEACH	17,016	19,842	19,842	22,042
307	280401 WESTBURY	15,640	17,435	17,435	18,224
308	280402 EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403 ROSLYN	18,741	20,081	20,081	20,898
310	280404 PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405 NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406 MANHASSET	18,864	20,254	20,254	21,235
313	280407 GREAT NECK	20,853	21,183	21,183	22,466
314	280409 HERRICKS	14,999	16,522	16,522	17,029
315	280410 MINEOLA	21,204	22,566	22,566	23,709
316	280411 CARLE PLACE	18,940	19,902	19,902	20,187
317	280501 NORTH SHORE	18,005	20,288	20,288	23,323
318	280502 SYOSSET	17,670	19,526	19,526	20,242
319	280503 LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504 PLAINVIEW	15,891	16,964	16,964	17,945
321	280506 OYSTER BAY	19,270	22,633	22,633	22,533
322	280515 JERICHO	19,561	22,601	22,601	23,911
323	280517 HICKSVILLE	12,923	14,580	14,580	14,942
324	280518 PLAINEDGE	12,076	13,977	13,977	15,701
325	280521 BETHPAGE	15,652	17,066	17,066	17,350
326	280522 FARMINGDALE	14,725	15,641	15,641	16,831
327	280523 MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000 NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301 LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400 LOCKPORT	9,198	10,220	10,220	9,912
331	400601 NEWFANE	8,779	9,476	9,476	10,086
332	400701 NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800 NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900 N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001 STARPOINT	8,219	9,058	9,058	9,789
336	401201 ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301 BARKER	12,412	13,293	13,293	12,895
338	401501 WILSON	9,136	10,584	10,584	10,386
339	410401 ADIRONDACK	9,936	10,915	10,915	11,668
340	410601 CAMDEN	8,250	9,386	9,386	10,655
341	411101 CLINTON	11,125	11,072	11,072	11,529
342	411501 NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504 NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603 SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701 REMSEN	11,110	13,154	13,154	14,790
346	411800 ROME	9,456	10,778	10,778	11,413
347	411902 WATERVILLE	9,725	10,734	10,734	10,900
348	412000 SHERRILL	9,105	9,667	9,667	9,651
349	412201 HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300 UTICA	7,860	8,441	8,441	9,280

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351	412801 WESTMORELAND	10,095	11,188	11,188	11,938
352	412901 ORISKANY	9,696	10,625	10,625	10,992
353	412902 WHITESBORO	9,275	9,505	9,505	9,886
354	420101 WEST GENESEE	9,079	9,820	9,820	10,199
355	420303 NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401 E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411 JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501 JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601 FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701 WESTHILL	9,708	10,372	10,372	10,634
361	420702 SOLVAY	9,801	10,721	10,721	11,760
362	420807 LA FAYETTE	14,681	15,526	15,526	15,766
363	420901 BALDWINSVILLE	9,529	10,185	10,185	10,724
364	421001 FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101 MARCELLUS	8,562	8,871	8,871	9,775
366	421201 ONONDAGA	10,106	10,459	10,459	12,132
367	421501 LIVERPOOL	10,715	11,946	11,946	12,529
368	421504 LYNCOURT	11,989	13,521	13,521	15,497
369	421601 SKANEATELES	11,552	12,010	12,010	12,337
370	421800 SYRACUSE	8,884	10,362	10,362	11,933
371	421902 TULLY	8,785	9,585	9,585	10,036
372	430300 CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501 EAST BLOOMFIELD	9,687	10,213	10,213	11,116
374	430700 GENEVA	9,208	10,458	10,458	12,688
375	430901 GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101 MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201 NAPLES	11,957	13,488	13,488	13,183
378	431301 PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401 HONEOYE	9,786	10,487	10,487	12,141
380	431701 VICTOR	8,790	9,618	9,618	9,518
381	440102 WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201 CHESTER	12,179	12,532	12,532	13,170
383	440301 CORNWALL	10,775	11,413	11,413	11,262
384	440401 PINE BUSH	9,606	10,576	10,576	11,570
385	440601 GOSHEN	11,566	12,560	12,560	12,773
386	440901 HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000 MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101 MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201 MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202 KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301 VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600 NEWBURGH	11,407	12,738	12,738	14,796
393	441800 PORT JERVIS	10,910	11,776	11,776	11,904
394	441903 TUXEDO	16,710	18,323	18,323	17,470
395	442101 WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111 GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115 FLORIDA	11,858	13,088	13,088	14,001
398	450101 ALBION	8,014	8,887	8,887	10,580
399	450607 KENDALL	9,526	9,917	9,917	12,590
400	450704 HOLLEY	6,999	9,844	9,844	10,275

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401	450801 MEDINA	9,550	10,525	10,525	10,826
402	451001 LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102 ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500 FULTON	9,852	10,413	10,413	11,616
405	460701 HANNIBAL	8,070	9,278	9,278	10,178
406	460801 CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901 MEXICO	9,693	10,521	10,521	11,702
408	461300 OSWEGO	10,684	12,105	12,105	12,263
409	461801 PULASKI	8,770	10,270	10,270	11,580
410	461901 SANDY CREEK	10,230	10,747	10,747	12,911
411	462001 PHOENIX	10,791	11,107	11,107	12,226
412	470202 GLBTSVILLE-MT U	8,855	9,683	9,683	11,319
413	470501 EDMESTON	8,457	9,031	9,031	11,243
414	470801 LAURENS	9,163	10,185	10,185	10,634
415	470901 SCHENEVUS	10,974	11,100	11,100	12,566
416	471101 MILFORD	10,874	11,422	11,422	12,217
417	471201 MORRIS	9,165	9,185	9,185	10,436
418	471400 ONEONTA	10,060	10,915	10,915	11,790
419	471601 OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701 COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001 RICHFIELD SPR	9,317	10,271	10,271	10,916
422	472202 CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506 WORCESTER	10,398	10,422	10,422	12,352
424	480101 MAHOPAC	12,057	13,264	13,264	13,924
425	480102 CARMEL	14,319	14,865	14,865	15,409
426	480401 HALDANE	14,121	14,783	14,783	16,483
427	480404 GARRISON	18,482	20,327	20,327	21,676
428	480503 PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601 BREWSTER	14,336	15,649	15,649	16,808
430	490101 BERLIN	10,974	12,019	12,019	12,890
431	490202 BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301 EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501 HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601 LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801 NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804 WYNANTSkill	9,237	10,613	10,613	11,243
437	491200 RENSSELAER	10,247	10,996	10,996	8,883
438	491302 AVERILL PARK	8,683	9,363	9,363	10,036
439	491401 HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501 SCHODACK	10,509	11,674	11,674	12,169
441	491700 TROY	11,481	13,360	13,360	15,986
442	500101 CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108 NANUET	16,675	17,763	17,763	18,531
444	500201 HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301 S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304 NYACK	16,020	17,016	17,016	18,240
447	500308 PEARL RIVER	13,277	14,413	14,413	14,854
448	500401 RAMAPO	15,993	17,571	17,571	16,919
449	500402 EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101 BRASHER FALLS	8,633	9,507	9,507	10,172

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District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
451	CANTON	10,471	11,114	11,114	11,252
452	CLIFTON FINE	16,641	18,407	18,407	17,107
453	COLTON PIERREP	14,920	16,949	16,949	18,381
454	GOUVERNEUR	9,083	8,945	8,945	10,255
455	HAMMOND	9,281	11,478	11,478	12,727
456	HERMON DEKALB	12,838	13,114	13,114	12,646
457	LISBON	11,326	11,867	11,867	12,322
458	MADRID WADDING	10,391	10,883	10,883	10,491
459	MASSENA	8,332	9,131	9,131	10,197
460	MORRISTOWN	11,107	13,150	13,150	13,655
461	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	OGDENSBURG	11,998	13,053	13,053	13,953
463	HEUVELTON	9,954	11,007	11,007	10,704
464	PARISHVILLE	9,498	9,890	9,890	10,609
465	POTSDAM	9,979	10,840	10,840	11,390
466	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	BURNT HILLS	9,994	10,562	10,562	10,168
468	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	CORINTH	9,791	10,020	10,020	10,919
470	EDINBURG	21,157	28,077	28,077	20,896
471	GALWAY	8,609	9,042	9,042	10,157
472	MECHANICVILLE	9,092	9,597	9,597	10,377
473	BALLSTON SPA	10,154	11,233	11,233	11,797
474	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	STILLWATER	8,313	8,971	8,971	9,269
478	WATERFORD	10,199	12,183	12,183	12,844
479	DUANESBURG	8,433	9,259	9,259	9,234
480	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	NISKAYUNA	10,411	11,408	11,408	11,790
482	SCHALMONT	11,630	12,830	12,830	13,862
483	MOHONASEN	7,865	8,047	8,047	8,989
484	SCHENECTADY	9,590	10,272	10,272	12,014
485	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	JEFFERSON	11,383	11,905	11,905	12,445
487	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	SCHOHARIE	9,913	10,626	10,626	12,138
490	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	WATKINS GLEN	9,323	9,562	9,562	10,489
493	SOUTH SENECA	11,031	12,642	12,642	13,574
494	ROMULUS	11,185	11,830	11,830	14,567
495	SENECA FALLS	9,687	10,676	10,676	11,016
496	WATERLOO CENT	8,549	9,295	9,295	10,263
497	ADDISON	10,537	10,215	10,215	11,263
498	AVOCA	9,594	11,471	11,471	13,201
499	BATH	8,726	9,370	9,370	9,780
500	BRADFORD	11,995	12,185	12,185	13,266

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501	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	CORNING	9,407	10,255	10,255	10,637
503	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	HORNELL	9,927	10,088	10,088	9,858
505	ARKPORT	8,402	8,587	8,587	9,666
506	PRATTSBURG	9,697	9,983	9,983	10,626
507	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	WAYLAND-COHOCOT	9,018	9,611	9,611	10,796
510	BABYLON	15,378	17,161	17,161	16,928
511	WEST BABYLON	12,571	13,840	13,840	14,848
512	NORTH BABYLON	11,963	13,353	13,353	14,290
513	LINDENHURST	12,446	13,409	13,409	14,253
514	COPIAQUE	11,518	13,079	13,079	15,369
515	AMITYVILLE	14,006	16,765	16,765	17,777
516	DEER PARK	14,629	15,380	15,380	15,685
517	WYANDANCH	14,812	15,791	15,791	16,666
518	THREE VILLAGE	13,098	14,277	14,277	15,887
519	COMSEWOOGUE	12,332	12,594	12,594	13,498
520	SACHEM	12,482	13,313	13,313	13,251
521	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	MOUNT SINAI	13,761	14,326	14,326	14,841
523	MILLER PLACE	13,114	14,009	14,009	12,922
524	ROCKY POINT	11,446	12,271	12,271	12,823
525	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	LONGWOOD	12,113	13,845	13,845	14,380
527	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	CENTER MORICHE	13,957	14,851	14,851	14,847
530	EAST MORICHES	15,728	15,102	15,102	17,372
531	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	EAST HAMPTON	18,628	21,330	21,330	23,725
533	WAINGSCOTT	13,289	19,419	19,419	N/A
534	AMAGANSETT	59,305	45,754	45,754	57,648
535	SPRINGS	16,860	19,627	19,627	21,775
536	SAG HARBOR	20,395	23,814	23,814	24,716
537	MONTAUK	21,131	23,842	23,842	31,259
538	ELWOOD	13,740	14,427	14,427	14,485
539	COLD SPRING HA	18,574	20,529	20,529	20,586
540	HUNTINGTON	16,331	16,922	16,922	17,512
541	NORTHPORT	15,387	16,459	16,459	18,014
542	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	HARBORFIELDS	11,957	13,134	13,134	13,773
544	COMMACK	13,120	14,858	14,858	15,572
545	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	BAY SHORE	13,930	15,048	15,048	15,355
547	ISLIP	11,813	12,916	12,916	14,285
548	EAST ISLIP	12,245	13,735	13,735	14,659
549	SAYVILLE	12,579	15,751	15,751	16,460
550	BAYPORT BLUE P	15,691	17,035	17,035	17,566

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551	580506 HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507 CONNETQUOT	13,359	14,373	14,373	15,947
553	580509 WEST ISLIP	11,756	12,679	12,679	13,799
554	580512 BRENTWOOD	11,583	12,950	12,950	13,488
555	580513 CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514 FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601 SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602 RIVERHEAD	13,909	15,743	15,743	16,076
559	580701 SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801 SMITHTOWN	12,667	13,272	13,272	13,969
561	580805 KINGS PARK	12,556	13,065	13,065	13,928
562	580901 REMSENBURG	28,044	29,102	29,102	36,414
563	580902 WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903 QUOGUE	34,967	38,866	38,866	46,916
565	580905 HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906 SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909 BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910 SAGAPONACK	13,289	19,419	19,419	N/A
569	580912 EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913 TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917 EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002 OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004 FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005 SOUTHOLD	14,515	15,431	15,431	17,390
575	581010 GREENPORT	14,041	14,945	14,945	16,696
576	581012 MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015 NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501 FALLSBURGH	15,248	16,265	16,265	19,402
579	590801 ELDRED	11,596	13,588	13,588	13,570
580	590901 LIBERTY	13,524	15,551	15,551	17,552
581	591201 TRI VALLEY	15,653	16,260	16,260	18,324
582	591301 ROSCOE	15,149	17,289	17,289	17,826
583	591302 LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401 MONTICELLO	11,687	12,084	12,084	14,106
585	591502 SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101 WAVERLY	8,126	8,476	8,476	9,059
587	600301 CANDOR	9,861	10,252	10,252	11,287
588	600402 NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601 OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801 SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903 TIoga	7,712	8,451	8,451	9,445
592	610301 DRYDEN	9,582	10,200	10,200	11,011
593	610501 GROTON	8,899	9,486	9,486	10,405
594	610600 ITHACA	11,162	12,113	12,113	12,670
595	610801 LANSING	11,773	12,850	12,850	10,855
596	610901 NEWFIELD	8,554	8,923	8,923	9,830
597	611001 TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600 KINGSTON	12,176	12,731	12,731	14,461
599	620803 HIGHLAND	10,690	11,914	11,914	12,457
600	620901 RONDOUT VALLEY	14,241	15,569	15,569	17,586

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601	MARLBORO	13,729	14,591	14,591	15,483
602	NEW PALTZ	11,835	12,290	12,290	13,284
603	ONTEORA	14,239	15,687	15,687	18,571
604	SAUGERTIES	10,068	11,303	11,303	11,825
605	WALLKILL	9,807	10,532	10,532	10,997
606	ELLENVILLE	14,662	15,427	15,427	15,150
607	BOLTON	16,201	18,295	18,295	20,535
608	NORTH WARREN	13,343	15,288	15,288	15,458
609	GLENS FALLS	10,178	10,923	10,923	11,469
610	JOHNSBURG	14,807	16,769	16,769	18,339
611	LAKE GEORGE	11,546	12,636	12,636	12,521
612	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	QUEENSBURY	8,374	8,801	8,801	9,538
614	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	WARRENSBURG	12,837	14,290	14,290	14,836
616	ARGYLE	8,772	10,694	10,694	11,402
617	FORT ANN	11,691	13,187	13,187	13,847
618	FORT EDWARD	10,554	11,926	11,926	11,493
619	GRANVILLE	8,841	10,678	10,678	10,360
620	GREENWICH	10,146	11,995	11,995	12,131
621	HARTFORD	9,645	11,389	11,389	12,205
622	HUDSON FALLS	8,780	9,322	9,322	10,021
623	PUTNAM	20,620	23,086	23,086	23,966
624	SALEM	9,675	11,650	11,650	13,082
625	CAMBRIDGE	9,689	10,634	10,634	12,350
626	WHITEHALL	10,230	10,832	10,832	12,236
627	NEWARK	9,666	9,934	9,934	11,100
628	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	LYONS	9,098	9,951	9,951	10,690
630	MARION	9,951	10,933	10,933	11,418
631	WAYNE	9,957	10,781	10,781	11,034
632	PALMYRA-MACEZO	10,011	10,787	10,787	10,506
633	GANANDA	8,713	9,476	9,476	9,757
634	SODUS	11,350	12,258	12,258	12,623
635	WILLIAMSON	9,984	11,381	11,381	12,113
636	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	RED CREEK	8,978	9,664	9,664	10,909
638	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	BEDFORD	18,038	19,852	19,852	20,556
640	CROTON HARMON	15,181	15,550	15,550	15,733
641	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	EASTCHESTER	16,813	17,035	17,035	17,827
643	TUCKAHOE	17,306	18,600	18,600	20,009
644	BRONXVILLE	18,961	21,219	21,219	22,099
645	TARRYTOWN	14,846	16,455	16,455	16,449
646	IRVINGTON	16,493	18,320	18,320	20,150
647	DOBBS FERRY	16,909	18,231	18,231	18,927
648	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	ARDSLEY	15,063	17,638	17,638	20,471
650	EDGEMONT	15,844	16,226	16,226	17,819

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651	660407 GREENBURGH	20,815	20,451	20,451	22,343
652	660409 ELMSFORD	19,616	21,033	21,033	22,211
653	660501 HARRISON	19,289	20,737	20,737	23,457
654	660701 MAMARONECK	17,674	16,404	16,404	18,416
655	660801 MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802 POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805 VALHALLA	18,472	19,877	19,877	20,983
658	660809 PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900 MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004 CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100 NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201 BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301 NORTH SALEM	19,212	20,267	20,267	20,273
664	661401 OSSINING	15,525	16,981	16,981	18,293
665	661402 BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500 PEEKSKILL	15,279	16,068	16,068	16,431
667	661601 PELHAM	14,768	15,317	15,317	16,187
668	661800 RYE	19,091	18,846	18,846	18,927
669	661901 RYE NECK	16,189	18,168	18,168	18,340
670	661904 PORT CHESTER	11,600	12,674	12,674	13,413
671	661905 BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001 SCARSDALE	19,135	20,819	20,819	22,148
673	662101 SOMERS	14,552	15,818	15,818	16,825
674	662200 WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300 YONKERS	12,015	12,006	12,006	14,520
676	662401 LAKELAND	13,540	14,318	14,318	14,999
677	662402 YORKTOWN	13,595	14,859	14,859	16,743
678	670201 ATTICA	9,266	9,393	9,393	9,552
679	670401 LETCHWORTH	10,838	10,945	10,945	11,337
680	671002 WYOMING	11,116	14,555	14,555	15,376
681	671201 PERRY	9,832	10,672	10,672	11,041
682	671501 WARSAW	10,242	12,111	12,111	11,643
683	680601 PENN YAN	9,317	10,287	10,287	11,554
684	680801 DUNDEE	8,023	9,390	9,390	9,998

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1 10100	ALBANY	11,149	11,712	11,712	14,072
2 570101	ADDISON	10,537	10,215	10,215	11,263
3 410401	ADIRONDACK	9,936	10,915	10,915	11,668
4 80101	AFTON	10,510	11,717	11,717	13,800
5 142101	AKRON	9,157	9,760	9,760	10,134
6 450101	ALBION	8,014	8,887	8,887	10,580
7 140101	ALDEN	9,267	9,737	9,737	9,862
8 180202	ALEXANDER	9,501	10,005	10,005	11,325
9 220202	ALEXANDRIA	9,983	10,338	10,338	12,100
10 20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
11 40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12 460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
13 580303	AMAGANSETT	59,305	45,754	45,754	57,648
14 140201	AMHERST	10,520	10,138	10,138	10,721
15 580106	AMITYVILLE	14,006	16,765	16,765	17,777
16 270100	AMSTERDAM	8,584	8,887	8,887	9,443
17 120102	ANDES	14,329	15,445	15,445	21,107
18 20601	ANDOVER	10,738	11,107	11,107	12,353
19 660405	ARDSLEY	15,063	17,638	17,638	20,471
20 640101	ARGYLE	8,772	10,694	10,694	11,402
21 571901	ARKPORT	8,402	8,587	8,587	9,666
22 131601	ARLINGTON	9,976	10,651	10,651	11,469
23 670201	ATTICA	9,266	9,393	9,393	9,552
24 50100	AUBURN	8,945	9,959	9,959	10,495
25 90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
26 491302	AVERILL PARK	8,683	9,363	9,363	10,036
27 570201	AVOCA	9,594	11,471	11,471	13,201
28 240101	AVON	9,000	10,726	10,726	10,465
29 580101	BABYLON	15,378	17,161	17,161	16,928
30 80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31 280210	BALDWIN	14,024	15,336	15,336	15,658
32 420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
33 521301	BALLSTON SPA	10,154	11,233	11,233	11,797
34 401301	BARKER	12,412	13,293	13,293	12,895
35 180300	BATAVIA	11,169	12,503	12,503	12,293
36 570302	BATH	8,726	9,370	9,370	9,780
37 580501	BAY SHORE	13,930	15,048	15,048	15,355
38 580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566
39 130200	BEACON	9,227	9,650	9,650	11,093
40 231301	BEAVER RIVER	9,035	10,065	10,065	9,873
41 660102	BEDFORD	18,038	19,852	19,852	20,556
42 90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
43 20801	BELFAST	8,535	10,153	10,153	11,619
44 220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45 280207	BELLMORE	15,949	17,562	17,562	19,638
46 280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
47 61001	BEMUS POINT	9,766	10,726	10,726	11,810
48 490101	BERLIN	10,974	12,019	12,019	12,890
49 10201	BERNE KNOX	10,653	10,814	10,814	13,371
50 10306	BETHLEHEM	10,050	12,653	12,653	12,513

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District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	BETHPAGE	15,652	17,066	17,066	17,350
52	BINGHAMTON	8,896	9,820	9,820	10,244
53	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	BOLTON	16,201	18,295	18,295	20,535
56	BRADFORD	11,995	12,185	12,185	13,266
57	BRASHER FALLS	8,633	9,507	9,507	10,172
58	BRENTWOOD	11,583	12,950	12,950	13,488
59	BREWSTER	14,336	15,649	15,649	16,808
60	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	BRIGHTON	11,048	12,025	12,025	12,448
63	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	BROCKPORT	9,705	10,222	10,222	10,745
65	BROCTON	11,771	12,774	12,774	12,437
66	BRONXVILLE	18,961	21,219	21,219	22,099
67	BROOKFIELD	9,758	11,515	11,515	11,171
68	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	BUFFALO	9,567	10,429	10,429	12,005
71	BURNT HILLS	9,994	10,562	10,562	10,168
72	BYRAM HILLS	19,270	19,805	19,805	20,054
73	BYRON BERGEN	8,763	10,098	10,098	11,339
74	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	CAMBRIDGE	9,689	10,634	10,634	12,350
77	CAMDEN	8,250	9,386	9,386	10,655
78	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	CANJOHARIE	11,364	10,533	10,533	10,768
80	CANANDAIGUA	9,461	10,181	10,181	10,828
81	CANASERAGA	10,752	11,354	11,354	12,329
82	CANASTOTA	8,830	9,135	9,135	9,837
83	CANDOR	9,861	10,252	10,252	11,287
84	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	CANTON	10,471	11,114	11,114	11,252
86	CARLE PLACE	18,940	19,902	19,902	20,187
87	CARMEL	14,319	14,865	14,865	15,409
88	CARTHAGE	8,303	8,911	8,911	8,557
89	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	CATSKILL	10,226	11,424	11,424	14,130
92	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	CAZENOVIA	9,208	9,996	9,996	10,613
94	CENTER MORICHE	13,957	14,851	14,851	14,847
95	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	CHAPPAQUA	17,176	18,326	18,326	19,041
98	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	CHATEAUGAY	8,508	9,502	9,502	10,879
100	CHATHAM	11,215	12,277	12,277	12,977

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101	60503 CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601 CHAZY	9,891	10,616	10,616	11,716
103	140701 CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101 CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701 CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202 CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201 CHESTER	12,179	12,532	12,532	13,170
108	251601 CHITTENANGO	9,074	10,080	10,080	10,983
109	261501 CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101 CINCINNATUS	11,091	12,195	12,195	12,691
111	140801 CLARENCE	8,107	8,747	8,747	9,001
112	500101 CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703 CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401 CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101 CLINTON	11,125	11,072	11,072	11,529
116	650301 CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701 CLYMER	10,139	13,768	13,768	14,425
118	541102 COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500 COHOES	10,516	11,070	11,070	11,791
120	580402 COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501 COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410 COMMACK	13,120	14,858	14,858	15,572
123	580203 COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507 CONNETQUOT	13,359	14,373	14,373	15,947
125	471701 COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501 COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201 COPENHAGEN	8,600	9,038	9,038	9,935
128	580105 COPIAGUE	11,518	13,079	13,079	15,369
129	520401 CORINTH	9,791	10,020	10,020	10,919
130	571000 CORNING	9,407	10,255	10,255	10,637
131	440301 CORNWALL	10,775	11,413	11,413	11,262
132	110200 CORTLAND	9,347	9,778	9,778	10,142
133	190501 COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202 CROTON HARMON	15,181	15,550	15,550	15,733
135	150203 CROWN POINT	12,283	14,203	14,203	15,649
136	22302 CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101 DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001 DANSVILLE	9,132	9,525	9,525	10,313
139	250301 DE RUYTER	9,206	12,001	12,001	13,049
140	580107 DEER PARK	14,629	15,380	15,380	15,685
141	120501 DELHI	11,428	12,859	12,859	13,930
142	140707 DEPEW	9,719	10,741	10,741	10,409
143	31301 DEPOSIT	11,710	14,020	14,020	14,304
144	660403 DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003 DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502 DOVER	10,011	10,589	10,589	11,245
147	120301 DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301 DRYDEN	9,582	10,200	10,200	11,011
149	530101 DUANCESBURG	8,433	9,259	9,259	9,234
150	680801 DUNDEE	8,023	9,390	9,390	9,998

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151	60800 DUNKIRK	11,682	12,054	12,054	12,985
152	420401 E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801 E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301 EAST AURORA	12,436	9,978	9,978	10,210
155	430501 EAST BLOOMFIELD	9,687	10,213	10,213	11,116
156	490301 EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301 EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503 EAST ISLIP	12,245	13,735	13,735	14,659
159	280203 EAST MEADOW	13,319	15,631	15,631	15,722
160	580234 EAST MORICHES	15,728	15,102	15,102	17,372
161	580917 EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402 EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313 EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219 EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402 EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301 EASTCHESTER	16,813	17,035	17,035	17,827
167	580912 EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201 EDEN	8,277	8,752	8,752	9,674
169	660406 EDGEWOOD	15,844	16,226	16,226	17,819
170	520601 EDINBURG	21,157	28,077	28,077	20,896
171	470501 EDMESTON	8,457	9,031	9,031	11,243
172	513102 EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901 ELBA	10,056	10,830	10,830	11,423
174	590801 ELDRED	11,596	13,588	13,588	13,570
175	150301 ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002 ELLENVILLE	14,662	15,427	15,427	15,150
177	40901 ELLICOTTVILLE	10,443	10,206	10,206	11,491
178	70600 ELMIRA	8,624	9,965	9,965	11,012
179	70902 ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216 ELMONT	12,189	13,210	13,210	14,397
181	660409 ELMSFORD	19,616	21,033	21,033	22,211
182	580401 ELWOOD	13,740	14,427	14,427	14,485
183	141401 EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601 FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301 FAIRPORT	9,679	10,220	10,220	10,647
186	61101 FALCONER	8,141	8,694	8,694	9,522
187	590501 FALLSBURGH	15,248	16,265	16,265	19,402
188	280522 FARMINGDALE	14,725	15,641	15,641	16,831
189	421001 FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001 FILMORE	7,539	8,668	8,668	9,156
191	580514 FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004 FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222 FLORAL PARK	12,106	12,852	12,852	14,937
194	442115 FLORIDA	11,858	13,088	13,088	14,001
195	270601 FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503 FORESTVILLE	9,323	10,133	10,133	10,484
197	640502 FORT ANN	11,691	13,187	13,187	13,847
198	640601 FORT EDWARD	10,554	11,926	11,926	11,493
199	270701 FORT PLAIN	10,060	10,723	10,723	12,840
200	210402 FRANKFORT-SCHU	9,127	9,084	9,084	9,210

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201	120701 FRANKLIN	11,937	12,786	12,786	13,106
202	280217 FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101 FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201 FREDONIA	10,159	11,242	11,242	12,037
205	280209 FREEPORT	14,026	14,902	14,902	15,703
206	60301 FREWSBURG	8,436	8,965	8,965	10,206
207	21601 FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604 FRONTIER	7,657	8,271	8,271	8,759
209	460500 FULTON	9,852	10,413	10,413	11,616
210	520701 GALWAY	8,609	9,042	9,042	10,157
211	650902 GANANDA	8,713	9,476	9,476	9,757
212	280218 GARDEN CITY	15,014	16,464	16,464	17,620
213	480404 GARRISON	18,482	20,327	20,327	21,676
214	260401 GATES CHILI	10,332	11,150	11,150	12,359
215	220401 GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702 GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401 GENESEO	10,353	10,819	10,819	12,257
218	430700 GENEVA	9,208	10,458	10,458	12,688
219	100902 GERMANTOWN	12,486	12,770	12,770	14,614
220	540801 GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202 GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
222	280100 GLEN COVE	17,094	17,909	17,909	18,368
223	630300 GLENS FALLS	10,178	10,923	10,923	11,469
224	630918 GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500 GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901 GORHAM-MIDDLE	10,734	11,367	11,367	11,875
227	440601 GOSHEN	11,566	12,560	12,560	12,773
228	511101 GOVERNEUR	9,083	8,945	8,945	10,255
229	42801 GOWANDA	9,677	10,020	10,020	11,326
230	141501 GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701 GRANVILLE	8,841	10,678	10,678	10,360
232	280407 GREAT NECK	20,853	21,183	21,183	22,466
233	260501 GREECE	9,658	10,422	10,422	11,252
234	10701 GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407 GREENBURGH	20,815	20,451	20,451	22,343
236	80601 GREENE	8,394	9,598	9,598	10,565
237	581010 GREENPORT	14,041	14,945	14,945	16,696
238	190701 GREENVILLE	10,371	11,269	11,269	13,454
239	640801 GREENWICH	10,146	11,995	11,995	12,131
240	442111 GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401 GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501 GROTON	8,899	9,486	9,486	10,405
243	10802 GILDERLAND	10,011	10,712	10,712	11,356
244	630801 HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401 HALDANE	14,121	14,783	14,783	16,483
246	580405 HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601 HAMBURG	9,216	9,519	9,519	9,716
248	250701 HAMILTON	9,678	12,465	12,465	12,897
249	511201 HAMMOND	9,281	11,478	11,478	12,727
250	572901 HAMMONDSPORT	13,020	14,515	14,515	14,766

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251	580905 HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906 HANCOCK	12,248	13,854	13,854	14,267
253	460701 HANNIBAL	8,070	9,278	9,278	10,178
254	580406 HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501 HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501 HARRISON	19,289	20,737	20,737	23,457
257	230301 HARRISVILLE	11,192	11,794	11,794	12,372
258	641001 HARTFORD	9,645	11,389	11,389	12,205
259	660404 HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506 HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201 HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201 HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203 HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601 HERKIMER	8,531	9,185	9,185	9,525
265	511301 HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409 HERRICKS	14,999	16,522	16,522	17,029
267	512404 HEUVELTON	9,954	11,007	11,007	10,704
268	280214 HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517 HICKSVILLE	12,923	14,580	14,580	14,942
270	620803 HIGHLAND	10,690	11,914	11,914	12,457
271	440901 HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101 HILTON	9,263	10,019	10,019	10,202
273	41401 HINSDALE	10,311	10,640	10,640	9,952
274	141701 HOLLAND	9,150	9,966	9,966	11,032
275	412201 HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704 HOLLEY	6,999	9,844	9,844	10,275
277	110701 HOMER	9,289	10,182	10,182	11,092
278	431401 HONEOYE	9,786	10,487	10,487	12,141
279	260901 HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401 HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501 HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800 HORNELL	9,927	10,088	10,088	9,858
283	70901 HORSEHEADS	8,862	9,466	9,466	10,196
284	101300 HUDSON	10,975	11,982	11,982	13,401
285	641301 HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901 HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403 HUNTINGTON	16,331	16,922	16,922	17,512
288	130801 HYDE PARK	10,162	10,965	10,965	12,052
289	210501 ILION	7,829	8,025	8,025	8,450
290	200401 INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301 INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501 INLET	22,241	26,736	26,736	N/A
293	141301 IROQUOIS	8,376	9,111	9,111	9,751
294	660402 IRVINGTON	16,493	18,320	18,320	20,150
295	280231 ISLAND PARK	22,245	27,655	27,655	27,985
296	280226 ISLAND TREES	12,982	14,337	14,337	15,505
297	580502 ISLIP	11,813	12,916	12,916	14,285
298	610600 ITHACA	11,162	12,113	12,113	12,670
299	61700 JAMESTOWN	8,983	10,157	10,157	10,164
300	420411 JAMESVILLE-DEW	10,494	10,805	10,805	10,944

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301	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	JEFFERSON	11,383	11,905	11,905	12,445
303	JERICHO	19,561	22,601	22,601	23,911
304	JOHNSBURG	14,807	16,769	16,769	18,339
305	JOHNSON CITY	10,865	11,182	11,182	12,050
306	JOHNSTOWN	8,923	9,818	9,818	10,408
307	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	KEENE	18,960	18,529	18,529	19,701
310	KENDALL	9,526	9,917	9,917	12,590
311	KENMORE	10,087	10,412	10,412	9,477
312	KINDERHOOK	9,256	10,114	10,114	11,239
313	KINGS PARK	12,556	13,065	13,065	13,928
314	KINGSTON	12,176	12,731	12,731	14,461
315	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	LA FAYETTE	14,681	15,526	15,526	15,766
318	LACKAWANNA	10,172	10,833	10,833	11,964
319	LAKE GEORGE	11,546	12,636	12,636	12,521
320	LAKE PLACID	11,911	13,620	13,620	14,929
321	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	LAKELAND	13,540	14,318	14,318	14,999
323	LANCASTER	7,284	7,973	7,973	8,449
324	LANSING	11,773	12,850	12,850	10,855
325	LANSINGBURGH	8,394	8,509	8,509	9,352
326	LAURENS	9,163	10,185	10,185	10,634
327	LAWRENCE	18,845	20,562	20,562	23,002
328	LE ROY	8,741	9,837	9,837	10,757
329	LETCHWORTH	10,838	10,945	10,945	11,337
330	LEVITTOWN	14,880	15,793	15,793	17,280
331	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	LIBERTY	13,524	15,551	15,551	17,552
333	LINDENHURST	12,446	13,409	13,409	14,253
334	LISBON	11,326	11,867	11,867	12,322
335	LITTLE FALLS	10,230	10,818	10,818	11,471
336	LIVERPOOL	10,715	11,946	11,946	12,529
337	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	LIVONIA	9,786	10,725	10,725	11,356
339	LOCKPORT	9,198	10,220	10,220	9,912
340	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	LONG BEACH	17,016	19,842	19,842	22,042
342	LONG LAKE	36,121	37,270	37,270	42,198
343	LONGWOOD	12,113	13,845	13,845	14,380
344	LOWVILLE	7,979	8,403	8,403	9,602
345	LYME	9,864	10,382	10,382	13,021
346	LYNBBROOK	15,340	16,514	16,514	17,680
347	LYNCOURT	11,989	13,521	13,521	15,497
348	LYNDONVILLE	8,962	9,930	9,930	10,519
349	LYONS	9,098	9,951	9,951	10,690
350	MADISON	10,163	10,976	10,976	10,079

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351	511901 MADRID WADDING	10,391	10,883	10,883	10,491
352	480101 MAHOPAC	12,057	13,264	13,264	13,924
353	31101 MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501 MALONE	9,922	10,134	10,134	10,520
355	280212 MALVERNE	16,465	16,487	16,487	19,705
356	660701 MAMARONECK	17,674	16,404	16,404	18,416
357	431101 MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406 MANHASSET	18,864	20,254	20,254	21,235
359	10622 MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901 MARATHON	8,493	7,853	7,853	11,911
361	421101 MARCELLUS	8,562	8,871	8,871	9,775
362	121401 MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701 MARION	9,951	10,933	10,933	11,418
364	621001 MARLBORO	13,729	14,591	14,591	15,483
365	140702 MARYVALE	9,452	10,025	10,025	10,433
366	280523 MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001 MASSENA	8,332	9,131	9,131	10,197
368	581012 MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801 MAYFIELD	8,067	8,827	8,827	10,112
370	110304 MCGRAW	10,128	11,222	11,222	11,248
371	521200 MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801 MEDINA	9,550	10,525	10,525	10,826
373	10615 MENANDS	16,576	16,582	16,582	15,870
374	280225 MERRICK	14,803	16,693	16,693	17,936
375	460901 MEXICO	9,693	10,521	10,521	11,702
376	580211 MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001 MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000 MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101 MILFORD	10,874	11,422	11,422	12,217
380	132201 MILLBROOK	10,071	11,769	11,769	12,902
381	580208 MILLER PLACE	13,114	14,009	14,009	12,922
382	280410 MINEOLA	21,204	22,566	22,566	23,709
383	150801 MINERVA	25,811	27,490	27,490	25,637
384	441101 MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502 MOHAWK	8,656	9,642	9,642	10,758
386	530515 MOHONASEN	7,865	8,047	8,047	8,989
387	441201 MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306 MONTAUK	21,131	23,842	23,842	31,259
389	591401 MONTICELLO	11,687	12,084	12,084	14,106
390	51301 MORAVIA	9,540	9,940	9,940	10,202
391	150901 MORIAH	10,413	10,922	10,922	11,855
392	471201 MORRIS	9,165	9,185	9,185	10,436
393	512101 MORRISTOWN	11,107	13,150	13,150	13,655
394	250401 MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901 MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207 MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900 MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001 MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801 MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501 N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

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401	400900 N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108 NANUET	16,675	17,763	17,763	18,531
403	431201 NAPLES	11,957	13,488	13,488	13,183
404	411501 NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405 NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601 NEW LEBANON	13,101	13,441	13,441	15,792
407	621101 NEW PALTZ	11,835	12,290	12,290	13,284
408	661100 NEW ROCHELLE	13,098	15,491	15,491	16,138
409	583105 NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000 NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504 NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101 NEWARK	9,666	9,934	9,934	11,100
413	600402 NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600 NEWBURGH	11,407	12,738	12,738	14,796
415	151001 NEWCOMB	39,125	51,675	51,675	43,580
416	400601 NEWFANE	8,779	9,476	9,476	10,086
417	610901 NEWFIELD	8,554	8,923	8,923	9,830
418	400800 NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701 NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301 NISKAYUNA	10,411	11,408	11,408	11,790
421	580103 NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204 NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201 NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605 NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623 NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801 NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229 NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301 NORTH SALEM	19,212	20,267	20,267	20,273
429	280501 NORTH SHORE	18,005	20,288	20,288	23,323
430	420303 NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202 NORTH WARREN	13,343	15,288	15,288	15,458
432	131101 NORTHEAST	12,969	15,151	15,151	15,342
433	90501 NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404 NORTHPORT	15,387	16,459	16,459	18,014
435	90901 NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901 NORTHLVILLE	10,754	12,396	12,396	13,440
437	81200 NORWICH	8,503	9,089	9,089	9,956
438	512201 NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304 NYACK	16,020	17,016	17,016	18,240
440	181101 OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211 OCEANSIDE	13,675	15,026	15,026	16,067
442	550101 ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300 OGDENSBURG	11,998	13,053	13,053	13,953
444	42400 OLEAN	9,145	9,933	9,933	10,976
445	251400 ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400 ONEONTA	10,060	10,915	10,915	11,790
447	421201 ONONDAGA	10,106	10,459	10,459	12,132
448	621201 ONTEORA	14,239	15,687	15,687	18,571
449	171001 OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301 ORCHARD PARK	9,849	10,198	10,198	10,523

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451	412901 ORISKANY	9,696	10,625	10,625	10,992
452	661401 OSSINING	15,525	16,981	16,981	18,293
453	461300 OSWEGO	10,684	12,105	12,105	12,263
454	471601 OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601 OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501 OXFORD	10,495	11,678	11,678	11,858
457	280506 OYSTER BAY	19,270	22,633	22,633	22,533
458	581002 OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901 PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601 PANAMA	10,287	10,861	10,861	11,826
461	512501 PARISHVILLE	9,498	9,890	9,890	10,609
462	580224 PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201 PAVILION	9,698	10,273	10,273	10,682
464	131201 PAWLING	13,989	14,556	14,556	15,571
465	500308 PEARL RIVER	13,277	14,413	14,413	14,854
466	661500 PEEKSKILL	15,279	16,068	16,068	16,431
467	661601 PELHAM	14,768	15,317	15,317	16,187
468	181302 PEMBROKE	9,205	9,919	9,919	11,828
469	261201 PENFIELD	11,459	12,155	12,155	12,346
470	680601 PENN YAN	9,317	10,287	10,287	11,554
471	671201 PERRY	9,832	10,672	10,672	11,041
472	91101 PERU	9,860	11,126	11,126	11,849
473	431301 PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001 PHOENIX	10,791	11,107	11,107	12,226
475	440401 PINE BUSH	9,606	10,576	10,576	11,570
476	131301 PINE PLAINS	11,399	12,380	12,380	14,565
477	606001 PINE VALLEY	10,085	11,072	11,072	11,589
478	200101 PISECO	22,241	26,736	26,736	N/A
479	261401 PITTSFORD	11,870	12,644	12,644	12,722
480	280518 PLAINEDGE	12,076	13,977	13,977	15,701
481	280504 PLAINVIEW	15,891	16,964	16,964	17,945
482	91200 PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809 PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802 POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103 POLAND	10,141	10,558	10,558	11,690
486	51101 PORT BYRON	9,418	10,138	10,138	10,865
487	661904 PORT CHESTER	11,600	12,674	12,674	13,413
488	580206 PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800 PORT JERVIS	10,910	11,776	11,776	11,904
490	280404 PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901 PORTVILLE	9,153	9,726	9,726	10,058
492	512902 POTSDAM	9,979	10,840	10,840	11,390
493	131500 POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301 PRATTSBURG	9,697	9,983	9,983	10,626
495	461801 PULASKI	8,770	10,270	10,270	11,580
496	641401 PUTNAM	20,620	23,086	23,086	23,966
497	480503 PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902 QUEENSBURY	8,374	8,801	8,801	9,538
499	580903 QUOGUE	34,967	38,866	38,866	46,916
500	500401 RAMAPO	15,993	17,571	17,571	16,919

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501	43001 RANDOLPH	8,957	9,806	9,806	10,720
502	10402 RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503 RED CREEK	8,978	9,664	9,664	10,909
504	131701 RED HOOK	10,871	12,091	12,091	13,202
505	411701 REMSEN	11,110	13,154	13,154	14,790
506	530901 REMSENBURG	28,044	29,102	29,102	36,414
507	491200 RENSSELAER	10,247	10,996	10,996	8,883
508	131801 RHINEBECK	13,604	14,204	14,204	16,681
509	472001 RICHFIELD SPRI	9,317	10,271	10,271	10,916
510	62401 RIPLEY	12,402	13,456	13,456	15,941
511	580602 RIVERHEAD	13,909	15,743	15,743	16,076
512	261600 ROCHESTER	10,070	10,868	10,868	12,426
513	280221 ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209 ROCKY POINT	11,446	12,271	12,271	12,823
515	411800 ROME	9,456	10,778	10,778	11,413
516	560603 ROMULUS	11,185	11,830	11,830	14,567
517	620901 RONDOUT VALLEY	14,241	15,569	15,569	17,586
518	280208 ROOSEVELT	16,475	16,845	16,845	16,939
519	591301 ROSCOE	15,149	17,289	17,289	17,826
520	280403 ROSLYN	18,741	20,081	20,081	20,898
521	121502 ROXBURY	14,123	15,068	15,068	16,963
522	401201 ROYALTON HARTL	8,755	9,683	9,683	10,207
523	261701 RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800 RYE	19,091	18,846	18,846	18,927
525	661901 RYE NECK	16,189	18,168	18,168	18,340
526	521401 S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413 S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101 S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702 S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301 S. ORANGETOWN	14,278	14,729	14,729	15,503
531	530205 SACHEM	12,482	13,313	13,313	13,251
532	221001 SACKETS HARBOR	10,255	10,726	10,726	10,104
533	580305 SAG HARBOR	20,395	23,814	23,814	24,716
534	580910 SAGAPONACK	13,289	19,419	19,419	N/A
535	43200 SALAMANCA	9,448	11,211	11,211	11,582
536	641501 SALEM	9,675	11,650	11,650	13,082
537	161201 SALMON RIVER	12,370	11,610	11,610	13,576
538	461901 SANDY CREEK	10,230	10,747	10,747	12,911
539	91402 SARANAC	8,832	9,535	9,535	11,333
540	161401 SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800 SARATOGA SPRIN	10,177	10,496	10,496	10,532
542	621601 SAUGERTIES	10,068	11,303	11,303	11,825
543	411603 SAUQUOT VALLE	9,000	10,057	10,057	10,956
544	580504 SAYVILLE	12,579	15,751	15,751	16,460
545	662001 SCARSDALE	19,135	20,819	20,819	22,148
546	530501 SCHALMONT	11,630	12,830	12,830	13,862
547	530600 SCHENECTADY	9,590	10,272	10,272	12,014
548	470901 SCHENEVUS	10,974	11,100	11,100	12,566
549	491501 SCHODACK	10,509	11,674	11,674	12,169
550	541201 SCHOHARIE	9,913	10,626	10,626	12,138

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551	151401 SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701 SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401 SCIO	10,157	12,133	12,133	11,968
554	530202 SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206 SEAFORD	13,451	14,547	14,547	15,660
556	560701 SENECA FALLS	9,687	10,676	10,676	11,016
557	280252 SEWANHAKA	10,781	12,243	12,243	12,522
558	541401 SHARON SPRINGS	14,169	12,510	12,510	14,154
559	530701 SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302 SHEHENDEHOWA	9,905	10,502	10,502	11,060
561	82001 SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601 SHERMAN	9,446	10,611	10,611	10,196
563	412000 SHERRILL	9,105	9,667	9,667	9,651
564	580601 SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601 SIDNEY	9,571	11,217	11,217	11,628
566	61501 SILVER CREEK	9,574	10,079	10,079	11,223
567	421601 SKANEATELES	11,552	12,010	12,010	12,337
568	140709 SLOAN	10,003	10,860	10,860	11,946
569	580801 SMITHTOWN	12,667	13,272	13,272	13,969
570	651201 SODUS	11,350	12,258	12,258	12,623
571	420702 SOLVAY	9,801	10,721	10,721	11,760
572	662101 SOMERS	14,552	15,818	15,818	16,825
573	10601 SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235 SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101 SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501 SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906 SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701 SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005 SOUTHOLD	14,515	15,431	15,431	17,390
580	60201 SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602 SPACKENKILL	13,604	14,417	14,417	16,018
582	600801 SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001 SPENCERPORT	9,781	10,259	10,259	10,533
584	580304 SPRINGS	16,860	19,627	19,627	21,775
585	141101 SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102 ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801 ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701 STAMFORD	9,430	11,560	11,560	13,915
589	401001 STARPOINT	8,219	9,058	9,058	9,789
590	522001 STILLWATER	8,313	8,971	8,971	9,269
591	251501 STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502 SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601 SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207 SWEET HOME	10,161	10,961	10,961	11,954
595	280502 SYOSSET	17,670	19,526	19,526	20,242
596	421800 SYRACUSE	8,884	10,362	10,362	11,933
597	660401 TARRYTOWN	14,846	16,455	16,455	16,449
598	220701 THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201 THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501 TICONDEROGA	11,278	13,258	13,258	13,455

### Charter Funding By NYS School District

\* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	600903 TIOGA	7,712	8,451	8,451	9,445
602	142500 TONAWANDA	9,165	9,779	9,779	10,051
603	211901 TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201 TRI VALLEY	15,653	16,260	16,260	18,324
605	491700 TROY	11,481	13,360	13,360	15,986
606	611001 TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302 TUCKAHOE	17,306	18,600	18,600	20,009
608	580913 TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902 TULLY	8,785	9,585	9,585	10,036
610	160101 TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903 TUXEDO	16,710	18,323	18,323	17,470
612	81003 UNADILLA	9,879	10,725	10,725	11,393
613	51901 UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202 UNIONDALE	16,518	18,310	18,310	19,864
615	31501 UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300 UTICA	7,860	8,441	8,441	9,280
617	280213 V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224 V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805 VALHALLA	18,472	19,877	19,877	20,983
620	280251 VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230 VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301 VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701 VAN HORNNSVILLE	12,184	12,211	12,211	11,991
624	31601 VESTAL	10,513	11,413	11,413	12,166
625	431701 VICTOR	8,790	9,618	9,618	9,518
626	11003 VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803 W. IRONDEQUOT	9,590	10,711	10,711	10,413
628	580302 WAINSCOTT	13,289	19,419	19,419	N/A
629	621801 WALLKILL	9,807	10,532	10,532	10,997
630	121901 WALTON	9,575	9,739	9,739	10,718
631	280223 WANTAGH	12,237	13,441	13,441	13,593
632	132101 WAPPINGERS	9,186	10,055	10,055	10,887
633	631201 WARRENSBURG	12,837	14,290	14,290	14,836
634	671501 WARSAW	10,242	12,111	12,111	11,643
635	442101 WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102 WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101 WATERFORD	10,199	12,183	12,183	12,844
638	561006 WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000 WATERTOWN	7,344	7,934	7,934	8,985
640	411902 WATERVILLE	9,725	10,734	10,734	10,900
641	11200 WATERVLIET	8,850	9,070	9,070	9,404
642	550301 WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101 WAVERLY	8,126	8,476	8,476	9,059
644	573002 WAYLAND-COHOC	9,018	9,611	9,611	10,796
645	650801 WAYNE	9,957	10,781	10,781	11,034
646	261901 WEBSTER	10,136	10,427	10,427	10,872
647	50301 WEEDSPORT	9,113	10,421	10,421	11,820
648	200901 WELLS	19,282	18,500	18,500	21,823
649	22601 WELLSVILLE	9,976	11,455	11,455	11,681
650	580102 WEST BABYLON	12,571	13,840	13,840	14,848

### Charter Funding By NYS School District

\* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

<b>District Code</b>	<b>School District Name</b>	<b>Final 2007-08 Basic Tuition</b>	<b>Final 2008-09 Basic Tuition</b>	<b>Final 2009-10 Basic Tuition</b>	<b>Preliminary 2010-11 Basic Tuition</b>
651	210302 WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101 WEST GENESEE	9,079	9,820	9,820	10,199
653	280227 WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509 WEST ISLIP	11,756	12,679	12,679	13,799
655	142801 WEST SENECA	8,555	8,948	8,948	10,179
656	40204 WEST VALLEY	12,044	13,408	13,408	13,623
657	280401 WESTBURY	15,640	17,435	17,435	18,224
658	62901 WESTFIELD	9,929	10,983	10,983	11,891
659	580902 WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701 WESTHILL	9,708	10,372	10,372	10,634
661	412801 WESTMORELAND	10,095	11,188	11,188	11,938
662	151601 WESTPORT	12,345	11,244	11,244	13,649
663	262001 WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301 WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200 WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701 WHITEHALL	10,230	10,832	10,832	12,236
667	412902 WHITESBORO	9,275	9,505	9,505	9,886
668	22101 WHITESVILLE	9,180	10,241	10,241	10,904
669	31401 WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232 WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402 WILLIAMSON	9,984	11,381	11,381	12,113
672	140203 WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701 WILLSBORO	12,153	13,461	13,461	15,355
674	401501 WILSON	9,136	10,584	10,584	10,386
675	191401 WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701 WINDSOR	9,118	9,813	9,813	10,115
677	472506 WORCESTER	10,398	10,422	10,422	12,352
678	580109 WYANDANCH	14,812	15,791	15,791	16,666
679	490804 WYNANTSkill	9,237	10,613	10,613	11,243
680	671002 WYOMING	11,116	14,555	14,555	15,376
681	662300 YONKERS	12,015	12,006	12,006	14,520
682	241701 YORK	8,824	9,863	9,863	10,694
683	43501 YORKSHRE-PIONE	10,533	10,566	10,566	11,406
684	662402 YORKTOWN	13,595	14,859	14,859	16,743



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
for SUNY Authorized Charter Schools

## Success Academy

Contact Name: Chuck Klein

Contact Email:

[REDACTED]

Contact Phone:

Examples

Start-Up Budget Period January 1, 2012 to June 30, 2012

Planning Year July 1, 2012 to June 30, 2013

Operational Year ONE July 1, 2012 to June 30, 2013

**Success Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR START-UP**  
**January 1, 2012 to June 30, 2012**

		DESCRIPTION OF ASSUMPTIONS
	START-UP PERIOD	
Total Revenue	500,000	
Total Expenses	392,637	
Net Income	107,363	
Actual Student Enrollment	188	
Total Paid Student Enrollment	188	
<b>REVENUE</b>		
<b>REVENUES FROM STATE SOURCES</b>		
Per Pupil Revenue	CY Per Pupil Rate	
School District 1 (Enter Name)	13,527	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	-
Special Education Revenue	-	-
Grants		
Stimulus	-	-
DYCD (Department of Youth and Community Developmt.)	-	-
Other	-	-
Other	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>		
IDEA Special Needs	-	-
Title I	-	-
Title Funding - Other	-	-
School Food Service (Free Lunch)	-	-
Grants		
Charter School Program (CSP) Planning & Implementation	-	-
Other	-	-
Other	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-
<b>LOCAL and OTHER REVENUE</b>		
Contributions and Donations	500,000	
Fundraising	-	-
Erate Reimbursement	-	-
Earnings on Investments	-	-
Interest Income	-	-
Food Service (Income from meals)	-	-
Text Book	-	-
OTHER	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	500,000	
<b>TOTAL REVENUE</b>	<b>500,000</b>	

**Success Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR START-UP**  
**January 1, 2012 to June 30, 2012**

		DESCRIPTION OF ASSUMPTIONS
	START-UP PERIOD	
Total Revenue	500,000	
Total Expenses	392,637	
Net Income	107,363	
Actual Student Enrollment	188	
Total Paid Student Enrollment	188	
<b>EXPENSES</b>		
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		
Executive Management	-	-
Instructional Management	1.00	23,814
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	3.00	41,261
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<u>4.00</u>	65,075
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	<u>-</u>	<u>-</u>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<u>-</u>	<u>-</u>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	4.00	65,075
<b>PAYROLL TAXES AND BENEFITS</b>		
Payroll Taxes	7,698	
Fringe / Employee Benefits	7,340	
Retirement / Pension	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<u>15,038</u>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	4.00	80,113
<b>CONTRACTED SERVICES</b>		
Accounting / Audit	-	-
Legal	-	-
Management Company Fee	-	-
Nurse Services	-	-
Food Service / School Lunch	-	-
Payroll Services	693	
Special Ed Services	-	-
Title I Services (i.e. Title I)	-	-
Other Purchased / Professional / Consulting	14,510	
<b>TOTAL CONTRACTED SERVICES</b>	<u>15,203</u>	
<b>SCHOOL OPERATIONS</b>		
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	17,832	
Student Recruitment / Marketing	53,495	
School Meals / Lunch	-	-
Travel (Staff)	464	
Fundraising	-	-
Other	11,412	
<b>TOTAL SCHOOL OPERATIONS</b>	<u>83,203</u>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance	45,707	
Janitorial	-	-
Building and Land Rent / Lease	4,330	
Repairs & Maintenance	-	-
Equipment / Furniture	164,082	Note: This amount is largely comprised of fixed asset expenditures, which will be capitalized on the Balance Sheet.
Security	-	-
Utilities	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<u>214,119</u>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	
<b>TOTAL EXPENSES</b>	<u>392,637</u>	
<b>NET INCOME</b>	<u>107,363</u>	

**Success Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR START-UP**  
**January 1, 2012 to June 30, 2012**

	DESCRIPTION OF ASSUMPTIONS
	START-UP PERIOD
Total Revenue	500,000
Total Expenses	392,637
Net Income	107,363
Actual Student Enrollment	188
Total Paid Student Enrollment	188
ENROLLMENT - *School Districts Are Linked To Above Entries*	
School District 1 (Enter Name)	188
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
<b>TOTAL ENROLLMENT</b>	<b>188</b>
REVENUE PER PUPIL	2,660
EXPENSES PER PUPIL	2,088

**Success Academy**  
**PROJECTED CASH FLOW FOR START-UP**  
January 1, 2012 to June 30, 2012

	140,000	-	-	140,000	-	220,000	500,000
Total Revenue	140,000	-	-	140,000	-	220,000	500,000
Total Expenses	11,888	11,888	11,888	163,239	49,139	138,596	392,637
Vet Income	128,112	(11,888)	(11,888)	(25,239)	(49,139)	81,404	107,363
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	128,112	116,224	104,336	75,097	25,959	-
Vet Income	128,112	116,224	104,336	75,097	25,959	107,363	107,363
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
New York City	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
LOCAL and OTHER REVENUE							
Contributions and Donations	140,000	-	-	140,000	-	220,000	500,000
Fundraising	-	-	-	-	-	-	-
Estate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>140,000</b>	<b>-</b>	<b>-</b>	<b>140,000</b>	<b>-</b>	<b>220,000</b>	<b>500,000</b>
<b>TOTAL REVENUE</b>	<b>140,000</b>	<b>-</b>	<b>-</b>	<b>140,000</b>	<b>-</b>	<b>220,000</b>	<b>500,000</b>

**Success Academy**  
**PROJECTED CASH FLOW FOR START-UP**  
January 1, 2012 to June 30, 2012

Total Revenue	140,000	-	-	140,000	220,000	500,000
Total Expenses	11,888	11,888	11,888	163,239	49,139	138,596
Vet Income				(11,888)	(25,239)	(49,139)
Cash Flow Adjustments						
Beginning Cash Balance						
Vet Income						
	128,112	116,224	104,336	75,097	25,959	107,363
	128,112	116,224	104,336	75,097	25,959	107,363
January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		No. of Positions				
Executive Management	-	-	-	-	-	-
Instructional Management	1.00	-	-	7,938	7,938	7,938
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	4.00	-	-	13,754	13,754	13,754
Administrative Staff	-	-	-	-	-	41,261
<b>TOTAL ADMINISTRATIVE STAFF</b>	5.00	-	-	21,692	21,692	21,692
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	8.00	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	4.00	-	-	-	-	-
Specialty Teachers	4.00	-	-	-	-	-
Aides	2.00	-	-	-	-	-
Therapists & Counselors	2.00	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	20.00	-	-	-	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	25.00	-	-	21,692	21,692	21,692
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	-	-	2,566	2,566	2,566
Fringe / Employee Benefits	-	-	-	2,447	2,447	2,447
Retirement / Pension	-	-	-	-	-	7,240
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	5,013	5,013	5,013
<b>TOTAL PERSONNEL SERVICE COSTS</b>	25.00	-	-	26,704	26,704	26,704
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	-	-	-	-	-
Legal	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	-	-	231	231	231
Transportation Services (i.e. Title I)	-	-	-	-	-	693
Other Purchased / Professional / Consulting	-	-	-	4,837	4,837	4,837
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	5,068	5,068	5,068
<b>SCHOOL OPERATIONS</b>						
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 Expenses	-	-	-	-	-	-
Start Development	-	-	-	-	-	-
Start Recruitment	2,972	2,972	2,972	2,972	2,972	2,972
Student Recruitment / Marketing	8,916	8,916	8,916	8,916	8,916	8,916
School Meals / Lunch	-	-	-	-	-	53,495
Travel (Staff)	-	-	-	232	232	464
Fundraising	-	-	-	-	-	-
Dues	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	11,888	11,888	11,888	3,804	3,804	3,804
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	-	-	34,280	-	11,427
Janitorial	-	-	-	-	-	45,707
Building and Land Rent / Lease	-	-	-	1,443	1,443	1,443
Repair & Maintenance	-	-	-	-	-	4,230
Equipment / Furniture	-	-	-	86,052	-	78,030
Security	-	-	-	-	-	164,082
Utilities	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	121,776	1,443	90,900
<b>DEPRECIATION &amp; AMORTIZATION</b>						
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>						
<b>TOTAL EXPENSES</b>	11,888	11,888	11,888	163,239	49,139	138,596
<b>VFT INCOME</b>	128,112	(11,888)	(11,888)	(29,239)	(49,139)	81,404
						107,363

**Success Academy**  
**PROJECTED CASH FLOW FOR START-UP**  
**January 1, 2012 to June 30, 2012**

Total Revenue	140,000	-	-	140,000	-	220,000	500,000
Total Expenses	11,888	11,888	11,888	163,239	49,139	138,596	392,637
Net Income	128,112	(11,888)	(11,888)	(25,239)	(49,139)	81,404	107,363
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	128,112	116,224	104,336	75,097	25,959	-
Net Income	128,112	116,224	104,336	75,097	25,959	107,363	107,363
	Januav	February	March	April	Mav	June	TOTAL
<b>CASH FLOW ADJUSTMENTS</b>							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-
NET INCOME	128,112	(11,888)	(11,888)	(25,239)	(49,139)	81,404	107,363
Beginning Cash Balance	-	128,112	116,224	104,336	75,097	25,959	-
<b>ENDING CASH BALANCE</b>	<b>128,112</b>	<b>116,224</b>	<b>104,336</b>	<b>75,097</b>	<b>25,959</b>	<b>107,363</b>	<b>107,363</b>

## Success Academy

## PROJECTED CASH FLOW FOR PLANNING PERIOD

July 1, 2012 to June 30, 2013

\* IF taking a planning year, include a cash projection for the entire period

	440,286	274,902	440,286	-	440,286	15,040	783,892	30,080	440,286	15,040	440,286	40,940	3,367,327
Total Revenue	440,286	274,902	440,286	-	440,286	15,040	783,892	30,080	440,286	15,040	440,286	40,940	3,252,226
Total Expenses	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	306,776	3,252,226
Net Income	153,257	30,247	153,257	(244,655)	153,257	(223,615)	502,863	(214,576)	153,257	(223,615)	153,257	(265,836)	115,100
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	107,363	260,620	290,867	444,125	199,470	352,727	123,112	625,975	411,400	564,657	335,042	488,299	107,363
Net Income	260,620	290,867	444,125	199,470	352,727	123,112	625,975	411,400	564,657	335,042	488,299	222,463	222,463
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL

**REVENUE**

## REVENUES FROM STATE SOURCES

Per Pupil Revenue													
New York City	423,846		423,846		423,846		423,846		423,846		423,846		2,543,076
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	423,846	-	423,846	-	423,846	-	423,846	-	423,846	-	423,846	-	2,543,076
Special Education Revenue	16,440	-	16,440	-	16,440	-	16,440	-	16,440	-	16,440	-	98,648
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	24,902	-	-	-	-	99,606	-	-	-	-	-	124,508
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	440,286	24,902	440,286	-	440,286	-	539,892	-	440,286	-	440,286	-	2,766,227
REVENUE FROM FEDERAL FUNDING													
DEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	15,040	-	30,080	-	15,040	-	15,040	25,900
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	75,200
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	15,040	-	30,080	-	15,040	-	40,940	101,100
LOCAL and OTHER REVENUE													
Contributions and Donations	-	250,000	-	-	-	-	250,000	-	-	-	-	-	500,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Brate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	250,000	-	-	-	-	250,000	-	-	-	-	-	500,000
<b>TOTAL REVENUE</b>	<b>440,286</b>	<b>274,902</b>	<b>440,286</b>	<b>-</b>	<b>440,286</b>	<b>15,040</b>	<b>783,892</b>	<b>30,080</b>	<b>440,286</b>	<b>15,040</b>	<b>440,286</b>	<b>40,940</b>	<b>3,367,327</b>

**Success Academy**  
**PROJECTED CASH FLOW FOR PLANNING PERIOD**

July 1, 2012 to June 30, 2013

\* IF taking a planning year, include a cash projection for the entire period

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	440,286	274,902	440,286	-	440,286	15,010	789,892	30,080	440,286	15,010	440,286	40,940	3,367,327
<b>Total Expenses</b>	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	306,776	3,252,226
<b>Net Income</b>	153,257	30,247	153,257	(244,655)	153,257	(223,615)	502,863	(214,575)	153,257	(223,615)	153,257	(265,836)	115,100
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	107,363	260,620	290,867	444,125	199,470	352,727	123,112	625,975	411,400	564,657	335,042	488,299	107,363
<b>Net Income</b>	260,620	290,867	444,125	199,470	352,727	123,112	625,975	411,400	564,657	335,042	488,299	222,463	222,463
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>			No. of Positions										
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1,00	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	95,254
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	400	19,166	19,166	19,166	19,166	19,166	19,166	19,166	19,166	19,166	19,166	19,166	229,992
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	600	27,104	27,104	27,104	27,104	27,104	27,104	27,104	27,104	27,104	27,104	27,104	325,246
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	8,00	44,019	44,019	44,019	44,019	44,019	44,019	44,019	44,019	44,019	44,019	44,019	528,228
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	400	22,009	22,009	22,009	22,009	22,009	22,009	22,009	22,009	22,009	22,009	22,009	264,113
Specialty Teachers	400	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	216,486
Aides	2,00	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	54,122
Therapists & Counselors	2,00	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	21,649
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	20,00	90,383	90,383	90,383	90,383	90,383	90,383	90,383	90,383	90,383	90,383	90,383	1,084,598
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	3,246	3,245	3,246	3,246	3,245	3,245	3,245	3,245	3,245	3,245	3,245	40,137
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	25,00	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	1,449,981
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	14,293	14,293	14,293	14,293	14,293	14,293	14,293	14,293	14,293	14,293	14,293	14,293	171,521
Fringe / Employee Benefits	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	163,556
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	48,049
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	27,923	27,923	27,923	27,923	27,923	27,923	27,923	27,923	27,923	27,923	27,923	27,923	303,126
<b>TOTAL PERSONNEL SERVICE COSTS</b>	25,00	148,755	148,755	148,755	148,755	148,755	148,755	148,755	148,755	148,755	148,755	148,755	1,833,107
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	14,072
Legal	-	-	-	-	-	-	-	-	-	-	-	-	14,072
Management Company Fee	42,374	42,374	42,374	42,374	42,374	42,374	42,374	42,374	42,374	42,374	42,374	42,374	254,244
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Attainment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	4,837	4,837	4,837	4,837	4,837	4,837	4,837	4,837	4,837	4,837	4,837	4,837	58,039
<b>TOTAL CONTRACTED SERVICES</b>	47,442	5,068	47,442	5,068	47,442	5,068	47,442	5,068	47,442	5,068	47,442	5,068	329,126
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	129,221
Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Tedbooks / Workbooks	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	122,098
Supplies & Materials other	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	28,490
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	76,761
Student Testing & Assessment	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	19,748
Field Trips	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	16,687
Transportation (Student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	92,223
Staff Recruitment	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	35,664
Student Recruitment / Marketing	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	106,991
School Meals / Lunch	4,240	4,240	4,240	4,240	4,240	4,240	4,240	4,240	4,240	4,240	4,240	4,240	50,874
Travel / Staff	232	232	232	232	232	232	232	232	232	232	232	232	2,783
Fundraising	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	17,156
Other	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	46,647
<b>TOTAL SCHOOL OPERATIONS</b>	62,378	62,378	62,378	62,378	62,378	62,378	62,378	62,378	62,378	62,378	62,378	62,378	748,541
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	17,319
Repair & Maintenance	974	974	974	974	974	974	974	974	974	974	974	974	11,690
Equipment / Furniture	26,037	26,037	26,037	26,037	26,037	26,037	26,037	26,037	26,037	26,037	26,037	26,037	312,443
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	28,454	28,454	28,454	28,454	28,454	28,454	28,454	28,454	28,454	28,454	28,454	28,454	341,452
<b>DEPRECIATION &amp; AMORTIZATION</b>													
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>													
<b>TOTAL EXPENSES</b>	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	306,776	3,252,226
<b>NFT INCOME/F</b>	153,257	30,247	153,257	(244,655)	153,257	(223,615)	502,863	(214,575)	153,257	(223,615)	153,257	(265,836)	115,100

Success Academy PROJECTED CASH FLOW FOR PLANNING PERIOD July 1, 2012 to June 30, 2013													
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Total Revenue	440,286	274,902	440,286	-	440,286	15,010	789,892	30,080	440,286	15,010	440,286	40,940	3,367,327
Total Expenses	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	306,776	3,252,226
Net Income	153,257	30,247	153,257	(244,655)	153,257	(229,615)	502,863	(214,575)	153,257	(229,615)	153,257	(265,836)	115,100
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	107,363	260,620	290,867	444,125	199,470	352,727	123,112	625,975	411,400	564,657	335,042	488,299	107,363
Net Income	260,620	290,867	444,125	199,470	352,727	123,112	625,975	411,400	564,657	335,042	488,299	222,463	222,463
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>CASH FLOW ADJUSTMENTS</b>													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	153,257	30,247	153,257	(244,655)	153,257	(229,615)	502,863	(214,575)	153,257	(229,615)	153,257	(265,836)	115,100
Beginning Cash Balance	107,363	260,620	290,867	444,125	199,470	352,727	123,112	625,975	411,400	564,657	335,042	488,299	107,363
ENDING CASH BALANCE	260,620	290,867	444,125	199,470	352,727	123,112	625,975	411,400	564,657	335,042	488,299	222,463	222,463

**Success Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR**  
July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

	PROGRAM SERVICES	SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	13,527	2,543,076				2,543,076
School District 2 (Enter Name)	-	-				-
School District 3 (Enter Name)	-	-				-
School District 4 (Enter Name)	-	-				-
School District 5 (Enter Name)	-	-				-
School District 6 (Enter Name)	-	-				-
School District 7 (Enter Name)	-	-				-
School District 8 (Enter Name)	-	-				-
School District 9 (Enter Name)	-	-				-
School District 10 (Enter Name)	-	-				-
School District 11 (Enter Name)	-	-				-
School District 12 (Enter Name)	-	-				-
School District 13 (Enter Name)	-	-				-
School District 14 (Enter Name)	-	-				-
School District 15 (Enter Name)	-	-				-
School District - ALL OTHER	-	-				-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	2,543,076				2,543,076
Special Education Revenue		98,643				98,643
Grants						
Stimulus						
DYCD (Department of Youth and Community Developmt.)	124,508					124,508
Other						
Other						
TOTAL REVENUE FROM STATE SOURCES	2,667,594	98,643				2,766,227
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		25,900				25,900
Title I	75,200					75,200
Title Funding - Other						
School Food Service (Free Lunch)	-	-				-
Grants						
Charter School Program (CSP)Planning & Implementation						
Other						
Other						
TOTAL REVENUE FROM FEDERAL SOURCES	75,200	25,900				101,100
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations						
Fundraising	500,000					500,000
Book Reimbursement	-	-				-
Earnings on Investments	-	-				-
Interest Income	-	-				-
Food Service (Income from meals)	-	-				-
Text Book	-	-				-
OTHER	-	-				-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	500,000	-	-	-	-	500,000
<b>TOTAL REVENUE</b>	<b>3,242,784</b>	<b>124,543</b>				<b>3,367,327</b>

**Success Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR**  
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

	3,242,784	124,543	-	21,356	622,707	3,367,327
Total Revenue	2,426,592	181,572	-	(21,356)	(622,707)	3,252,227
Total Expenses	616,192	(57,029)	-			115,100
Vet Income						
Actual Student Enrollment	174	14				188
Total Paid Student Enrollment	174	14				188
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	-	-	-	-	-	-
Instructional Management	1.00	95,254	-	-	-	95,254
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	4.00	-	-	-	229,992	229,992
Administrative Staff	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	5.00	95,254	-	-	229,992	325,246
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	8.00	488,610	39,618	-	-	528,228
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	4.00	244,305	19,808	-	-	264,113
Specialty Teachers	4.00	200,250	16,236	-	-	216,486
Aides	2.00	50,063	4,059	-	-	54,122
Therapists & Counselors	2.00	20,025	1,624	-	-	21,649
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	20.00	1,003,253	81,345	-	-	1,084,598
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	37,127	3,010	-	-	40,137
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	1,135,634	84,355	-	229,992	1,449,981
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	141,505	10,291	-	19,725	171,521
Fringe / Employee Benefits	-	134,933	9,813	-	18,809	163,556
Retirement / Pension	-	39,641	2,883	-	5,526	48,049
TOTAL PAYROLL TAXES AND BENEFITS	-	316,079	22,988	-	44,059	383,126
TOTAL PERSONNEL SERVICE COSTS	25.00	1,451,713	107,343	-	274,051	1,833,107
CONTRACTED SERVICES						
Accounting / Audit	-	-	-	-	14,072	14,072
Legal	-	-	-	-	-	-
Management Company Fee	-	-	-	-	254,244	254,244
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	2,286	166	-	319	2,771
Special Ed Services	-	-	-	-	-	-
Title I Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	47,882	3,482	-	6,675	58,039
TOTAL CONTRACTED SERVICES	-	50,168	3,648	-	275,310	329,126
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	119,529	9,692	-	-	129,221
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	-	112,941	9,157	-	-	122,098
Supplies & Materials other	-	23,504	1,709	-	3,276	28,490
Equipment / Furniture	-	-	-	-	-	-
Telephone	-	-	-	-	-	-
Technology	-	63,327	4,606	-	8,827	76,761
Student Testing & Assessment	-	18,267	1,481	-	-	19,748
Field Trips	-	15,435	1,252	-	-	16,687
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-
Staff Development	-	85,306	6,917	-	-	92,223
Staff Recruitment	-	29,422	2,140	-	4,101	35,664
Student Recruitment / Marketing	-	88,267	6,419	-	12,304	106,991
School Meals / Lunch	-	47,059	3,816	-	-	50,874
Travel (Staff)	-	2,296	167	-	320	2,783
Fundraising	-	-	-	-	-	-
Other	-	37,658	2,739	-	5,249	45,647
TOTAL SCHOOL OPERATIONS	-	643,013	50,094	-	21,356	34,078
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	14,288	1,039	-	1,992	17,319
Repairs & Maintenance	-	9,644	701	-	1,344	11,690
Equipment / Furniture	-	257,765	16,747	-	3,531	312,443
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	281,698	20,487	-	3,9267	341,452
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
TOTAL EXPENSES	-	2,426,592	181,572	-	21,356	622,707
VET INCOME	-	616,192	(57,029)	-	(21,356)	(622,707)
	-	-	-	-	-	115,100

**Success Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR**  
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

	PROGRAM SERVICES		SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING MANAGEMENT & GENERAL	TOTAL
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
School District 1 (Enter Name)	174	14	-		188
School District 2 (Enter Name)	-	-	-		-
School District 3 (Enter Name)	-	-	-		-
School District 4 (Enter Name)	-	-	-		-
School District 5 (Enter Name)	-	-	-		-
School District 6 (Enter Name)	-	-	-		-
School District 7 (Enter Name)	-	-	-		-
School District 8 (Enter Name)	-	-	-		-
School District 9 (Enter Name)	-	-	-		-
School District 10 (Enter Name)	-	-	-		-
School District 11 (Enter Name)	-	-	-		-
School District 12 (Enter Name)	-	-	-		-
School District 13 (Enter Name)	-	-	-		-
School District 14 (Enter Name)	-	-	-		-
School District 15 (Enter Name)	-	-	-		-
School District - ALL OTHER	-	-	-		-
<b>TOTAL ENROLLMENT</b>	<b>174</b>	<b>14</b>	<b>-</b>		<b>188</b>
<b>REVENUE PER PUPIL</b>	<b>18,637</b>	<b>8,896</b>	<b>-</b>		<b>17,911</b>
<b>EXPENSES PER PUPIL</b>	<b>13,946</b>	<b>12,969</b>	<b>-</b>		<b>17,298</b>

**Success Academy**  
**PROJECTED CASH FLOW FOR PLANNING PERIOD**  
**July 1, 2012 to June 30, 2013**

Total Revenue	440,286	250,000	440,286	24,902	440,286	15,040	690,286	30,080	539,892	15,040	440,286	40,940	3,367,327
Total Expenses	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	306,776	3,252,226
Net Income	153,257	5,345	153,257	(219,753)	153,257	(229,615)	403,257	(214,575)	252,863	(229,615)	153,257	(265,836)	115,100
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	107,363	260,620	265,965	419,223	199,469	352,727	123,112	526,369	311,794	564,657	335,042	488,299	107,363
Net Income	260,620	265,965	419,223	199,469	352,727	123,112	526,369	311,794	564,657	335,042	488,299	222,463	222,463
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
CY Per Pupil Rate	13,527	423,846		423,846		423,846		423,846		423,846		423,846	- 2,543,076
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	423,846	-	423,846	-	423,846	-	423,846	-	423,846	-	423,846	- 2,543,076
Special Education Revenue		16,440	-	16,440	-	16,440	-	16,440	-	16,440	-	16,440	- 98,643
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	24,902	-	-	-	-	99,606	-	-	124,508
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	440,286	-	440,286	24,902	440,286	-	440,286	-	539,892	-	440,286	-	2,766,227
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	15,040	-	30,080	-	15,040	-	15,040	25,900 75,200
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	15,040	-	30,080	-	15,040	-	40,940	101,100
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations													
Fundraising	-	250,000	-	-	-	-	250,000	-	-	-	-	-	500,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	250,000	-	-	-	-	250,000	-	-	-	-	500,000
<b>TOTAL REVENUE</b>	<b>440,286</b>	<b>250,000</b>	<b>440,286</b>	<b>24,902</b>	<b>440,286</b>	<b>15,040</b>	<b>690,286</b>	<b>30,080</b>	<b>539,892</b>	<b>15,040</b>	<b>440,286</b>	<b>40,940</b>	<b>3,367,327</b>

**Success Academy**  
**PROJECTED CASH FLOW FOR PLANNING PERIOD**  
**July 1, 2012 to June 30, 2013**

Total Revenue	440,286	250,000	440,286	24,902	440,286	15,440	690,286	30,080	539,892	15,040	440,286	40,940	3,367,327
Total Expenses	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	306,776	3,252,226
Net Income	153,257	5,345	153,257	(219,753)	153,257	(229,615)	403,257	(214,575)	252,863	(229,615)	153,257	(265,836)	115,100
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	107,363	260,620	265,965	419,223	199,469	352,727	123,112	526,369	311,794	564,657	335,042	488,299	107,363
Net Income	260,620	265,965	419,223	199,469	352,727	123,112	526,369	311,794	564,657	335,042	488,299	222,463	222,463
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		No. of Positions											
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	95,254
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	4.00	19,166	19,166	19,166	19,166	19,166	19,166	19,166	19,166	19,166	19,166	19,166	229,992
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	5.00	27,104	27,104	27,104	27,104	27,104	27,104	27,104	27,104	27,104	27,104	27,104	325,246
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	8.00	44,019	44,019	44,019	44,019	44,019	44,019	44,019	44,019	44,019	44,019	44,019	528,228
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	4.00	22,009	22,009	22,009	22,009	22,009	22,009	22,009	22,009	22,009	22,009	22,009	264,113
Specialty Teachers	4.00	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	216,486
Aides	2.00	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	54,122
Therapists & Counselors	2.00	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	21,649
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	20.00	90,383	90,383	90,383	90,383	90,383	90,383	90,383	90,383	90,383	90,383	90,383	1,084,598
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	40,137
<b>TOTAL NON-INSTRUCTIONAL</b>	-	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	40,137
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	25.00	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	1,449,981
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	14,293	14,293	14,293	14,293	14,293	14,293	14,293	14,293	14,293	14,293	14,293	14,293	171,521
Fringe / Employee Benefits	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	163,556
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	48,049
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	27,923	27,923	27,923	27,923	27,923	27,923	27,923	27,923	27,923	27,923	27,923	27,923	75,972
<b>TOTAL PERSONNEL SERVICE COSTS</b>	25.00	148,755	148,755	148,755	148,755	148,755	148,755	148,755	148,755	148,755	148,755	148,755	196,804
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	14,072
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	42,374	42,374	42,374	42,374	42,374	42,374	42,374	42,374	42,374	42,374	42,374	42,374	254,244
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	2.31	2.31	2.31	2.31	2.31	2.31	2.31	2.31	2.31	2.31	2.31	2.31	2,771
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Iment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	4,837	4,837	4,837	4,837	4,837	4,837	4,837	4,837	4,837	4,837	4,837	4,837	58,039
<b>TOTAL CONTRACTED SERVICES</b>	47,442	5,068	47,442	5,068	47,442	5,068	47,442	5,068	47,442	5,068	47,442	5,068	329,126
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	129,221
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	122,098
Supplies & Materials other	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	28,490
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	76,761
Student Testing & Assessment	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	19,748
Field Trips	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	16,687
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	92,223
Staff Recruitment	2,972	2,972	2,972	2,972	2,972	2,972	2,972	2,972	2,972	2,972	2,972	2,972	35,664
Student Recruitment / Marketing	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	106,991
School Meals / Lunch	4,240	4,240	4,240	4,240	4,240	4,240	4,240	4,240	4,240	4,240	4,240	4,240	50,874
Travel (Staff)	2.32	2.32	2.32	2.32	2.32	2.32	2.32	2.32	2.32	2.32	2.32	2.32	2,783
Fundraising	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	21,356
Other	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	45,647
<b>TOTAL SCHOOL OPERATIONS</b>	62,378	62,378	62,378	62,378	62,378	62,378	62,378	62,378	62,378	62,378	62,378	62,378	748,541
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	17,319
Repairs & Maintenance	9.74	9.74	9.74	9.74	9.74	9.74	9.74	9.74	9.74	9.74	9.74	9.74	11,690
Equipment / Furniture	26,037	26,037	26,037	26,037	26,037	26,037	26,037	26,037	26,037	26,037	26,037	26,037	312,443
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Jitlities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	28,454	28,454	28,454	28,454	28,454	28,454	28,454	28,454	28,454	28,454	28,454	28,454	341,452
<b>DEPRECIATION &amp; AMORTIZATION</b>													
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	306,776	3,252,226
<b>NET INCOME</b>	153,257	5,345	153,257	(219,753)	153,257	(229,615)	403,257	(214,575)	252,863	(229,615)	153,257	(265,836)	115,100

**Success Academy**  
**PROJECTED CASH FLOW FOR PLANNING PERIOD**  
**July 1, 2012 to June 30, 2013**

Total Revenue	440,286	250,000	440,286	24,902	440,286	15,040	690,286	30,080	539,892	15,040	440,286	40,940	3,367,327
Total Expenses	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	244,655	287,029	306,776	3,252,226
Net Income	153,257	5,345	153,257	(219,753)	153,257	(229,615)	403,257	(214,575)	252,863	(229,615)	153,257	(265,836)	115,100
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	107,363	260,620	265,965	419,223	199,469	352,727	123,112	526,369	311,794	564,657	335,042	488,299	107,363
Net Income	260,620	265,965	419,223	199,469	352,727	123,112	526,369	311,794	564,657	335,042	488,299	222,463	222,463
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>CASH FLOW ADJUSTMENTS</b>													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	<b>153,257</b>	<b>5,345</b>	<b>153,257</b>	<b>(219,753)</b>	<b>153,257</b>	<b>(229,615)</b>	<b>403,257</b>	<b>(214,575)</b>	<b>252,863</b>	<b>(229,615)</b>	<b>153,257</b>	<b>(265,836)</b>	<b>115,100</b>
<b>Beginning Cash Balance</b>	<b>107,363</b>	<b>260,620</b>	<b>265,965</b>	<b>419,223</b>	<b>199,469</b>	<b>352,727</b>	<b>123,112</b>	<b>526,369</b>	<b>311,794</b>	<b>564,657</b>	<b>335,042</b>	<b>488,299</b>	<b>107,363</b>
<b>ENDING CASH BALANCE</b>	<b>260,620</b>	<b>265,965</b>	<b>419,223</b>	<b>199,469</b>	<b>352,727</b>	<b>123,112</b>	<b>526,369</b>	<b>311,794</b>	<b>564,657</b>	<b>335,042</b>	<b>488,299</b>	<b>222,463</b>	<b>222,463</b>

### Success Academy

#### **PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

#### DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,367,327	3,957,241	5,866,189	8,379,013	10,049,754
Total Expenses	3,252,227	4,327,722	6,547,412	8,395,424	9,608,514
Net Income (Before Cash Flow Adjustments)	115,100	(370,481)	(681,224)	(16,411)	441,240
Actual Student Enrollment	188	249	401	574	689
Total Paid Student Enrollment	188	249	401	574	689
	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
*Year 1 should tie to Totals for Year 1 on Tabs 3 and 4					
<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue	CY Per Pupil Rate	0.0%	0.0%	0.0%	0.0%
School District 1 (Enter Name)	13,527	2,543,076	3,368,223	5,424,327	7,764,498
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District- ALL OTHER	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	2,543,076	3,368,223	5,424,327	7,764,498
Special Education Revenue	98,643	130,649	210,403	301,175	361,515
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Development)	124,508	36,754	34,799	33,235	31,671
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	2,766,227	3,535,626	5,669,529	8,098,908	9,713,289
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	25,900	22,015	36,260	50,505	60,865
Title I	75,200	99,600	160,400	229,600	275,600
Title Funding - Other	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	101,100	121,615	196,660	280,105	336,465
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	500,000	300,000	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	500,000	300,000	-	-	-
<b>TOTAL REVENUE</b>	<b>3,367,327</b>	<b>3,957,241</b>	<b>5,866,189</b>	<b>8,379,013</b>	<b>10,049,754</b>

### Success Academy

#### PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

DESCRIPTION OF ASSUMPTIONS

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encapsulate Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.					
	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
Total Revenue	3,367,327	3,957,241	5,866,189	8,379,013	10,049,754
Total Expenses	3,252,227	4,327,722	6,547,412	8,395,424	9,608,514
Net Income (Before Cash Flow Adjustments)	115,100	(370,481)	(681,224)	(16,411)	441,240
Actual Student Enrollment	188	249	401	574	689
Total Paid Student Enrollment	188	249	401	574	689
<b>EXPENSES</b>					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions				
Executive Management	-	-	-	-	-
Instructional Management	1.00	95,254	204,205	287,773	297,365
Deans, Directors & Coordinators	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	4.00	229,992	310,640	324,241	338,448
Administrative Staff	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>	<b>325,246</b>	<b>514,845</b>	<b>612,014</b>	<b>635,813</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	8.00	528,228	886,981	1,269,065	1,821,343
Teachers - SPED	-	-	-	-	-
Substitute Teachers	-	-	-	-	-
Teaching Assistants	4.00	264,113	336,745	549,567	630,628
Specialty Teachers	4.00	216,486	335,554	635,688	836,027
Aides	2.00	54,122	55,926	57,790	69,574
Therapists & Counselors	2.00	21,649	14,541	23,116	35,830
Other	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>20.00</b>	<b>1,084,598</b>	<b>1,829,746</b>	<b>2,535,227</b>	<b>3,413,402</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>40,137</b>	<b>56,433</b>	<b>72,067</b>	<b>80,415</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>25.00</b>	<b>1,449,981</b>	<b>2,201,024</b>	<b>3,219,307</b>	<b>4,129,631</b>
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes	-	171,521	260,117	380,631	488,586
Fringe / Employee Benefits	-	163,556	237,361	354,995	456,816
Retirement / Pension	-	48,049	68,661	99,282	126,646
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>383,126</b>	<b>566,159</b>	<b>834,909</b>	<b>1,072,047</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>25.00</b>	<b>1,833,107</b>	<b>2,767,183</b>	<b>4,054,216</b>	<b>5,201,678</b>
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	-	14,072	14,353	14,640	14,933
Legal	-	-	-	-	-
Management Company Fee	-	254,244	336,738	542,297	776,256
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	-	2,771	3,533	3,604	3,676
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>58,039</b>	<b>82,075</b>	<b>107,668</b>	<b>135,395</b>
<b>SCHOOL OPERATIONS</b>	<b>329,126</b>	<b>436,699</b>	<b>668,229</b>	<b>931,249</b>	<b>1,107,513</b>
Board Expenses	-	-	-	-	-
Classroom/ Teaching Supplies & Materials	-	129,221	153,815	258,719	372,622
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	-	122,098	92,301	172,810	234,389
Supplies & Materials other	-	28,490	38,488	63,223	92,308
Equipment / Furniture	-	-	-	-	-
Telephone	-	-	-	-	-
Technology	-	76,761	81,527	90,517	99,684
Student Testing & Assessment	-	19,748	26,560	43,437	63,147
Field Trips	-	16,687	22,543	37,030	54,066
Transportation (student)	-	-	-	-	-
Student Services - other	-	-	-	-	-
Office Expense	-	-	-	-	-
Staff Development	-	92,223	95,900	101,129	106,139
Staff Recruitment	-	35,664	30,185	38,486	39,256
Student Recruitment / Marketing	-	106,991	90,555	115,488	117,767
School Meals/ Lunch	-	50,874	68,729	112,898	164,836
Travel (Staff)	-	2,788	5,647	8,503	9,419
Fundraising	-	21,356	22,067	22,803	23,563
Other	-	45,647	61,438	83,394	80,952
<b>TOTAL SCHOOL OPERATIONS</b>	<b>748,542</b>	<b>789,757</b>	<b>1,148,405</b>	<b>1,458,159</b>	<b>1,660,867</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	-	-	48,932	56,789	66,016
Janitorial	-	-	-	-	-
Building and Land Rent / Lease	-	17,319	22,082	22,523	22,974
Repairs & Maintenance	-	11,690	15,551	24,325	33,599
Equipment / Furniture	-	312,443	247,518	572,923	681,749
Security	-	-	-	-	-
Utilities	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>341,452</b>	<b>334,083</b>	<b>676,561</b>	<b>804,398</b>	<b>740,127</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>					
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>					
<b>TOTAL EXPENSES</b>	<b>3,252,227</b>	<b>4,327,722</b>	<b>6,547,412</b>	<b>8,395,424</b>	<b>9,608,514</b>
<b>NET INCOME</b>	<b>115,100</b>	<b>(370,481)</b>	<b>(681,224)</b>	<b>(16,411)</b>	<b>441,240</b>

### Success Academy

#### **PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

#### DESCRIPTION OF ASSUMPTIONS

	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
Total Revenue	3,367,327	3,957,241	5,866,189	8,379,013	10,049,754
Total Expenses	3,252,227	4,327,722	6,547,412	8,395,424	9,608,514
Net Income (Before Cash Flow Adjustments)	115,100	(370,481)	(681,224)	(16,411)	441,240
Actual Student Enrollment	188	249	401	574	689
Total Paid Student Enrollment	188	249	401	574	689
 <b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
School District 1 (Enter Name)	188	249	401	574	689
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>188</b>	<b>249</b>	<b>401</b>	<b>574</b>	<b>689</b>
 <b>REVENUE PER PUPIL</b>	<b>17,911</b>	<b>15,893</b>	<b>14,629</b>	<b>14,598</b>	<b>14,586</b>
 <b>EXPENSES PER PUPIL</b>	<b>17,299</b>	<b>17,380</b>	<b>16,328</b>	<b>14,626</b>	<b>13,946</b>
 <b>CASH FLOW ADJUSTMENTS</b>					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
 <b>NET INCOME</b>	<b>115,100</b>	<b>(370,481)</b>	<b>(681,224)</b>	<b>(16,411)</b>	<b>441,240</b>
 Beginning Cash Balance	-	115,100	(255,381)	(936,604)	(953,016)
 <b>ENDING CASH BALANCE</b>	<b>115,100</b>	<b>(255,381)</b>	<b>(936,604)</b>	<b>(953,016)</b>	<b>(511,775)</b>

## **31. Budget**

### **(b) Budget Narrative**

**Provide supporting evidence in the form of a narrative that the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that the proposed school would have sufficient start-up funds available to it. Provide the rationale for or source of the assumptions upon which your budget rests and explain how your budget supports the implementation of the academic program described in this proposal.**

#### **Revenue**

A large portion of start-up funding is available to us from other (non-public) sources. The Success Academy (SA) already has verbal commitments from numerous philanthropists as well as commitments from the school board of trustees. In addition, the Success Charter Network (SCN) has significant philanthropic backing from foundations such as the Charter School Growth Fund as well as a CSP federal grant to aid in the expansion and replication of the SCN school model. We received commitments from various foundations that will allow SCN to provide school start-up funding in the form of loans. This will cover any and all initial shortfalls that the new school may have. Any deficits shown in a given budget period will be covered by these funding streams.

Our models & budgets assume the per-pupil figure of \$13,527, the amount that New York City Public charter schools were receiving as of August 2, 2010, and will remain flat across the five years starting in FY2013.

The Special Education money that the school will receive has been calculated using historical data from the school demographics of current SCN schools as well as reasonable assumptions about the population of the new districts in which we are opening schools.

We make our estimates of Title Funding using data from the existing seven Success Academies.

We can also predict our IDEA revenues based on the number of SETSS students we enroll during the first five years, with the assumption that the current per-pupil amount for IDEA remains constant during the 5-yr period (\$1,295).

DYCD funding is a New York City grant given as a lump sum in the first year (\$51,000) of operations and then on a per-pupil basis for each new child (\$391) in subsequent years. We assume this funding will stay flat.

### **Expenses**

The expense line items are based on SCN's experience in opening and running seven schools and are generously funded to allow for any increase in need. In every instance numbers have been budgeted as conservatively as possible. The values are either based on historical values from SA's negotiated contracts or are based on specific rationales. All equipment expenses are strictly calculated according to the number of staff, students or classrooms requiring said equipment. We build in an inflation rate of 2% for all non-personnel costs, and assume 4% increases each year for base salaries.

### **Other Budget Assumptions**

The budget is built upon models assuming that we will reach and retain our target number of pupils during each year, and these models account for the staff necessary to instruct, lead and undertake operations within the school. We use SCN's data to drive our targeted class-sizes and teacher to student ratios based on our experience with the other SA's.

### **Plan for Shortfalls**

While the school has very carefully planned its budget with conservative estimates and confirmed funding sources when possible, it does acknowledge the possibility that one or more anticipated funding sources may not come through in the assumed amount. In the event of a budget shortfall, the Success Charter Network (SCN) will work with its network of private donors and board members to work to raise the additional funds.

We have attached the SCN Financial Policies and Procedures that enumerate the internal controls we have established to promote fiscal soundness at our schools.



# **Financial Policies and Procedures Manual**

**2010 - 2011**

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## **ESTABLISHING A SYSTEM FOR PROPER ACCOUNTING**

### **I      System of Internal Control**

The objectives of a system of Internal Controls are to provide the Board of Directors with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of *financial statements* in accordance with generally accepted accounting principles. It is understood that Success Charter Network will not always be able to have complete separation of duties. A certain amount of reliance must be placed on the hiring of honest and competent staff.

### **II.     Overview of Internal Controls**

The accounting function significantly depends on the senior manager's ability to receive timely, competent and complete accounting information. For this reason, internal control is the first and primary element of the accounting system. The importance of internal control cannot be overemphasized. An analysis of internal control helps quantify the extent to which the accounting records of the Network can be relied upon.

Internal control is designed to provide reasonable, cost-effective assurance of safeguards against unauthorized access to or use of the enterprise's assets, that the financial records and accounts are sufficiently reliable for reporting and management purposes, and of compliance with applicable laws and regulations. Management of the Network is responsible for the design and operation of the accounting, reporting and internal control systems of the Network. Internal control can only provide reasonable assurance of achieving the Network's internal control objectives--internal control can be breached by unintentional noncompliance or neglect, management override, intentional noncompliance, or collusion.

### **III.    Control Environment**

Control environment primarily relates to the Network's politics, management philosophy, and structure, method of assigning authority and responsibility, and operating style. From an accounting point of view, the optimum enterprise environment is one in which management and employees are knowledgeable and exhibit honesty and integrity; there is a regular flow of information both up and down the corporate structure; teamwork is emphasized at all levels; employees receive regular evaluation, education and training, have access to and consult with necessary resources, use good judgment, are properly supervised, complimented, or rewarded when appropriate and warranted and commensurately compensated; voluntary recognition of mistakes is encouraged and considered part of the solution process; employees are fairly reprimanded in confidence; there is a commitment to competence, integrity and ethical values; and the board of directors actively and objectively performs its duties.

Those policies will substantially increase the integrity of the accounting system. In the alternative atmosphere, the likelihood of error, misinformation, and cover-up in the accounting system is substantially increased. Of course, it is possible, given a particular circumstance, that any one of the above-listed policies may not be the best course of action from the Network's viewpoint and should not be followed at a particular time; nevertheless, those policies should remain in overall practice to maintain the integrity of the accounting system.

#### **IV. Risk Assessment**

Risk assessment includes the identification, analysis, and management of risks relevant to the preparation of proper financial statements that are fairly presented in conformity with Generally Accepted Accounting Principles. Possible risks might include internal or external factors that may adversely affect the Network's ability to appropriately record, process, summarize, and report all financial occurrences and data. Management must consider the significance or magnitude of identified risks, the likelihood that the risk will occur, and how the possibility of risk should be managed, or whether to accept certain risk levels because of cost or other considerations.

Risk can arise from an unlimited number of possible circumstances, and, in fact, it is impossible to eliminate all internal control risks, let alone attempting to eliminate all risks cost effectively. Statement on Auditing Standards 78, amending SAS 55, identifies the following circumstances as possibly causing an increase or change in internal control risk: changes in regulatory or operating environment; new personnel with different focus on internal control; changes in information systems; rapid business expansion; new lines, products, activities or technologies; corporate restructuring (including changes in management or staff reductions); expansion or acquisition of foreign operations; and new or changes in accounting principles. Several of these circumstances are very relevant to the Success Charter Network.

#### **V. Control Activities**

Control activities are the policies and procedures that help ensure that management directives are carried out, such as financial performance reviews, information processing (to check the accuracy, completeness, and authorization of transactions), physical controls (primarily to safeguard assets from theft or loss), and segregation of duties (such as between persons who are responsible for authorizing and recording transactions, and maintaining custody of assets). For example, broad policies and procedures may include:

1. Adoption of a documented hierarchical structure of authority and responsibility within the enterprise and the accounting/financial function.
2. Required receipt of informed authorization for specific transactions and activities.
3. Segregation of duties and responsibilities within the transactional process.
4. Design and use of adequate transaction documents and records.
5. Maintenance of secured and limited access facilities.
6. Periodic independent verification, testing, or investigation of the operations of the accounting records and internal control system.

7. Controls safeguarding the activities between SCN and its managed schools are detailed in the following sections. Board of Trustees, School Leader, and SCN Department head signatures with document trails (primarily by email) are the key ways in which the finance team will ensure that only authorized transactions are taking place, and providing necessary backup for all inter-entity activity that is overseen by the SCN finance team. In these cases the finance team is acting in the best interest of schools as well as network to ensure that all procedures are being duly carried out.

## **VI. Information and Communication**

Information and communication refers to the methods and records established to accurately, completely, and timely identify, classify, value (or revalue), record (including in the proper period), process, summarize, and report all entity transactions, events and conditions, and to maintain accountability for the assets, liabilities, and equity.

## **VII. Monitoring**

Monitoring refers to the long-term assessment of the design and operation of internal control performance on a regular and timely basis, and taking corrective actions.

**Title:** REVENUE & CASH RECEIPTS

**Policy:** Accurate internal control of cash/grants receipts and deposits will be maintained at all times.

**Purpose:** To establish the procedures to be followed for receiving, applying and depositing cash receipts.

**Scope:** This procedure applies to all funds received by Success Charter Network and the Success Academies 1-7 (SCN and SA)

**Procedure:**

### **I. CHECKS**

- 1.0 **SCN:** A spreadsheet Receipt Schedule tracking all cash and check receipts is to be kept and updated by the External Affairs (EA) Team and the Finance department in conjunction with the CFO/Controller. The External Affairs employee enters all checks into schedule, then stamps any checks with a “For Deposit Only” stamp and records these checks in the Schedule before forwarding them to Finance team.
- 1.5 **SCHOOLS:** If office manager at school receives check, they remove contents, scan copy to forward to EA and Finance Employee alerting them to the check’s arrival. The original check will then be sent by inter-office mail to CFO/Controller so that steps 1.0, 2.0 and onwards can be completed.
- 2.0 EA emails the relevant parties when a check comes into the development team and enters it into their schedule. Any restrictions associated with the revenue should be noted. Then they bring the checks to the finance department to be entered. Finance Employee copies checks and prepares a bank deposit slip for the relevant entity.
- 2.5 In the case of government grants, the grants manager will review and clarify the name of grant, then will pass it on by email or paper to EA and step 2.0 will take place moving onto 3.0.
- 3.0 Finance Employee deposits checks in Bank and saves counter deposit receipt. Upon return to the office, Finance Employee presents deposit receipt to CFO/Controller for review and reconciliation with the Schedule.
- 4.0 Counter deposit receipt, deposit slip carbon copy, and check copies are scanned and filed in the Accounts Receivable folders, and the hard copies are filed together in the Operating Account binder. The operating account binder will contain all checks received, wire transfers in and out, and bank statements. In addition these will be saved in the Direct Disbursements and Receipts Folder in Finance folders.

- 5.0 Finance Employee makes Deposit Entry in accounting software. Any restrictions employed with the revenue will be entered. In the case of a grant, new funding source will be set up with budget requirements and pertinent milestones of funding listed.
- 6.0 Acknowledgement prepared by development team, and any email confirmation of funding will CC the CFO/Controller and relevant parties.
- 7.0 Send IRS tax letter which includes amount of cash, description of any property contributed, and estimated value of item provided if school provided something in return for contribution.

## **II. WIRE TRANSFER RECEIPTS**

- 1.0 **SCN and SCHOOLS:** At least once per week or as often as wire transfers occur, Finance Employee accesses entity's bank account information online to monitor account balances and activity.
- 2.0 When a wire transfer is requested, Finance Employee provides requisite bank information to the wire source.
- 3.0 Finance Employee will email all relevant parties when wire transfers as revenue come into the bank account.
- 4.0 Finance Employee gathers relevant documentation (e-mails, promises of donations, grant letters etc.) to prepare for wire entry in accounting software.
- 5.0 When wire transfer posts to bank account, Finance Employee prints out online documentation of the transaction and files with information previously gathered. All documentation is then scanned with all backup documentation and filed in the Accounting folder under Bank Deposits and Transfers, in the bank account where the wire is entering.
- 6.0 Wire transfer is entered into accounting software by Finance Employee, using gathered documents for information on wire source and credit for donation. All wire transfer confirmations from bank and supporting documents are then filed in the external binders.

## **III. CASH**

- 1.0 Cash received for any reason shall be counted by the receiver and given to the Office Manager, who will record the total in the Receipt Schedule. All monies are to be stored by the financial staff in a secure locked place, separated by the account to which it is to be deposited. All checks received shall be filed with the cash in the locked box until being deposited.

- 2.0 On a periodic basis, the financial staff will count all of the money for each account and fill out deposit slips to include cash and checks to be deposited into each account, following the procedure detailed above (I. CHECKS).

#### **IV. REVENUE RECOGNITION**

- 1.0 The Finance Employee may create receivables in accounting software for standard network funding, unrestricted and restricted philanthropic contributions, restricted grants and donated services.
- 2.0 Standard network funding: funding that is reasonably predictable and related to expenditures throughout the year shall be considered earned and collectible evenly throughout the year.
- 3.0 Revenues from unrestricted philanthropic contributions will be considered earned and collectible once a pledge has been made in writing and the CEO is confident that the cash will be received.
- 4.0 Revenues from restricted grants or restricted philanthropic contributions will be considered earned once a pledge has been made in writing (or grant award letter) and the CEO is confident that the cash will be received. Restricted revenues shall only be recognized to the extent that there is a reasonable expectation that the Network will spend the funds in accordance with the restrictions.
- 5.0 For all government cost reimbursement grants, we will invoice based on expenses incurred and recognize the revenue when invoice is sent.
- 6.0 If Federal support exceeds \$500,000 in a given year, we will be prepared for an OMB circular audit in accordance with guidelines for allowable expenditures and oversight.
- 7.0 An invoice is sent to the state one month prior to disbursement of per-pupil funds. Payments are received for 2 months at beginning of the period. Revenues are recorded as a liability to the school until properly earned, and are recognized at the end of each month in the period. The corresponding management fees paid to the network are recognized in a similar manner.
- 8.0 Stock donations into the SCN brokerage account will be liquidated in a timely manner, and the donation amount will be booked as the average between high and low prices for the date of donation. Any gain or loss will also be booked into revenue account.
- 9.0 Donated services are recorded only in cases where they relate to specialized skills that would have to be purchased if not donated and be provided by someone having those skills.

## **V. IN KIND GOODS AND SERVICES**

- 0.0 In the case of In-Kind donations we will assess the fair market value of the donation and book it in the system as soon we can reasonably estimate the value of such goods or services.
- 1.0 Finance Employee will work with other departments to gather receipts associated with In-Kind donations when applicable. This backup will be saved with the tax letter in an AR folder.

**Title:** TRANSFERS BETWEEN SCN AND SA ACCOUNTS

**Policy:** Proper internal control will be followed to ensure that only valid and authorized transfers are made. Systems of alerts, approval and storing back-up will ensure the proper tracking of moneys transferred between accounts. *(For incoming electronic funds transfers see revenues-wire transfers)*

**Purpose:** To explain the procedures for preparing, documenting and making transfers.

**Scope:** This procedure applies to all transfers made into and between the Accounts held under SCN; The Success Academies 1-7, Friends of Gotham, and SCN.

## **I. TRANSFERS BETWEEN ENTITIES**

- 1.0 **SCN AND SCHOOLS:** To record transfers between accounts, the finance Employee will provide the back-up documentation for transfer to director, and receive confirmation that funds should indeed be moved. The Employee will move the funds and print transfer confirmation to scan and save with the backup documentation.
- 2.0 The folder entitled “Bank Deposits and Transfers” lists all the bank accounts by entity. Each transfer should be saved with the date, initials of person making transfer, and the backup documentation. The records should be kept in the account where the transfer originated.

## **II. MANAGEMENT FEES**

- 1.0 For management fees of schools given to Network on a bi-monthly schedule, the invoices with signatures of principals must be presented by email to principal for approval and the transfer made for same amount into the SCN operating or school fees account. Then the transfer confirmation page will be printed out and scanned in with the initials of the person who did the transfer, any comments they have, and the backup documentation. As noted above, the records of transfer will be saved in the shared drive under the folder of the account which money left from, and the finance Employee should enter the transfers into the accounting system.

### **III. DUE FROM INVOICES**

- 1.0 When the Network makes payments on behalf of the schools, the invoices and payments are processed with the additional step of creating invoices for each school. On a monthly basis, the Finance Employee will generate the invoices for each school and email to the Principals for their approval before transfers are made.
- 4.0 The due to/due from transfers should be done in a similar fashion to the management fees. Transfers should happen monthly and be entered in accounting system.
- 5.0 Transfers made out of the grant accounts of any entity must be accompanied by a report detailing the expenses and the total of restricted funds being moved into general operating. The backup invoices are preferable for documentation in addition to the general ledger report showing that expenditures were in fact made (*See grants management for more details*). The SCN grants account will either put the funds into the operating if general expenditures, or the school fees account if salary related.

<b>Title:</b>	<b>PURCHASING &amp; ACCOUNTS PAYABLE</b>
<b>Policy:</b>	<b>Proper internal control will be followed to ensure that only valid and authorized payables are recorded and paid. Accounting procedures will be implemented to ensure the accuracy of amounts and general ledger coding, and the appropriate timing of payments.</b>
<b>Purpose:</b>	<b>To explain the procedures for documenting, recording and issuing payments for accounts payable transactions.</b>
<b>Scope:</b>	<b>This procedure applies to all purchases and invoices for SCN and SCHOOLS</b>
<b>Procedure:</b>	

#### **I. PURCHASES**

- 1.0 All purchases are requested by employees to the Operations Employee. The Operations Employee seeks best price, quality and prepares purchase order for significant expenditures. The Operations Employee or other SCN or School staff must entertain a minimum of three bids for all items > \$10,000 and choose what s/he esteems to be the best deal, taking into consideration both quality and cost. All bids must be submitted in writing.
- 1.1 Two exceptions for competitive bidding procedure: 1) If vendor has a contract with New York City and/or New York State then no bidding is required. 2) If the vendor is providing a unique service that is not offered by other vendors then no bidding is required. However, a note describing the unique service should be added to file.

- 1.5 Contracts made with vendors must be signed by the relevant department director, and CEO/COO. These serve as reference for invoices made on a regular basis.
- 2.0 **SCN and SCHOOLS:** The Operations Manager or Employee presents the purchase orders to the CEO/COO/CFO or Principal, who approves the items for purchase. All invoices and contracts greater than \$25,000 must be approved by the Board Treasurer or Chairman in writing, electronically, or via fax.
- 2.5 **SCHOOLS:** The Principal and board treasurer of each school must authorize within the purchase order system or by physical signature any expenditure over \$25,000 by their school at the point of the purchase order.
- 3.0 The Finance Employee then makes a copy of the Purchase Order for files.
- 4.0 The Operations Employee, and all those dealing with outside vendors, shall inform the vendor of the Network's tax-exempt status and provide the vendor with a tax-exempt letter.
- 5.0 **SCN and SCHOOLS:** The Operations Associate or Operations Manager shall receive and sign for all goods shipped to the site, verifying that the shipped goods match the packing slip, invoice and purchase order.
- 6.0 The Finance Employee will determine whether the Vendor is eligible for a 1099 and if so will enter relevant details and track the expenses to send out forms based on a calendar year.

## **II. PAYMENTS**

- 1.0 Invoices/bills are received by the Office Manager in the mail and distributed to the Finance Employee for approval.
- 1.5 **SCHOOLS:** Operations managers review with principals the PO's and get approval for them weekly. They will also get any invoices signed when the amount was over 20% of originally approved amount.
- 2.0 **SCN:** Finance Employee separates invoices that have no approved PO and those that deviate from their approved PO by more than 20%; these will require additional approval from CFO/Controller.
- 3.0 **SCN and SCHOOLS:** Finance Employee distributes invoices electronically (or physically) to Operations Associate and Department Heads for signatures/confirmation of receipt and approval as needed. Invoices for any product or service not ordered by the Operations Associate should be signed by the head of the department that placed the order. No invoices are processed without the proper approval signature. Finance

Employee prints out approved Purchase Orders corresponding to invoices, and any pertinent correspondence.

- 4.0 In cases where payments for a good or service are required on a regular basis (e.g. equipment lease payments, insurance payments, etc.), a one-time, blanket Purchase Order may be submitted, allowing for a fixed amount of money to be spent on a particular good or service over a set time-frame once approved. The Finance Employee will enter a new line item into the blanket Purchase Order whenever an invoice for the good or service is to be paid, deducting the current amount due from the total remaining amount allowed to be spent. Invoices for blanket POs require signed approval of the CFO/Controller
- 5.0 Invoices that have the proper approval are entered into accounting software and checks are processed for these invoices.
- 6.0 Finance Employee submits invoices requiring additional approval —where the actual amount is 20% greater than PO amount---to the CFO/Controller.
- 7.0 When all invoices have received approval, Finance Employee generates checks for all invoices and submits these checks to the CFO/Controller for signature. Dual signature is required by the CFO/COO for all purchases > \$10,000. The CEO will need to be one of the 2 signatures on purchases > \$15,000. E-mail approval from the Board Treasurer is required for all purchases > \$25,000 that do not already have an approved blanket PO.
- 8.0 **SCN for SCHOOLS:** Principal of the schools will be made aware of and authorize by email, fax or signature the management fees and due to/due from payments which take place on a bi-monthly and monthly basis and give approval by email. (See also the transfers policies).
- 9.0 The Finance Employee scans the check, the invoice, and all of the supporting documentation into appropriate electronic file and files paper back-up into the Check Binders.
- 10.0 Finance Employee mails checks with appropriate back-up documentation, e.g., a copy of the invoice.
- 11.0 Any checks that need to be voided should be stamped “Void” and scanned and filed to the appropriate electronic file. The physical checks should be filed into the Check Binder.
- 12.0 All blank checks are kept in a safe place with limited access for security purposes.
- 13.0 Finance team member will review accounts payable aging periodically, determine the available cash balances, and take into consideration the cash requirements when making payments.

- 14.0 In keeping with our status as a 501©3, no funds from SCN/Schools will be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The Schools/SCN also cannot be involved with any committee or other organization that raises funds for political purposes.

**Title:** **EMPLOYEE-INCURRED EXPENSE REIMBURSEMENTS\***

**Policy:** **Proper internal control will be followed to ensure that only valid and authorized travel and entertainment expenses are recorded and paid. Accounting procedures will be implemented to ensure that expenses are properly approved and documented, and charged to the appropriate program or grant where applicable.**

**Purpose:** **To explain the procedures for documenting, recording and issuing payments for employee-incurred expenses.**

**Scope:** **All employee-incurred expenses.**

**Procedure:** **\*Note that reimbursements which do not include alcohol or other purchases which cannot be paid for with government funds will be part of employee direct deposit.**

## **I. EXPENSE REIMBURSEMENTS**

1.0 **SCN and SCHOOLS:** Expense reimbursement forms are completed by each employee and submitted to the Principal or CEO/COO for approval. The Principal/CEO/COO submits the reimbursement form to the Finance Employee for payment.

2.0 Receipts must be included for all expenditures. This supporting documentation is required for all expenses regardless of payment method. Documentation of expenses incurred should comply with IRS requirements and clearly show the following:

- Date
- Names of employees for whom expense was incurred, or in the case of business meetings, names of those attending business meeting
- Location
- Subject discussed/Purpose of travel
- Amount

3.0 The Finance Employee presents all of the expense reports and supporting receipts to the CFO/Controller once a week for review and approval.

3.1 For expenses incurred by the CFO/Controller and Principals, approval of the CEO is required for reimbursement.

3.2 For expenses incurred by the CEO, approval of the Board Treasurer in writing, electronically or via fax is required for reimbursement, as well as the signature of the CFO/Controller.

- 4.0 When the reimbursement report has been approved, the Finance Employee generates a check. The CFO/Controller signs the checks. Finance Employee scans the check and supporting expense report and receipts and issues the check to the employee. Finance Employee then files all of the supporting documentation electronically with hard copies in the Check Binder.
- 5.0 Employees are eligible for reimbursement on all meals purchased while traveling for business purposes up to the following limits: \$10 per person per breakfast per day, \$15 per person per lunch per day, \$25 per person per dinner per day. If others are being paid for as well (in case of a lunch meeting) their names must be listed. The CEO may make an exception on a case-by -case basis. When an exception is sought by the CEO, approval shall be required by the CFO/Controller and the Board Treasurer via signature, fax, or e-mail.
- 6.0 Employees will be fully reimbursed for travel and lodging expenses on the understanding that the employee has sought the most economical and practical lodging and travel arrangements, with due consideration given to available public transportation and proximity of the site of lodging to the local business site. If an employee uses his or her own vehicle for travel, reimbursement for mileage will be at current federal rates. Gas receipts should be submitted for reimbursement.
- 7.0 Per Employee handbook, cabs may be taken after 9pm and expensed to the Network. Travel between the 7 schools we will reimburse up to \$7. Please note these trips on the expense report.

**Title:** **CORPORATE CARD EXPENSES**

**Policy:** **Proper internal control will be followed to ensure that only valid and authorized corporate card expenses are recorded and paid. Accounting procedures will be implemented to ensure that expenses are properly approved and documented, and charged to the appropriate program or grant where applicable.**

**Purpose:** **To explain the procedures for documenting, recording and making payments on corporate credit cards.**

**Scope:** **All company expenses not payable by check.**

**Procedure:**

**I. CORPORATE CARD EXPENSES**

- 1.0 **SCN and SCHOOLS:** Non-travel related purchases on corporate credit cards should only take place when a vendor refuses to invoice the Success Charter Network/Success Academies at a later date.
- 2.0 When an employee completes a credit card purchase he or she returns credit card with the original receipt. The department director records receipt of the card on the Credit Card Sign Out Sheet and records the purchase on the Credit Card Report. Should an employee not provide the director with an original receipt, he or she risks being held personally liable for charges made to the card.
- 3.0 When an employee completes a credit card purchase he or she returns credit card with the original receipt. The department director records receipt of the card on the Credit Card Sign Out Sheet and records the purchase on the Credit Card Report. Should an employee not provide the director with an original receipt, he or she risks being held personally liable for charges made to the card.
- 4.0 **SCN and SCHOOLS:** With the approval of the department director/principal and the CFO/Controller, an employee may request possession of a corporate card while traveling on business. Upon return to the office, the employee must present the department director or ops manager with receipts for ALL purchases. Should the employee not supply receipts or should the employee not follow the travel expenditures guidelines, he or she risks being held personally liable for charges made to the card during the time of travel.
- 5.0 **SCN and SCHOOLS:** Monthly, upon receipt of the credit card statement, the financial department will provide a copy of the statement to each department director and school operations manager. The department director should reconcile the credit card statement

to the Credit Card Report and Sign Out Sheet. At this time the department director should highlight any unauthorized charges. Once reconciled, the Credit Card Sign Out Sheet, the Credit Card Report, approved Purchase Orders, and original receipts should be returned to the Finance Department.

- 5.5 SCN: Purchases made by SCN departments with school credit cards on behalf of the schools should be made on the operations director's card for each school and timesheet should be filled out accordingly. The employees listed on this sheet will be responsible for gathering the receipts each month under the supervision of the operations associate and submitted to the finance department to reconcile. Then proceed to steps 5.0 and 6.0 and following.
- 6.0 After approval is received the Finance department will pay the credit cards online and print out the payment receipt. This should be scanned along with the Credit Card Report, Credit Card Sign Out Sheet, the statement and relevant receipts, and filed electronically. The hard copies should be filed in the Credit Card Binder.
- 7.0 The Finance department will enter the credit card charges and payment into the accounting software. Adjustments will be made when necessary if a charge was made on behalf of one of the schools. Each school will be invoiced monthly. After principal approval, the network will be reimbursed for purchases made on behalf of the school.
- 8.0 Should a Success Charter Network employee recognize that a credit card is lost or stolen, he or she should immediately notify the Finance Department.

- Title:** PETTY CASH EXPENSE RECONCILIATION
- Policy:** Proper internal control will be followed to ensure that petty cash is only distributed for valid and authorized purchases. Accounting procedures will be implemented to ensure that expenses are properly approved and documented, and charged to the appropriate program or grant where applicable.
- Purpose:** To explain the procedures for documenting, recording and distributing petty cash.
- Scope:** All company expenses not payable by check or credit card Gratuity on Services and Deliveries).

**Procedure:**

**I. PETTY CASH EXPENSES**

- 1.0 **SCN and SCHOOLS:** Directors, Principals and Teachers should front money for most day to day expenditures. Reimbursements come with payroll as direct deposit (where applicable) and the receipts allow us to track our spending more accurately. Petty cash will be primarily used for specific projects that have been approved, such as Student Recruitment cabs. Employee will alert finance team of the amount needed over specific time period (2 days or 4 weeks). S/he may then distribute the approved amount. An employee may take no more than \$200 in a 24-hour period from the petty cash funds. The employee responsible for petty cash fund should track the expended petty cash and submit the record when the project has been completed.
- 2.0 **SCHOOLS and SCN:** Finance Employee records date, amount of petty cash distributed and the name of the employee to whom it was distributed in the Petty Cash Receipts and Disbursements Schedule. Also should include the project/event for which money is used.
- 2.5 **SCHOOLS:** A log of petty cash received for miscellaneous purchases must be kept. SAC will enter in the schedule of when money was received and for what reason. Operations Manager will store the petty cash in the safe at the school site, but will not give it out unless directed to by the finance team. When amount of petty cash received reaches \$200, the Operations manager will contact the Network finance staff so that it can be collected and deposited.
- 3.0 **SCN:** (At least) Once a month or when alerted by the operations manager, an SCN finance team member will travel to each school, take any petty cash over \$200 and deposit in the bank account with the schedules from schools as back up.
- 3.0 **SCN and SCHOOLS:** Any employee who receives petty cash must return a receipt as well as any change for the purchase. Any employee who returns without a receipt may be

held personally liable for the entire amount of the purchase. Finance Employee records amount of change received in the PC Reimbursement Form and verifies the change received corresponds to the purchase amount shown on the receipt.

- 4.0    SCN: Regularly the Finance Employee will submit the Petty Cash Logs collected from schools and specific project leaders to the CFO/Controller who will reconcile the account via a journal entry.

**Title:** **CASH MANAGEMENT**

**Policy:** **The cash flow model must be created on an annual basis as part of the annual budget process and updated on a monthly basis given all the information available at that time. Bank accounts must be reconciled on a monthly basis.**

**Purpose:** **To outline the policies and procedures employed in the Network's management of cash for developing and updating the cash flow model and handling the bank reconciliations.**

**Scope:** **This policy statement applies to all bank accounts maintained by the Network.**

**Procedure:**

### **I. BANK RECONCILIATIONS**

- 1.0 The CFO/Controller receives and reviews the bank statement before forwarding it to the Finance Team member. Finance Team member reconciles all transactions with the accounting software bank account register and prints and files the reconciliation report. This procedure takes place on a monthly basis.
- 2.0 The Finance Employee keeps a copy of this bank reconciliation and a copy of the bank Statement electronically in the Bank Rec. Binder arranged by month.
- 3.0 To ensure segregation of duties, the same staff person will not be making deposits, Issuing checks and reconciling bank statements.
- 4.0 The list of signatories will be updated when necessary and bank should be promptly and Formally notified of any change due to employees departing.

### **II. INVESTMENT POLICIES**

- 1.0 If, upon review of CFO/Controller, it is determined that the funds in the Network Operating Accounts are consistently in excess of those necessary to run the Network, these excess funds may be invested in separate interest-bearing checking or money market accounts as a means of developing capital for future expenses. Long-term investments shall be administered by the CFO/Controller with approval from the Board of Trustees.

### **III. OPENING AND CLOSING BANK ACCOUNTS**

- 1.0 Board Resolutions are required to open or close bank checking accounts. The resolution shall describe the purpose of the account, signatories and signatories' authority. The

CFO/Controller shall secure any necessary board resolutions to open or close a Network bank checking account.

- 2.0 The board shall approve the opening of new accounts within the SCN umbrella account for the management of revenue that comes in before the schools can officially open their own bank accounts. The boards of these schools will thus write checks to the Network and have the money clearly marked as restricted until it can be moved into the schools' operating accounts. (See also the transfer section in regards to policies about tracking the moving of funds between accounts.)

#### **IV. CASH FLOW MODEL**

- 1.0 On an annual basis, as part of the budget process, the CFO/Controller prepares an annual cash flow worksheet where the expenditures for the network are first plotted on a monthly basis, flowing into a twelve-month model. Once the expenditures are plotted on this timeline, in conjunction with the CEO, the projected revenue flows are also plotted on a timeline. This cash flow model indicates, at an early point, the months during which the network will face difficult cash flow issues.
- 2.0 On a monthly basis, once the accounting close has been completed, the CFO/Controller updates the cash flow model given all information available to him/her as of that time and forwards the model to the CEO for comments and/or additions. In the event of a critical situation, the cash flow model will be discussed with the Board Treasurer immediately, and remedies will be made. Such circumstances will be addressed at the next scheduled Board meeting.
- 3.0 In conjunction with the Board of Trustees, HSACS will address these difficult cash flow issues and contact banking institutions and current funders, as deemed appropriate.

**Title:** **BUDGETING PROCESS**

**Policy:** **The Board of Trustees shall approve an annual operating budget for the Network. Any significant adjustments to the budget during the year shall be approved on a quarterly basis. The Network shall manage its budget throughout the year and make adjustments as needed.**

**Purpose:** **To outline the procedure for development and management of an annual budget.**

**Scope:** **All budgets for the Network.**

**Procedure:**

### **I. DEVELOPMENT OF BUDGET**

- 1.0 The CFO/Controller, CEO and SCN department heads shall develop the Network's annual operating budgets. Revenues shall be budgeted based on information provided by the relevant entity providing the monies, such as board donors. Budgeted expenses shall be allocated in accordance with the Network's chart of accounts. Personnel expenses shall be budgeted in detail, including, to the extent known, individuals' names, positions and estimated salaries. Other, non-personnel expenses shall be budgeted based on the best available information including prior agreements and historical information, as well as projected changes to the program.
- 2.0 SCHOOLS: CFO/Controller in conjunction with the SCN department heads will prepare budgets that include the expenses projected for each school in conjunction with their services. The Finance team will review, give feedback and present to principals of schools for their approval and to the board of trustees. Feedback from these groups will be taken into accounts when finalizing the budgets for the year.
- 3.0 Finance Employees will enter the budgets into the accounting software and evaluate whether changes to chart of accounts are needed. When applicable, budgets will contain contingencies agreed upon by relevant parties.

### **II. MANAGEMENT OF BUDGET**

- 1.0 The CFO/Controller and/or CEO shall periodically review the Network's budget vs. actual spending. This review shall be based on reports generated by the finance group that give summary level information. In addition, the finance group shall provide more detailed information, as requested by any of the above individuals, including specific invoice information. During the periodic meetings, changes shall be made to the Network's full year forecast to account for any unplanned revenue changes, any unplanned new hires, terminations, or other personnel changes, as well as any changes in line-item other than personnel spending, based on both year-to-date historical information

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and projected spending for the remainder of the year. The updated forecast shall be provided to the Board at least quarterly for their review and questions.

**Title:** **GRANT MANAGEMENT**

**Policy:** **All costs reported to funders are reconciled to the books and records prior to submission.**

**Purpose:** **To outline the procedure for management of government grants as well as tracking the use of private grants and donations**

**Scope:** **The and7Success Academies**

**Procedure:**

- 1.0 **SCN and SCHOOLS:** Some government grants provide specific contract compliance guidelines to which the Network is held accountable. Federal funding guidelines are based on the stipulations provided by certain circulars issued by the United States Office of Management and Budget. These circulars outline the basic principles that indicate the permissibility of costs and hence form an integral part of the Network's knowledge base when carrying out programs funded by federal agencies. The finance group will track and document spending related to restricted grants, including summary or detail information for both personnel and other than personnel costs.
- 2.0 In the case of all foundation grants, the funding sources will be tracked in the Accounting system according to the restrictions listed in the grant agreement, or the relevant correspondence. The backup for these revenues sources—correspondence, compliance forms, payments and other items—will be kept in the accounts receivable folder and clear beginning and end dates should be listed.
- 3.0 The Finance Employees will collaborate to ensure that the grants listings are readily available to those entering invoices into accounts payable. These funding sources will be marked whenever possible, and the addition of new funding sources; especially with restrictions associated with them, will be approved by the CFO/Controller.
- 4.0 When applicable, the External Affairs department and those who communicate directly with the grant-makers will review the report and make suggestions.

**Title:** **CLOSING OF BOOKS AND RECORDS**

**Policy:** **Records for all bank accounts must be reconciled and closed on a monthly basis.**

**Purpose:** **To ensure accuracy of bank statements and provide up-to-date information on bank balances.**

**Scope:** **All bank accounts managed by SCN**

**Procedure:**

### **I. MONTHLY ACCOUNTING CLOSE**

1.0 SCN must complete its preliminary monthly accounting close on the 20<sup>th</sup> of the month for the previous month. On this date, all bank reconciliations are completed, and appropriate month-end adjustments are recorded. This preliminary process generates the following reports:

- Statement of Financial Position (“Balance Sheet”)
- Statement of Activities for the month-to-date and year-to-date
- Statement of Revenues and Expenses
- Budget Comparison Report for the month-to-date and year-to-date
- Budget Comparison Report for each Restricted Fund/Grant

These reports provide the basis for the CFO/Controller to perform certain account analysis in areas where variances seem inappropriate or where additional information is needed. Upon completion of these account analyses and recording of additional adjustments as deemed necessary, the final month-end closing package is prepared and circulated as follows:

- CEO reviews all reports listed above, after revisions.
- Program Directors receive the budget comparison reports, accompanied by detailed general ledgers detailing all transactions for the month, for each grant under their control.
- Treasurer receives the same reports as the CEO, with a cover memo highlighting the significant activity for the month.

### **II. FINANCIAL PACKAGE FOR BOARD OF DIRECTORS MEETING**

1.0 On a quarterly basis, after discussion with the Treasurer, the CFO/Controller will circulate the following information to the Board of Trustees:

- Statement of Financial Position
- Statement of Activities for the month-to-date and year-to-date.

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- Budget Comparison Report for the month-to-date and year-to-date, incorporating a variance analysis explaining variances in excess of 10% from the actual to the originally approved budget.
  - Updated cash flow model (Statement of Operations) for the coming eighteen months, highlighting any periods of difficult cash flows.
- 2.0 In addition to this package, the CEO provides a fundraising status update indicating the status of the Network's fundraising efforts, open proposals, etc

- Title:** **CAPITAL ASSETS**
- Policy:** **Asset acquisitions with a useful life expectancy of greater than one year and with a cost of \$1,000 or greater will be capitalized by HSACS and depreciated.**
- Purpose:** **The purpose of this procedure is to delineate the capitalization and depreciation methods for various asset groups.**
- Scope:** **All acquisitions of capital assets.**
- Procedure:**

### **I. FIXED ASSET INVENTORY**

- 1.0 At the time of acquisition, all assets are identified, tagged and entered into the detailed fixed asset ledger. This database is managed in conjunction with the technology department. The tags are placed in a visible area and provide a clear method of tracing the asset on the floor to the fixed asset ledger. On an annual basis, SCN takes a physical inventory of all capital assets to ensure the completeness and accuracy of the Network's records. Management employees who are not responsible for the custody or record keeping of the assets oversee the inventory process. All assets are examined to determine that they are currently being used. Any assets that are deemed no longer useful and cannot be redeemed for cash will be donated to a non-profit organization.

### **II. CAPITALIZATION**

- 1.0 All assets with a useful life of greater than one year and costing more than \$1,000 will be considered additions to fixed assets and will be capitalized and amortized over their useful lives. Any asset that does not meet the above criteria will be expensed.
- 2.0 The cost basis of furniture and equipment assets will include all charges relating to the acquisition of the asset including freight charges and installation if applicable.
- 3.0 Building improvements are to be capitalized if they are major expenses and extend the life of the building. Expenditures incurred in connection with maintaining the building in good working order should be expensed as repairs.
- 4.0 Assets purchased with government funds are tracked and monitored in the manner outlined above and in accordance with grant guidelines. Certain acquisitions will be expensed if title remains with the funder until the expiration of the grant, at which time the assets revert to SCN unless the funder assigns the asset to another organization.

### **III. DEPRECIATION**

- 1.0 In general, the depreciation methods/lives for assets should be selected for consistent financial reporting.
- 2.0 The following depreciation methods and useful lives should be used for the following asset classifications for financial reporting purposes:

<i>Asset Class</i>	<i>Useful Life</i>	<i>Method</i>
Building Improvements	15 years	Straight Line
Furniture and Fixtures	7 years	Straight Line
Computer Equipment	5 years	Straight Line
Office Equipment	7 years	Straight Line

- 3.0 **Expenditures such as those for materials, labor, engineering, supervision, salaries and expenses, legal expenses, insurance, overhead, and interest are capitalized as “construction in progress” until the project is completed and placed in service.** No depreciation is taken on construction in progress. Upon completion of construction and placement in service, the asset is removed from construction in progress and entered into the detailed fixed asset ledger under the appropriate classification. Depreciation on the asset begins on the date the asset is placed in service.

**\*We should track in system accordingly and then adjust when project is complete.**

### **IV. DISPOSAL**

- 1.0 Disposal of capital assets occurs only after proper authorization has been given by the CFO/Controller and the Operations Associate, and the government funding agency, if applicable.
- 2.0 Control over the disposition of property is maintained not only to preserve the accuracy of the records but also to ensure that assets are safeguarded, improper disposal is prevented, and the best possible terms are received for disposal.
- 3.0 A disposal form is completed for all disposals. This disposal form is reviewed and approved by a responsible employee who is knowledgeable and not directly responsible for the asset, with ultimate approval by the CFO/Controller. No item of property, plant and equipment is removed from the premises without a properly approved disposal form.
- 4.0 At the time the property is retired, the cost is removed from the appropriate asset account, the related accumulated depreciation, including depreciation to date of disposal, is

removed from the allowance for depreciation account, and the profit or loss, adjusted for the cost of removal, is recorded as an income (gain) or expense (loss) item.

- 5.0 When the disposal is via a trade-in of a similar asset, the acquired asset is recorded at the book value of the trade-in asset plus any additional cash paid. In no instance should such cost exceed the fair market value for the new asset.

**Title:** **PERSONNEL AND PAYROLL**

**Policy:** **Proper internal controls will be followed to ensure that employees are qualified and have undergone sufficient background investigations. Further that payroll is executed in a timely and accurate matter**

**Purpose:** **To outline the procedures for the assembly and keeping of personnel files and recording of payroll.**

**Scope:** **This policy statement applies to all employees of the Network and Schools.**

## **I. PERSONNEL FILES AND PAYROLL**

- 1.0 **SCN and SCHOOL:** An investigation, including checking employee's background, former employers, and references will be made for new hires. All employee fingerprints will be forwarded to the State Education Department and certification of clearance will be kept in personnel file. Employee information will include teacher certification, Form W-4, I-9, employee agreement letter; offer sheet and highly qualified documentation where applicable. These forms are maintained under lock and key as required by the US Department of Homeland Security. Also see point 9.
- 2.0 The CEO's and School Principals salaries and any bonuses must be approved by the Board of Directors and included in the minutes.
- 3.0 The CEO, with consultation of department directors if applicable, will set salaries and bonuses of all other employees. Letters confirming any changes will be kept in personnel files.
- 4.0 **SCN:** Payroll for SCN employees will come out of the school fees account unless otherwise noted.
- 5.0 Once every two weeks, payroll will be processed. Finance members run payroll through Paychex. They receive changes from HR, and run preview payroll journals to ensure accuracy. Once finalized, payroll reports will be checked and signed by the CFO/Controller and the Director of Human Resources.
- 6.0 Consultants and contractors who are not employees must complete a contract setting out terms of services, duties, responsibilities and rates. A W-9 will be kept on file for each of these contractors.
- 7.0 On a quarterly and annual basis, SCN's CFO/Controller performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll

processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

- 8.0 Compensation accrual is booked at year-end to account for instructional staff salaries paid on a twelve-month basis but earned through June 30.
- 9.0 HR, working with finance, will determine the appropriate status for individual contractors vs. those working as employees based on qualifications.
- 10.0 HR communicates to finance the status of an employee leaving the organization as “Terminated” or “resigned”. This is entered into the payroll processing system.
- 11.0 For hourly employees, their hours are entered into a secure database and approved by Their respective managers before being processed in payroll.
- 12.0 Employees who are registered for matching 403B will have contribution totals reviewed put into their accounts on a monthly basis.
- 13.0 All personnel files are kept under lock and key by the Director of Human Resources. All paychecks are kept under lock and key by the Operations Associate. Paystubs are distributed to employees by the Finance Employee and to Operations Managers through inter-office mail to be distributed on Fridays bi-monthly. Live checks will be noted for proper distribution.
- 14.0 For policies about departing employee procedures, and sick and personal leave, as well as the whistleblower policy, see the HR personnel manual.

**Title:** **COMPUTER DISASTER RECOVERY**

**Policy:** **Major and minor computer system malfunction can cause loss or damage to financial and accounting records keep by the Network. Therefore it is necessary to have appropriate and frequent back-up procedures.**

**Purpose:** **To outline the procedures for backing up electronic data.**

**Scope:** **This policy is relevant to all electronic files kept by the Network.**

- 1.0 The accounting system is hosted. All information saved under it is and protected under contract with Blackbaud. The accounting system is divided into different access levels based upon job function and clearance.

**Title:** **RECORD RETENTION**

**Policy:** **For consistent record-keeping and internal control and in order that government agencies have access to financial records for auditing purpose, a comprehensive archiving procedure is necessary.**

**Purpose:** **To ensure that all financial documents are stored properly.**

**Scope:** **This policy is relevant to all financial documents used by the Network.**

- 1.0 All folders and binders used for filing financial documents will be stored for seven fiscal Years. Documents for the current and previous fiscal year will be stored under lock and key by the Finance Employee in the Finance office. All previous fiscal year documents will be placed in on-site, long-term storage under lock and key, by the Finance Employee and Operations Associate.
- 2.0 Documents which are to be stored permanently shall be scanned and securely Filed electronically. Hard copies will be kept under lock and key in long-term storage, in an area separate from the documents not designated for permanent storage. Documents which are to be stored permanently include, but are not limited to, corporate papers such as bylaws, incorporation papers, charters, other contracts and agreements, audit reports, payments for taxes and legal and tax correspondence.

**Title:** **INSURANCE**

**Policy:** **To operate, the Network must have necessary insurance coverage.**

**Purpose:** **To ensure that the Network retains all necessary coverage.**

**Scope:** **This policy is relevant to all policies held by the Network.**

- 1.0 At a minimum, the following insurance shall be maintained: a) Commercial Package; b) Directors and Officers Liability; c) Mandated Short-term Disability; and d) Mandated Worker's Compensation. The Network also shall contribute to the state Unemployment Insurance Fund according to applicable law. In addition to the above the Network will maintain any and all insurance required by law.
- 2.0 Management will conduct an annual review of coverage amounts to ensure that there are adequate means by which to preserve the schools/SCN's assets.

<b>Title:</b>	<b>ADDITIONAL BOARD OVERSIGHT</b>
<b>Policy:</b>	<b>The Board of Directors shall have authority to oversee, approve, and modify all budgets and financial policies developed by the Finance Department.</b>
<b>Purpose:</b>	<b>To codify a system of dialogue between the Finance Department and the Board of Directors to ensure that the Board has is actively aware of all budgets and financial policies.</b>
<b>Scope:</b>	<b>This policy is relevant to all policies held by the Network.</b>

## **I. BOARD MEETINGS**

- 1.0 The CFO/Controller will attend meetings of the Board of Directors to present Budget Variance Reports, Quarterly Reports, and other relevant financial information.
- 2.0 The Board of Directors will approve the Network's budget and financial control policies at least once per year in advance of the start of the new fiscal year. Budget modifications may be approved if needed at board meetings during the fiscal year.
- 3.0 Financial Committee of the Board will review the 990 before submitted
- 4.0 Every 5 years the CFO/Controller will reach out to auditors requesting new auditors for schools and Network, they will present to Finance team and the Finance committee of board.

### **31. Budget**

#### **(c) Financial Planning**

**Explain the process your school will use to develop its budget. Your response should address:**

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and**
- **Procedures for monitoring and modifying budgets.**

An organization-wide operating budget is compiled before the start of every new fiscal year to identify the revenues and expenses needed to carry out the school's mission. Revenues and expenses are forecasted on a monthly basis to yield a greater level of detail and are then aggregated to result in the full-year budget.

The Financial Controller, reporting to the CEO, holds an initial meeting with the Directors of each department and gives instruction on how to forecast their expenses for the coming year. By involving each Director, the school is able to achieve a more granular budget and can break down each expense category into more specific costs. Each department's budget takes into consideration historical costs from the opening year of other affiliated Success Academies, as well as any additional committed or planned expenses specific to the school.

Once each department has submitted its respective budget, the Financial Controller and the COO compile and review the organization-wide budget, identifying any expenses that have been double counted. The organization-wide budget is also reviewed for overall appropriateness, highlighting any expenses that seem inordinate or incongruous with the school's mission. Any issues are reported back to the Directors and the appropriate corrections are made.

After all revisions have been made and the COO and the Controller have approved the final budget, it is presented to the school's Board of Directors for approval. The budget is then put to a vote and is deemed final if approved. If it is not approved, the necessary adjustments are made and the revised budget is resubmitted for approval.

The budget is monitored for accuracy on a monthly basis by comparing actual expenses to the pro-rated budgeted amounts and each expense line item is scrutinized for large variances. This process not only gives us feedback on current year performance, but also allows us to budget with greater accuracy in future years.

Below is a sample timeline of events for creating and approving the school's budget:

January 15<sup>th</sup> – Informational meeting with department Directors to address basic budgeting tactics

February 15<sup>th</sup> – Preliminary budgets due from department Directors

March 15<sup>th</sup> – Meeting with COO and Financial Controller to identify double-counted expenses and determine overall accuracy

April 25<sup>th</sup> – Finalized budget completed

May 15<sup>th</sup> – Budget presented to Board of Directors for Approval

**31. (d) Fiscal Impact**

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including:

- Enrollment expectations (should tie to Attachment 3 and the 5-year budget projection);
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected Budget for the District; and
- Projected impact as a percentage of dollars of each district's budget (with more than 10 students projected to attend the charter school) for each year.

The proposed school will have a minuscule fiscal impact on the district of location, the New York City School District. It is estimated that the school will have the following financial impact on the New York City school district's estimated budgets, taking into account per pupil payments from the district as well as special education, Title and IDEA funding:

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2012–2013	188	\$13,527	\$2,543,076	\$173,843	\$2,716,919	\$6,573,982 ,431	0.04%
2013–2014	249	\$13,527	\$3,368,223	\$230,249	\$3,598,472	\$6,836,941 ,728	0.05%
2014–2015	401	\$13,527	\$5,424,327	\$370,803	\$5,795,130	\$7,110,419 ,397	0.08%
2015–2016	574	\$13,527	\$7,764,498	\$530,775	\$8,295,273	\$7,394,836 ,173	0.11%
2016–2017	689	\$13,527	\$9,320,103	\$637,115	\$9,957,218	\$7,690,629 ,620	0.13%

Following the initial year, the fiscal impact grows minimally, as the added impact beyond the base budget – the actual impact to the district’s budget – remains consistently minuscule between 0.04% and 0.13% annually.

While the proposed school would receive the annual per-pupil allocation of \$13,527 that would otherwise be used in zone public schools, this will constitute a significant savings for the NYC School District. The proposed charter school will receive 23% less than that spent by the zone schools in NYC Community School District 14. In fiscal year 2009, the latest year for which data are published by the city, CSD 14 spent \$17,625 per student. This constitutes a savings to the city of \$4,098 per pupil per year for every Success Academy student who resides in CSD 14. In the first year, this will *save* the city \$770,420; in the school’s fifth year, the city will save \$2,823,522 by educating these scholars more efficiently and more effectively at a Success Academy.

With respect to non-public schools, the proposed charter school is not anticipated to have a significant effect on such institutions. Moreover, the founders envision the charter school appealing to families of students in the existing public schools since such a high percentage of them are not meeting state standards and would benefit from the programs offered at a Success Charter Network school.

The Success Charter Network does not anticipate the opening of this school having any fiscal impact on other public charter schools. The overwhelming demand for additional charter schools in the city demonstrates that the opening of this proposed school will not affect the enrollment or fiscal solubility of any other charter schools. This school will be able to reach full enrollment without causing a decrease in the enrollment, and corresponding funds from the New York City Department of Education, at other charter schools. This is clearly evidence by the more than 54,000 applications submitted by parents for less than 12,000 seats in New York City public charter schools.

On a programmatic basis, the new charter school expects to influence city public, charter, and non-public schools by setting high expectations and placing a greater emphasis on teaching core subjects to prepare students to meet and exceed state standards. Strong academic performance by the new charter school's students using the Success Charter Network curriculum and learning philosophy will demonstrate to the District that all children, regardless of background, can learn and will hopefully influence District decisions on programming. Any school district official, or official from a charter or nonpublic school will be welcome at any time to observe and benefit from the model of success at the new charter school.

The Success Charter Network also expects to influence the public education system by educating a group of at-risk students at a very high level preparing them to succeed in middle school, high school, and college. This high-level of preparation will eliminate the achievement gap for these students. It will allow the middle schools and high schools that enroll these students to teach them rigorous academic courses rather than try to catch them up with their more affluent peers.

**32. Insurance**

**Describe the insurance coverage to be carried by the charter school including the name of the insured and amounts of insurance for liability, property loss, and student personal injury.**

The school will obtain at least the following insurance coverage:

- General Aggregate: \$2 million aggregate and \$1 million for each occurrence
- Umbrella Liability: \$5 million limit of coverage
- School Leaders Errors & Omissions: \$1 million in coverage
- Student Accident: \$500,000 aggregate per accident
- Student Accident Medical: \$25,000 per accident
- Student Catastrophic Accident: \$1 million limit
- Auto: for non-owned vehicles used in school business
- Property: \$250,000 in coverage for school furnishings, equipment, and leased spaced betterments
- Workers' Compensation: rate determined by state of New York

**33.     Fiscal Audits**

**Describe the school's plans for at least annual fiscal audits.**

The school plans to engage Fruchter Rosen & Company, P.C., an independent Certified Public Accounting firm, to perform annual audits of the school's statements of financial position, related statements of activities, cash flows and functional expenses, in accordance with generally accepted auditing standards in the United States and Government Auditing Standards, issued by the Comptroller General of the United States. Fruchter Rosen will also report on the school's internal controls over financial reporting and compliance with certain laws, regulations, contracts and grants.

**34. Board By-Laws**

**Please provide a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of trustees and the length of the terms established for each trustee position. Note that recent amendments to the Act require that the by-laws be in compliance with provisions of the New York General Municipal Law regarding conflicts of interest, which generally does not allow teachers, administrators, or other school employees to serve on charter school boards.**

## **CHARTER SCHOOL BY-LAWS**

### **ARTICLE I: NAME**

The name of the Corporation is Brooklyn Success Academy Charter School 3 (hereinafter "the Corporation").

### **ARTICLE II: MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

### **ARTICLE III: BOARD OF TRUSTEES**

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

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

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;

5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

**B. Number of Trustees.** The number of Trustees of the Corporation shall be no lower than five (5). The Board may adjust the number of Trustees by Board resolution or amendment of the Bylaws.

**C. Election of Trustees.**

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

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, provided that no person who has a material financial interest in any contract with the Corporation may be eligible to serve on the Board.

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

3-a. Organizational Affiliation. Not more than 40 percent of the persons serving on the Board may be a trustee or employee of a single organization.

3-b. Ex-Officio Members. There shall be one seat on the Board reserved for a parent of a child matriculating in the School. Such parent is a nonvoting member of the Board.

**4. Term of Office.**

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

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year.

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

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

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

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

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

**E. Resignation by Trustee.** A Trustee may resign by giving written notice to the Board Chairman 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 Chairman or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

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

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

## **ARTICLE IV: PRINCIPAL OFFICE**

The Corporation's principal office shall be at the address of the charter school; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

## **ARTICLE V: MEETINGS OF THE BOARD**

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

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

**C. Regular Meetings.** Regular Meetings shall be held each year on dates determined by the Board. Board meetings shall be held at a minimum frequency as required by law.

**D. Special Meetings.** A Special Meeting shall be held at any time called by the Chairman, or in his absence by the Senior Trustee upon written demand of not less than one-half of the entire Board. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

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

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

1. Unless waived according to the provisions of section G of this Article V, notices of the time and place of all Board meetings shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of each trustee.

2. Public notices of Board Meetings shall be made in accordance with the New York Open Meetings Law.

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

## **ARTICLE VI: ACTION BY THE BOARD**

**A. Quorum.** Unless a greater proportion is required by law, half of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

**B. Action by the Board.**

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

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

**C. Committees.**

1. Appointment of Committees. The Board may create committees for any purpose. The Board will elect committee members. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees. The entire Board may vote, at any time, to disband the Executive Committee.

2. Standing Committee. The Board may have a standing Finance Committee of at least three Trustees, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the Chairman of the Board, subject to the approval of a majority vote of the entire Board.

3. Authority of Board Committees. The Chairman of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- e. The appointment of other committees of the Board, or the members of the committees.
- f. The amendment or repeal of any board resolution, which by its terms shall not be so amenable or repealable.

4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

**D. Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

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

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

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

## **ARTICLE VII: OFFICERS**

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

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

2. Vice Chairman. If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers and be subject to the same restrictions. The Vice Chairman shall have other such powers and perform such other duties as the Board may prescribe.

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

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

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

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

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

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

**C. Removal and Resignation.** By vote of a majority, the Board may remove any Officer, on examination and due proof of the truth of a written complaint by any trustee, of misconduct incapacity or neglect of duty. At least one week's previous notice of the proposed action shall be given to the Officer subject to the action and to each trustee. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

## **ARTICLE VIII: NON-LIABILITY OF TRUSTEES**

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

## **ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS**

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

## **ARTICLE X: SELF-DEALING TRANSACTIONS**

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

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

## **ARTICLE XI: OTHER PROVISIONS**

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

**B. Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

**C. Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Head of School, or Treasurer. In addition, the Board may appoint additional employees of the Corporation as its designees to sign checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness, within the limits of specific financial policies and procedures to be approved by the Board of Trustees.

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

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

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

**F. Interpretation of Charter and Law.** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control. Whenever any provision of the Bylaws is in conflict with provisions of applicable law, the provisions of applicable law shall govern and control, including Article 7 of New York Public Officers Law.

## **ARTICLE XII: AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

## **CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

\_\_\_\_\_, Secretary Dated: \_\_\_\_\_

### **35. Code of Ethics**

**Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply not only to trustees, but to officers and employees of the school as well.**

The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter, and its by-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Not more than 49 percent of the people serving on the school's Board of Trustees may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person.

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

The Board of Trustees and the officers and employees of the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transactions" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the school, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

Any actual or potential conflict of interest occurs when a Trustee, officer, or employee is in a position to influence a decision that may result in a personal gain for said Trustee, officer, or employee or in a gain for a relative of person with whom said Trustee, officer, or employee has a close personal relationship as a result of a business dealing with the school. In the case of an employee, any such conflict of interest must be immediately reported to the school principal. If the party with the potential conflict of interest is the principal, he or she shall report it to the Chairman of the Board of Trustees. In the case of an officer or Trustee, the potential conflict of interest must be reported immediately to the Chairman of the Board. If the party with the potential conflict of interest is the Chairman, he or she shall report it to the Vice Chairman.

Any Trustee, officer, or employee having an interest in a contract, other transaction or program to be discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Principal, Trustee, or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

Trustees, officers, or employees representing any not-for-profit corporation proposing to do business with the school shall disclose the nature and extent of such business.

No Trustee, officer, or employee of a for-profit corporation having a business relationship with the school shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

- Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants, and attorneys.
- Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school.
- Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.

In no instance shall a Trustee officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.

Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Trustees, officers, and employees shall not use his or her position with the school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situation person, unless that gift is for the use of the school.

School 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.

Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:

- Student records
- Financial information
- Personnel records
- Payroll records

Trustees, officers, and employees will observe rules of behavior and conduct.

Unacceptable conduct includes, but is not limited to:

- Theft or inappropriate removal or possession of property
- Falsification of documents
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
- Use of tobacco or tobacco products on school grounds
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Sexual or other unlawful or unwelcome harassment
- Excessive absenteeism or any absence without notice

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment or association with the school.

### **36. Admissions Policy**

**Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:**

- **The required anti-discrimination criteria and allowable admissions preferences, including in New York City, the Community School District (CSD) preference;**
- **Any “at-risk” admission factors, such as students with disabilities (requiring special education programs/services), students who are English language learners or students who are eligible to participate in the federal free or reduced-price lunch program, etc.;**
- **The scheduled application and enrollment periods for the first and subsequent years, including the approximate date each year on which you intend to hold the lottery, if necessary, which must be after April 1<sup>st</sup> of each year;**
- **An outreach plan including strategies for: (1) recruiting prospective students and (2) attracting English language learners, students with disabilities and students who qualify for free and reduced-price lunch in sufficient numbers as to meet targets that are comparable to the school district of location;**
- **The specific targeted student population (if any);**
- **The step-by-step procedures to be implemented in the event timely applications for admission exceed the available seats, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the process adheres to Education Law subdivision 2854(2);**
- **The procedures for student registration after being admitted through the lottery or otherwise, to include whether the school will backfill grades and if so how and when;**
- **The manner in which the waitlist will be maintained;**
- **The procedures for an enrolled student’s withdrawal from the school; and**
- **The procedures for currently enrolled students to notify the school of their intent to enroll the following year.**

The school shall not discriminate against any student based on race, ethnicity, national origin, gender, disability, sexual orientation, or for any other basis that would be unlawful for a public school. The school shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school 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. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, sexual orientation, or any other grounds that would be unlawful.

Formal recruitment of new potential students begins in January of each year. The school will advertise informational sessions where families can come to meet staff and learn about the school's programs and expectations. Interested families may then begin submitting applications. The application is available at the informational sessions, all SCN schools, and online. It is a simple form requesting basic biographical information and contact information. There are no fees associated with filing the application, and staff members will be available to assist applicants who need help filling it out. The school will accept unsigned applications for the lottery and will not access any educational records for which there is not a corresponding signature.

Additionally, the school will make an effort to attract special education students as well as students without special education needs by directing advertising and other recruitment efforts at a broad range of neighborhoods, pre-school programs, and community centers that serve both special education and non-special education students.

All applications must be received by a deadline that will be no earlier than April 1 and will likely be prior to April 15. Priority will be given in the following order:

- Returning students
- Siblings of currently attending students
- Applicants zoned to attend failing schools and/or applicants who are deemed English Language Learners (ELLs) who reside in the Community School District (CSD) of location of the charter school
- Applicants zoned to attend failing schools and/or applicants who are deemed English Language Learners (ELLs) who do not reside in the CSD of location of the charter school
- Other applicants who reside within the CSD of location of the charter school
- Other applicants who reside outside of the CSD of location of the charter school.

If the number of applicants exceeds the school's capacity, a random selection lottery process will be conducted on or about April 15. The Success Charter Network purchased a digital lottery program for this purpose. The lottery will be conducted at a public meeting by an individual unaffiliated with the school and the Success Charter Network. An independent auditor will be present to verify that the lottery adheres to Education Law subdivision 2854(2). The program assigns each applicant a random number. These applicants are then ranked according to their random numbers and applicants are assigned spaces based on this ranking with priority given as stated above. After all available spaces have been assigned, the remaining applicants are placed on a numbered wait list according to their randomly generated number. The parents of each applicant will be notified via letter of the lottery results within one week of the lottery. Reasonable and multiple attempts will be made to contact the families of students to confirm whether the

student is interested in attending the school. If these reasonable and multiple attempts are unsuccessful, the school may remove the student from the enrollment list and make the space available to the first eligible family on the wait list.

The wait list will expire annually at the lottery drawing for the next school year.

The only exception to the random lottery process (other than for returning students) is for siblings of students who already have been assigned spaces in the school. These siblings will be given priority in admission to the school.

In order to maintain school culture, the school intends to admit students into kindergarten through third grade each year as space permits. Students will be admitted to second grade beginning in year 2 and to third grade beginning in year 3.

The school will undertake numerous recruitment activities in recruiting applicants. Some of the activities that will promote the school and recruit applicants may include:

- Mailings, in multiple languages, to residents of the school district or location
- Flyers posted in local newspapers, supermarkets, churches, community centers, and apartment complexes
- Open houses at the school and informational sessions hosted at public and private venues frequented by families of young children, including daycare and nursery schools

Charter schools are public schools of choice, both for application and withdrawal. There may arise circumstances in which a parent or guardian may wish to transfer his or her child to a different school. Such parent or guardian may withdraw his or her child at any time. School personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from the school and seek resolutions to any problems needing to be addressed. If the parent or guardian still wishes to withdraw the child, the school staff will ensure a timely transfer of any necessary school records to the student's new school.

Each year, school personnel will meet with the families of all parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.

## **37. Discipline Policy**

### **(a) General Education**

**Attach the charter school's student discipline rules and procedures for general education students. If your school is to have a provision for suspension or expulsion, include as well the long term and short term due-process protections for students and parents, and procedures and policies for implementing mandatory alternative instruction.**

The Success Charter Network believes a strong school culture is essential for academic success. It believes that without a safe, orderly, and respectful environment, children cannot learn. As such, it has very high expectations for student behavior and a strict discipline policy to make sure students act appropriately at all times and are always within a safe, structured environment. Its schools take a preventive and pro-active approach to discipline to ensure that students behave properly in the first place and that there are no obstacles to learning.

The school uses a warm-strict approach to discipline and believes that good behavior, like academics, must be taught. It also believes that the small stuff matters and, therefore, even minor infractions will not be tolerated. The goal is for students to become self-disciplined and self-directed individuals who respect others, the community around them, and themselves.

All students, teachers, and parents will be aware of the school's high expectations and the school, in turn, expects parents, students, and teachers to strictly adhere to the policies. During the summer faculty training session, teachers are provided with extensive professional training on effective discipline, good behaviors, and productive routines. During student orientation, students are taught effective discipline and good behaviors through clear, consistent, and well-established classroom routines. Teachers and staff continuously model appropriate behaviors for students and use preventive and positive strategies including a rewards system whereby students are honored at monthly ceremonies for perfect attendance, homework completion, and expression of the school's *ACTION* values:

- Agency: Students should have a sense of ownership and personal responsibility. They have the power and the responsibility to control their behavior, their learning, and ultimately their future.
- Curiosity: Students should be curious and explore. They should always ask questions and want to investigate to learn more.
- Try and Try: Students should work hard – even if they do not succeed with their first attempt. They should learn from their mistakes and demonstrate persistence.
- Integrity: Students should always be honest. Personal integrity is of the utmost importance.
- Others: Students should have empathy and respect for others. They learn to put others before oneself.
- No Shortcuts: There are no shortcuts to success. Hard work is mandatory.

To ensure safety and success, the Success Code of Conduct is enforced at all times. Students must adhere to the Code of Conduct, which includes the Uniform and Attendance Policies, when at school, on school grounds, participating in a school-sponsored activity, walking to or from school or a school-sponsored event, walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. Serious misconduct outside of the school is considered a school disciplinary offense when evidence exists that the student's continued presence at the school would have a significant detrimental effect on the school.

A violation of the Code of Conduct is a punishable offense. When a student fails to adhere to the Code of Conduct or does not meet the school's standards for acceptable behavior despite the positive and preventive strategies, the school must respond and intervene with specific consequences so that it can maintain a safe and productive learning environment for all students.

In all cases of disciplinary consequences minimum due process under federal case law will be afforded to all students. Students will be told of the charges against them and asked for their side of the story. The principal or other school official shall consider this explanation prior to taking the disciplinary action. Parents should be notified before or within a reasonable amount of time after the imposition of such discipline.

Below is a list of possible infractions and potential consequences. Please keep in mind that the list of punishable offenses and punishments is not exhaustive. Teachers and staff can supplement these rules with their own rules for classes and events. In addition, violations of the Code of Conduct and consequences are subject to the discretion of the Principal and may be adjusted accordingly. A student who has committed any of the infractions listed below shall be subject minimally to the disciplinary actions listed below or elsewhere in this document, unless the Principal determines that an exception should be made based upon the individual circumstances of the incident and the student's disciplinary record. Consequences include but are not limited to staying after school or coming in on Saturdays to make up missed instruction, in-school suspension, out-of-school suspension, and/or expulsion. Finally, any breaches of state or federal law may be handled in cooperation with New York City Police Department or other authorities.

### **Level 1 Infractions**

- Slouching/failing to be in "Ready to Succeed" position
- Calling out an answer
- Having an un-tucked shirt
- Chewing gum or bringing candy to school
- Rolling eyes or other minor disrespectful behavior
- Wearing jewelry (modest religious jewelry permissible)
- Wearing makeup

### **Range of School Responses, Interventions, & Consequences for Level 1 Infractions**

- Warning/reprimand by school staff
- Student is reminded of appropriate behavior and task at hand
- Student is reminded of what he/she is like at his/her best and of past good behavior
- Student is reminded of past poor decisions and provided with productive alternatives/choice that should be made
- Student is given a non-verbal warning
- Student is given a verbal warning

### **Level 2 Infractions**

- Committing a Level 1 Infraction after intervention
- Being off-task
- Being unprepared for class (which includes but is not limited to failing to bring pencil, not completing homework, etc...)
- Failing to follow directions
- Failing to complete work
- Arriving late to school/class and/or violating school attendance policy
- Failing to be in school uniform and/or violating school uniform policy
- Wearing clothing or other items that are unsafe or disruptive to the educational process
- Failure to obtain signatures for required assignments
- Disrupting class or educational process in any way at any time (which includes but is not limited to making excessive noise in a classroom, failing to participate, refusing to work with partners, etc...)
- Being in an off-limits location without permission
- Failing to be in one's assigned place on school premises
- Getting out of your seat without permission at any point during the school day
- Going to the bathroom without permission or at undesignated times
- Making noise in the hallways, in the auditorium, or library without permission
- Inappropriate noise levels in lunchroom, gym, and during arrival and dismissal
- Leaving the recess area during recess without permission from an authorized adult
- Engaging in unsafe behavior, failing to use recess equipment properly, or failing to follow directions during recess
- Excluding classmates in games/activities during recess
- Using school equipment (i.e. computers, faxes, phones) without permission
- Bringing electronic equipment to school of any kind without school authorization (which includes but is not limited to cell phones, game boys, walkmans, i-pods, headphones, pagers, radios, etc...)
- Littering on school grounds
- Verbally dishonoring a fellow student (which includes but is not limited to teasing, name calling, being rude, mocking, etc...)
- Verbally dishonoring faculty, staff, or other Harlem Success community members (which includes but is not limited to being rude, disobeying instructions, etc...)

**Range of School Responses, Interventions, & Consequences for Level 2 Infractions**

- Student is reminded of appropriate behavior and task at hand
- Student is given a verbal warning
- Removal from classroom for "Time Out" outside of the classroom (administrator's office)
- Student-Teacher-Parent conference
- Student-Parent-Administrator Conference
- In-school disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Verbal or written apology to community
- Staying after school or coming in on Saturdays
- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period or expulsion)

**Level 3 Infractions**

- Committing a Level 2 Infraction after intervention
- Dishonoring a fellow student using profanity, racial slurs, or any foul or discriminatory language
- Dishonoring a faculty or staff member using profanity, racial slurs, or any foul or discriminatory language
- Disobeying or defying school staff or any school authority/personnel
- Using profane, obscene, lewd, abusive, or discriminatory language or gestures in any context (which includes but is not limited to slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability)
- Posting or distributing inappropriate materials (which includes but is not limited to unauthorized materials, defamatory or libelous materials, or threatening materials)
- Violating the school's internet policy (which includes but is not limited to using the internet for purposes not related to school or non-educational purposes or which result in security/privacy violations. Personal internet use is contingent upon express permission from a school authority)
- Forgery of any kind
- Lying or providing false or misleading information to school personnel
- Engaging in any academic dishonesty (which includes but is not limited to cheating, plagiarizing, copying another's work, or colluding/fraudulent collaboration without expressed permission from a school authority)
- Tampering with school records or school documents/materials by any method
- Falsely activating a fire alarm or other disaster alarm or making false threats of any kind
- Misusing other people's property
- Vandalizing school property or property belonging to staff, students, or others (which includes but is not limited to writing on desks, writing on school books, damaging

property, etc...)

- Stealing or knowingly possessing property belonging to another person without proper authorization
- Smoking
- Gambling
- Throwing any objects
- Engaging in inappropriate or unwanted physical contact
- Fighting or engaging in physically aggressive behavior of any kind (which includes but is not limited to play fighting, horsing around, shoving, pushing, or any unwanted or aggressive physical contact)
- Leaving class, school-related activity, or school premises without school authorization
- Repeatedly failing to show up to class, school, or any school activity or event and/or repeatedly violating school attendance policy

#### **Range of School Responses, Interventions, & Consequences for Level 3 Infractions**

- Sent to Principal/Dean of Students
- Loss of classroom/school privileges
- Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)
- Call home to parents
- Removal from classroom or "Time Out" outside of the classroom (administrator's office)
- Student-Parent-Administrator Conference
- In-School disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Verbal or Written Apology to Community
- Staying after school or coming in on Saturdays
- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period)
- Expulsion

#### **Level 4 Infractions**

- Committing a Level 3 Infraction after intervention
- Repeated in-school and/or out-of-school suspensions
- Exhibiting blatant and repeated disrespect for school code, policies, community, or culture
- Engaging in gang-related behavior (which includes but is not limited to wearing gang apparel, making gestures, or signs)
- Destroying or attempting to destroy school property
- Engaging in intimidation, bullying, harassment, coercion, or extortion or threatening violence, injury, or harm to others (empty or real) or stalking or seeking to coerce
- Engaging in behavior which creates a substantial risk of or results in injury/assault

against any member of the school community

- Engaging in sexual, racial, or any other type of harassment
- Possessing, transferring, or using drugs, alcohol, or controlled substances
- Participating in an incident of group violence
- Possessing a weapon
- Charged with or convicted of a felony

#### **Range of School Responses, Interventions, & Consequences for Level 4 Infractions**

- Sent to Principal/school administrator
- Loss of classroom/school privileges
- Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)
- Call home to parents
- Removal from classroom or "Time Out" outside of the classroom (administrator's office)
- Student-Parent-Administrator Conference
- In-school disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Verbal or written apology to community
- Staying after school or coming in on Saturdays
- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period)
- Expulsion

A short-term suspension refers to the removal of a student from the school for disciplinary reasons for a period of five days or fewer. It includes any act that school officials reasonably conclude warrants a short-term suspension. If necessary, the student will be immediately removed from the class/school. The Principal will immediately inform the parents or guardian in writing of the charges. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address of the parents/guardians. Where possible, notification also will be given by phone. Notices will provide a description of the incident(s) that led to the suspension and will offer the opportunity for an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by parents/guardian. The student's family has the right to appeal within 10 business days of the date of suspension/expulsion in accordance with the charter school's complaint process.

A long-term suspension refers to the removal of a student for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of student from school for disciplinary reasons. Long-term suspension and/or expulsion include any

act that school officials reasonably conclude warrants a long-term suspension and/or expulsion. If necessary, the student will be immediately removed from the class/school. A long-term suspension/expulsion may be imposed only after the student has been found guilty at a formal long-term suspension hearing. The Principal will immediately inform the parents or guardian in writing of the charges. A date, time, and place for the hearing and the notice of the right to be represented by counsel will also be communicated. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address of the parents/guardians. Where possible, notification also will be given by phone. Notices will provide a description of the incident(s) which led to the suspension and will offer the opportunity for an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by parents/guardian.

A long-term suspension/expulsion may be imposed only after the student has been found guilty at a formal long-term suspension hearing. The Principal will call and preside over a formal, long-term suspension hearing. At the hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The Principal and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate in the hearing. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status. Additionally, the Principal may decide that the infraction warrants expulsion. A student may also be subject to any of the disciplinary measures outlined elsewhere in this document including expulsion and/or a referral to the appropriate law enforcement authorities. Additionally, the Principal may decide that the infraction warrants expulsion. If this is the case, the Principal shall forward the recommendation to the Board of Trustees. A student may also be subject to any of the disciplinary measures outlined elsewhere in this document including expulsion and/or a referral to the appropriate law enforcement authorities. The Board of Trustees will be consulted prior to any/all expulsions. The student's family has the right to appeal within 10 business days of the date of suspension/expulsion in accordance with the charter school's complaint process.

Federal and state law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Act of 1994 (as amended). "Weapon" as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. The principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act.

Students who are suspended will be provided with alternative instruction as per EL3202. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the

school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school work, receive all assignments, tests, quizzes, etc. and generally advance with the curriculum.

**(b) Special Education**

**Please provide the discipline policy that the school will enact for students with disabilities.**

The school will work closely with the Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters.

Students for whom their 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 Committee on Special Education (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 a total of eight days or more, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's education placement. Such 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 shall work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- The commission of any infraction resulting from the student's disability.
- The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days.

The school shall ensure that when the suspension or removal to 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:

- Convene a CSE meeting within 10 school days to make a manifestation determination.
- 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.
- Provide the student's parent with a copy of their procedural due process rights.
- Work closely with the CSE of the students' district of residence in determining educational services or the interim alternative educational setting that would ensure the provision of the requirements of a free and appropriate public education (FAPE).

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring.

During a subsequent removal that, combined with previous removals, equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

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

During any subsequent removal that constitutes a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Any time the behavior of a student with a disability requires a disciplinary action, a Functional Behavioral Assessment (FBA) is conducted and a decision is made as to the Behavioral Intervention Plan. These procedures are followed each time to ensure that

when a behavior incident occurs that a suspension or removal of a student with a disability does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability as determined by the CSE and other qualified individuals.

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken:

- Not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
- Immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and behavior subject to the disciplinary action.

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

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

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

**38. Dress Code Policy**

**If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be subsidized for parents unable to afford them.**

Students at the school will wear uniforms for the following reasons:

- Uniforms help maintain a school culture of unity and academic excellence.
- Uniforms allow parents to save money by not having to buy an entire wardrobe of school clothing.
- Uniforms help eliminate indicators of differences in socio-economic status among students.
- Uniforms minimize learning distractions in the school.

Students will be required to wear their uniforms when on campus and on most school-sponsored field trips. The school uniform policy will be made clear to parents at information sessions both before and after the application deadline. Students not in full compliance with the uniform policy will be handled in accordance with the school's discipline policy. Such discipline may include verbal admonishment, parent/teacher conferences, and parent conferences with school leadership. Students will not be withheld from class due to uniform infractions.

The school's uniform for boys is:

**Kindergarten:**

- Navy Pants
- Orange Polo w/ logo
- Navy V-neck Pullover w/ logo
- Black Belt
- Navy Crew Socks
- Black Velcro shoes, no laces

**1st—4th Grade:**

- Navy Pants
- Blue Oxford Shirt w/ logo
- Navy V-neck Pullover w/ logo
- Orange Tie
- Black Belt
- Navy Crew Socks
- Black Velcro shoes, no laces

**5<sup>th</sup> Grade:**

- Navy Pants

- Blue Oxford Shirt
- Navy Blazer w/ logo
- Orange Tie
- Black Belt
- Black Velcro shoes, no laces
- Navy Crew Socks

The school's uniform for girls is:

**Kindergarten—3rd grade:**

- Navy Plaid Jumper w/ logo
- Orange Polo Shirt
- V-neck Cardigan w/ logo
- Black Lycra Shorts
- Navy Opaque Tights
- Black Mary Jane shoes

**4th:**

- Navy Plaid Kilt
- Orange Polo Shirt w/logo
- V-neck Cardigan w/ logo
- Black Lycra Shorts
- Navy Opaque Tights
- Black Mary Jane shoes

**5th:**

- Navy Plaid Kilt
- Orange Polo Shirt w/ logo
- Girl's Fitted Blazer w/ logo
- Black Lycra Shorts
- Navy Opaque Tights
- Black loafers

Additionally, students may have a uniform for certain physical education activities, which consists of navy shorts or sweatpants and an orange t-shirt with the school logo.

The school will also make exceptions to the uniform policy for minor items such as head covers that are worn in conjunction with the exercise of a religious practice.

While the school will identify an inexpensive uniform provider, it understands that all families may not be able to afford the uniform. No student will be denied access to the

school because of an inability to purchase the school uniform. Rather, the school will keep reserves on hand to assist families who cannot afford the uniform.

**39. Complaint Policy**

**Attach the policies of the charter school's board of trustees for handling complaints from individuals or groups.**

Any individual or group may bring complaints to the Board of Trustees. Complaints will be submitted to the Board of Trustees at least one week prior to the next scheduled board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular board meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may delegate the principal or other responsible party to act upon the complaint and report to the Board. The Board will render a determination in writing as appropriate.

In accordance with Education Law §2855(4), if after presentation of a complaint alleging a violation of law or of the school's charter to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the school's charter entity, the State University Trustees (through the Charter Schools Institute), which shall investigate and respond. The State University Trustees shall have the power and the duty to issue appropriate remedial orders to the school's Board of Trustees under their jurisdiction to effectuate the provisions applicable under Education Law. If, after presentation of the complaint to the State University Trustees, the individual or group determines that the State University Trustees have not adequately addressed the complaint, they may present that complaint to the Board of Regents, which shall investigate and respond, and issue appropriate remedial orders.

#### **40. Dissolution Procedures**

**Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school, including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing the assets to either the school district of location or another charter school within that district.**

If it is determined that the charter school shall close, the school will follow the most recent closure plan issued by the Charter Schools Institute. The School Board of Trustees shall delegate to the principal the responsibility to manage the day-to-day dissolution process and implement the Closure Plan approved by the School Board under the advisement of the Treasurer of the Board and the oversight of an ad hoc closure committee, who shall also be delegated proper authority from the School Board, it being understood that the principal and Treasurer will not take any final action that would be required by law to be approved by the School Board or make any final reports to the State University Trustees, unless such authority is specifically delegated.

The school will work closely with appropriate representatives of the district of location, the New York City Department of Education (NYC DOE), to develop and implement a dissolution plan that will govern the process of transferring students and student records. Initially, a list of students attending the school will be sent to the NYC DOE. The school will coordinate any planned or voluntary dissolution with the district to facilitate reintegration of its students and their records, and will provide the district with a minimum notice of 120 days for any voluntary dissolution.

Prior to dissolution, the school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of educational programs for their children. School representatives will also meet one-on-one with each enrolled student's family to ensure that all parents are aware of their options regarding educational services for their child in New York City public schools, charter schools, and nonpublic schools.

The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. All remaining assets of the school shall be transferred to another charter school within the New York City School District.

#### **41. Personnel Policies**

**Attach a copy of the proposed school's personnel policies, including at least the following information:**

- **The procedures for hiring and dismissing school personnel;**
- **The school's required qualifications for hiring teachers, school administrators and other employees;**
- **A description of responsibilities for staff members;**
- **A description of the school's processes and criteria for evaluating teacher performance; and**
- **A description of how teachers will be held accountable for student achievement.**

While the school principal has final authority to hire and fire staff members, the recruitment team at the Success Charter Network devotes countless hours to attracting, screening, and recommending for hire the strongest candidates for teachers, school leaders, and other school personnel. The application and job descriptions state clearly that Success Charter Network is an equal opportunity employer and actively encourages applications from people of all backgrounds. This statement covers our intention to hire without discriminating on the basis of gender. This practice is stated outright in the draft school personnel policy included below. The application/interview process involves:

- Application submission with resume and cover letter
- Peer review of selected resumes
- Phone interview
- In person interview
- Reference check
- Demo lesson and/or trial day
- Interview with school leadership
- Job offer

During the course of the application/interview process, the recruitment team is looking for the following qualifications:

- Relentless commitment to academic excellence
- Dedication to the Success Charter Network's mission, culture, and values
- Relevant teaching experience, preferably in an urban setting
- Demonstrated ability to engage students and deliver effective instruction
- Commitment to data-driven instruction
- High level of organization and resourcefulness
- Prior success
- Excellent oral and written communication skills

- College degree, advanced degrees, certifications
- Recommendations from previous employers

The responsibilities of the principal will include, but not be limited to:

- Providing leadership and direction to all school staff members
- Hiring, evaluating, and terminating staff members
- Administering scheduling, enrollment, and curriculum
- Ensuring the proper use of student data to drive and improve instruction
- Facilitating parent involvement
- Making formal reports to the Board of Trustees, the Success Charter Network, and the charter entity
- Implementing the school policies and procedures as directed by the Board of Trustees
- Providing a safe learning environment
- Ensuring proper budgeting
- Assisting SCN in the training and mentoring of school leadership residents
- Providing guidance and support to teachers to improve instruction

The responsibilities of the school leadership resident will include, but not be limited to:

- Developing lesson plans and providing quality instruction to assigned classes in their area of expertise; This teaching will comprise fifty percent of their time
- Mastering the SCN curriculum
- Mastering the proper usage of student data to drive and improve instruction
- Mastering the successful teacher observation and feedback process
- Mastering the SCN culture
- Participating in mentoring activities with SCN staff and SCN school principals

The responsibilities of the dean of students will include, but not be limited to:

- Raising academic standards and student achievement
- Reinforcing the school's culture and core values
- Monitoring students' behavior inside and outside of the classroom
- Supporting the faculty by addressing behavior problems
- Managing the school's discipline program, including suspensions and detentions
- Coordinating Saturday Academy
- Managing parent interactions
- Planning and executing scholar assemblies and family events

The responsibilities of the operations coordinator/manager shall include, but not be limited to:

- Anticipate and prevent maintenance and cleanliness issues
- Coordinate school procurement and get needed supplies to staff in a timely fashion
- Ensure school safety agent is on premises and performing job adequately when needed
- Ensure fire drills happen when necessary and appropriate

- Ensure compliance with necessary laws and regulations related to school food
- Ensure students and staff have access to appropriate food in a timely fashion in a clean cafeteria
- Manage basic technology needs at school level
- Ensuring the school operates in compliance with all federal, state, and local laws as well as its charter
- Creating and maintaining a school emergency response plan

The responsibilities of the community relations coordinator/manager shall include, but not be limited to:

- Being the first point of contact for all visitors to the school
- Preparing weekly fliers announcing upcoming events for student families
- Answering the telephone in the main office and taking messages or forwarding calls as appropriate
- Creating graphs from data of student attendance
- Maintaining a system for incoming and outgoing mail and facsimiles
- Ensuring the office is clean, organized, and stocked with necessary supplies
- Tracking student attendance
- Maintaining student files
- Attending to minor student health needs
- Planning and coordinating student field studies

Teacher responsibilities will include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach
- Developing lesson plans that ensure the attainment of state learning standards and are aligned with the school's curriculum
- Coordinating lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis
- Providing direct and indirect instruction
- Creating long-term and short-term plans to address individual student needs
- Preparing students excellently for all required assessments
- Evaluating student progress
- Using data effectively to improve instruction and student learning
- Providing an inviting, exciting, innovative learning environment
- Engaging in effective and appropriate classroom management
- Serving as advisors to students
- Ensuring students with special education, ELL, or gifted needs are serviced at an extremely high level
- Performing other duties, as deemed appropriate, by the principal

Student achievement coordinator/manager responsibilities will include, but not be limited to:

- Managing all student information related to assessments and special education services
- Distributing, collecting, and insuring that assessment materials have been completed correctly
- Coordinating schedule for data meetings, tutoring, and special education services
- Scheduling and managing all student Individualized Education Programs (IEP)
- Managing and synthesizing all data from all meetings, assessments, initial referrals, and IEPs
- Communicating data results to school leadership and the Director of Data and Accountability at the Success Charter Network
- Overseeing faculty summer training and professional development operations

Associate teacher responsibilities will include, but not be limited to:

- Supporting and delivering classroom instruction across a grade in small groups and one-on-one
- Collaborating with lead teachers in weekly meetings dedicated to lesson planning and analysis of student achievement data
- Creating and implementing behavioral management systems
- Performing administrative duties as necessary

All SCN teachers are expected to teach and attain student achievement at an extremely high level. Coupled with the school's extensive support for its teachers is an expectation of high performance and creating a value-added gain for each of their students.

Please see the attached school personnel policy for a more detailed description of personnel policies.

In the pages following the personnel policy beginning on page 41-50, please find copies of the performance management program documents, including goal-setting, self evaluation, and leader evaluation.



**SUCCESS CHARTER NETWORK AND SUCCESS ACADEMIES  
EMPLOYEE MANUAL**

**(DRAFT)**

## CHAPTER 1: INTRODUCTION

### **1.01 Welcome**

Welcome to the Success Charter Network and Success Academy Charter Schools. We congratulate you on your decision to join our team. We trust that this decision will prove beneficial to you and the families and students we serve. We want you to be informed about the many benefits and services provided to the employees of the Success Charter Network and Success Academies. This handbook uses the term Success Charter Network and Success Academies to refer to your employer. If you are a school teacher or staff, you are employed by the Success Academy Charter School at which you work. Otherwise, the Success Charter Network is your employer.

### **1.02 About this Handbook**

The information in this manual is important to all staff at Success Charter Network and Success Academies. Read the manual now and keep it in a convenient place. You will want to refer to this document when you have questions about school policies and benefits. However, this document is informational only; it is not an attempt to provide a complete reference to the law, employee rights, or the regulations of the State Education Department. If specific questions arise, we urge you to discuss those inquiries with the appropriate administrative staff.

This manual is not a contract, express or implied, nor is it a legal document or an enforceable promise, nor does it guarantee employment for any specific duration. Employment is at the will of both the employer and employee and may be terminated at any time, for any reason, with or without cause or notice, at the sole discretion of Success Charter Network and Success Academies. No supervisor, manager, or other representative of Success Charter Network and Success Academies has the authority to make any verbal promises, commitments, or statements of any kind regarding Success Charter Network and Success Academies' policies, procedures, or any other issues that are legally binding to Success Charter Network and Success Academies.

This handbook is a tool to help promote a cooperative, collaborative, and healthy work atmosphere. It sets forth certain policies relative to hours, wages, and conditions of employment.

This School, as all charter schools in New York State, is subject to the provisions contained in both federal law and certain laws of the State of New York. Charter schools are bound by the same New York State health and safety, civil rights and student testing requirements as other public schools. Additionally, Success Charter Network and Success Academies is subject to the requirements of the compulsory education law and student performance standards adopted by the Board of Regents. From time to time the need will arise for this school to amend, modify, rescind, delete, supplement or add to the provisions of this handbook as law and regulations dictate. In addition, administrative policies may be made by the Board of Trustees. These policies have the force of law, and you are expected to be bound by these policies. Every effort will be made to keep you informed of all changes to law, regulation and policy. Human Resources will attempt to provide you with notification of any other changes as they occur.

No policy contained in this manual can be inconsistent with federal or applicable state law. Additionally, Success Charter Network and Success Academies will be bound by all of the provisions contained in the New York State Charter School Act.

In 1998 New York State joined the majority of states with the adoption of the Charter School Act. New York's legislation is significantly different from that of other states. Within New York State, charter schools were established with the following criteria in mind:

"Charter schools put children before bureaucracy and innovation ahead of regulation. They strengthen public education, by creating alternatives to the existing system, giving parents real choices and creating a competitive atmosphere so all children can improve."

In New York State charter schools have four distinguishing characteristics that should provide you with guidance regarding the objectives of this school and the State of New York:

- They are public schools, funded with public dollars and fully accountable to public oversight. In fact, accountability is so high that schools that fail to meet its stated goals for academic achievement and fiscal responsibility can be closed.
- They are created by parents, educators, or civic or community groups who can meet qualifications and agree to reach specified pupil achievement goals.
- They operate free from bureaucracy that frequently stifles innovation and cripples learning. Thus, they invite innovation while demanding results.
- They foster competition, which will improve education for all children.

## CHAPTER 2: MISSION STATEMENT

*Each Success Academy Charter School is a public charter school founded on a simple premise: every student can succeed. Success Charter Network and Success Academies' commitment to success demands that all students at Success Academies meet and exceed NY State standards in all subjects. In addition, Success Academies scholars are capable and confident, value integrity, respect, and compassion, and work to leave the world better than they found it. Success Charter Network and Success Academies' frequent assessments of both students and staff guarantee continual improvement, so that our results can be replicated to deliver success to scholar after scholar, year after year.*

Please read the above mission statement. The Board of Trustees believes strongly in the principles and practices identified in this statement. We urge you to consider this in formulating your own teaching philosophies. The objectives of this School may only be realized when our faculty, staff and volunteers share the mission. Our vision of success requires that staff consistently demonstrate excellence in work and character, continual reflection and self-analysis, and commitment to the relentless pursuit of results.

The mission of Success Charter Network and Success Academies requires that all involved in the school work and develop relationships of collegiality. It is reasonable to insist on a high degree of mutual, professional, and personal respect and for a high level of mutual support.

We value the active participation of teachers, staff, and volunteers in decision-making that affects them. Diversity in perspectives leads to a deeper understanding of organizational reality and an enriched knowledge base for decision making. Success Charter Network and Success Academies values the resolution of conflict within its community in a healthy way that leads to stronger solutions for complex issues. We value employees reflecting independently and with their colleagues in order to achieve better organizational decisions.

Genuine community requires that openness and collaboration are conducted without compromising respect for individual privacy. Among other things, this means a high degree of attention to confidentiality. As individuals within the community we should share information about one another and our students on a judiciously defined need to know basis. If one needs to know something in order to carry out school responsibilities one should know it; otherwise the information should not be shared.

Success Charter Network and Success Academies emphasizes the extraordinary degree of care that employees (including volunteers) must take in maintaining the confidentiality of all School matters, including information about children and families as well as employees. Personnel/children's records are confidential and may only be accessed when necessary to complete one's work responsibilities, and under no circumstances are they to be taken out of the office. Our obligation to maintain confidentiality requires that information not be released other than to the child's parents without the express written consent of the parent. This handbook will further address the confidentiality demanded of Success Charter Network and Success Academies employees in subsequent sections.

## CHAPTER 3: EMPLOYMENT

### **3.01 Employment-At-Will**

As is stated throughout this manual your employment relationship with Success Charter Network and Success Academies is an employment "at will". This employee handbook does not constitute a contract for employment between Success Charter Network and Success Academies and its employees. Employees of Success Charter Network and Success Academies are considered "at-will," and therefore, the employment relationship may be terminated at any time with or without cause or notice.

It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than Human Resources or the Coo, as applicable, has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

### **3.02 Primary Goals and Responsibilities of Faculty/Staff**

As an employee of Success Charter Network and Success Academies, your primary responsibility is for the health and safety of the children in your charge. Always be alert to any safety hazard as to avoid even the appearance of a safety hazard, poor supervision of children, or inattentiveness to their needs.

Your next responsibility is the development of each child's potential (social-emotional, physical, and intellectual) as well as the development of good work habits, positive attitudes, and the values of Success Charter Network and Success Academies.

Success Charter Network and Success Academies encourages communication between parents, teachers, and administrators. Parents/guardians depend on us for the safety, mental health, happiness and development of their children. You must conduct yourself in such a way that parents feel they can trust and depend on us to care for and educate their children.

You are expected to show parents/guardians the respect that they deserve as partners in our students' education. We are privileged to educate their children and should be mindful of and demonstrate gratitude for that privilege at all times.

In addition, we all have a serious responsibility towards Success Charter Network and Success Academies, its reputation, and its success educationally. When parents send us their children, it is because they have great expectations and a positive impression of our school and mission. We must consider the quality and professionalism in everything we do and say. Our reputation is our future.

Beyond all this we have a responsibility to society as an educational institution by helping young children become caring people with high standards and goals, people who are competent, compassionate, and thoughtful. All employees at Success Charter Network and Success Academies must consistently model the values that we hope to foster in our students.

### **3.03 Equal Opportunity Employer**

Success Charter Network and Success Academies is committed to equal employment opportunity. It does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other characteristic protected by law. Employment decisions at Success Charter Network and Success

Academies will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at this School including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

If you have any questions or concerns about any type of discrimination, bring these issues to the attention of Human Resources or the COO, as applicable. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

### **3.04 Recruitment**

Success Charter Network and Success Academies is committed to evaluating each applicant and employee on the basis of personal skill and merit. Success Charter Network and Success Academies selects applicants for employment on the basis of such factors as exceptional demonstrated ability to perform their required duties, experience, character, conformity with Success Charter Network and Success Academies' mission and vision, and necessary credentials.

Success Charter Network and Success Academies actively seeks diversity in its student/parent body, faculty, staff, and administration. Success Charter Network and Success Academies is committed to equal employment opportunity. As previously stated, Success Charter Network and Success Academies does not discriminate on an individual's race, religion, color, creed, national origin, citizenship, disability, marital status, veteran status, sexual orientation or affection preference, age, sex, or any other classification protected by law. This policy governs all aspects of employment at Success Charter Network and Success Academies, including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and all others terms and conditions of employment.

Success Charter Network and Success Academies uses several sources to generate a diverse pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line internet services, etc.

Success Charter Network and Success Academies will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications, or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

### **3.05 Employment Eligibility**

Success Academies, as are all charter schools, are required to finger print prospective employees for purposes of determining whether or not the prospective employee has a criminal history. Since employees of Success Charter Network work closely with charter schools, all prospective employees of Success Charter Network will undergo this criminal history background check.

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 three days of your hire date. Failure to provide the appropriate documentation will be grounds for termination.

### **3.06 Collective Bargaining**

Employees of Success Charter Network and Success Academies are not deemed members of any existing collective bargaining unit representing employees of the school district in which the charter school is located and are not subject to any existing collective bargaining agreement between the school district and its employees. Success Charter Network and Success Academies will afford its employees, not represented by a union, reasonable access to any employee organization.

### **3.07 Employment Categories**

Each employee is categorized as full-time or part-time, and as exempt or non-exempt.

Full-time employees are regularly scheduled to work 47.5 or more hours per week. Part-time employees are regularly scheduled to work fewer than 47.5 hours per week.

You will be informed upon hire whether you are considered a non-exempt or exempt employee. The “exempt” category applies to certain administrative, professional, instructional, and executive staff. The categorization of an employee as exempt or non-exempt is entirely within the discretion of Success Charter Network and Success Academies. The “non-exempt” category applies to all other employees. In general, non-exempt employees receive pay for overtime work.

#### **General Definitions**

- (a) Full-time Employees – Full-time, regular employees work a minimum 47.5 hours per week and are salaried
- (b) Part-time Employees – Part-time employees (work less than 47.5 hours per week) may be salaried or hourly depending on the assignment, and may or may not be eligible for benefits depending on length of employment and assignment.
- (c) Temporary employees – Employees hired for short-term periods are not eligible for benefits.
- (d) Consultants – Independent contractors work under a consultancy agreement, have no employee status, and are not eligible for benefits.

### **3.08 Phasing out and Elimination of Positions**

From time-to-time, it may be necessary to phase-out or eliminate certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by Success Charter Network and Success Academies to guide such phase-out or reduction in force.

The Board of Trustees of Success Charter Network and Success Academies reserves onto itself the right to reduce the number of employees in any job classification. The Board of Trustees will determine, based upon the needs of the School, the titles and individuals to be terminated.

### **3.09 Separation (Resignation and Termination)**

Success Charter Network and Success Academies believes that a four-week written notice is necessary from the employee in order to achieve appropriate educational transition. Should an employee’s appointment at Success Charter Network and Success Academies be terminated, either voluntarily or involuntarily, during the academic year, Success Charter Network and Success Academies will cease salary and benefit payments as of the date work was discontinued.

#### **Return of School Property**

Upon termination or resignation, employees must return all keys, records, files, supplies, computers, cell phones, and any other school property.

### **Termination**

As an employee of Success Charter Network and Success Academies you are an employee at will and therefore you may be terminated at any time with or without cause. Success Charter Network and Success Academies may terminate you for cause in the event that there has been a breach of any of the policies, laws, regulations, or standards that Success Charter Network and Success Academies is held accountable for. Instances requiring immediate termination will include, but not be limited to, corporal punishment, use or sale of narcotics, repeated poor performance, excessive absence, excessive lateness, failure to report child abuse, intoxication, demeaning conduct or attitude towards student, employees, visitors or vendors, theft, fighting, abusive or foul language, insubordination, or any other conduct deemed inappropriate by the Principal, COO, CEO, or Board of Trustees, as applicable.

In those instances where the employee has demonstrated deficiencies associated with pedagogical or administrative skills or performance, the Principal, Human Resources, or COO of Success Charter Network, as applicable, may on at least one occasion advise the employee in writing of the deficiencies. If such advisement is given, the employee will be given an opportunity to cure the Administration's concerns. This policy shall not be interpreted to mean that employees are entitled to such advisement. The Principal, Human Resources, COO, or CEO may terminate an employee at any time with or without cause, and with or without offering an opportunity to correct deficiencies.

### **3.10 Abandonment**

An employee is deemed to be on unauthorized leave at such time and on such occasions as the employee may absent himself/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 school-sponsored activities.

An employee should notify the Principal in case of any absence. An employee who is absent for a period of at least three days without notifying the Principal, Human Resources, or COO will be considered to have resigned without giving the requested four-week notice, with such resignation effective on the initial date of absence. Human Resources or the COO will make the determination of unauthorized absence.

### **Verification of Absence**

The Principal, Human Resources, the COO, or your supervisor may request a physician's note or other verification as to an employee's claimed reason for absence in any situation if he or she deems necessary. Such verification shall be made within five working days of absence.

### **3.11 Copyrights**

The entire right, title, and interest of any and all writings and other creations that you may prepare, create, write, initiate, or otherwise develop as part of your efforts while employed by Success Charter Network and Success Academies, shall be considered the property of Success Charter Network and Success Academies and therefore may not be reproduced or distributed in any manner or form without express permission by the school. This includes, but is not limited to, any development of a curriculum. These works will be "works for hire" and shall be Success Charter Network and

Success Academies' sole and exclusive property, copyright, patent, and trademark. For items covered by this paragraph, you hereby assign and transfer all rights, title, and interests in all such items, including without limitation, all patent, trademark, and copyright rights that now exist or may exist in the future. At any reasonable time upon request, and without further compensation or limitation, you may be asked to execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney, and other documents, that in Success Charter Network and Success Academies' opinion may be necessary or desirable to secure Success Charter Network and Success Academies' full enjoyment of all right, title, interest, and properties herein assigned. Success Charter Network and Success Academies is not subject to charge for use of your copyrighted, trademarked, and patented materials.

The Success Charter Network and Success Academies has absolute permission and rights to use the videotape, motion picture film, still photographs, and/or sound recordings made of the likeness poses, acts, appearances, and/or voice of yourself in connection with any and all program(s) produced by, or on behalf of, the Success Charter Network and Success Academies.

### **3.12 Nepotism**

While Success Charter Network and Success Academies may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morals, or conflicts of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship. Success Charter Network and Success Academies will attempt to provide alternative employment within Success Charter Network and Success Academies for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation to provide alternative employment. This policy applies across employees of Success Charter Network and Success Academies.

In addition, Success Charter Network and Success Academies may employ relatives of Success Academies scholars, however those relatives are not permitted to work for the school their scholar attends. Success Charter Network and Success Academies will make reasonable exceptions, at its sole discretion, to those employees in order to balance their duties as an employee and as a Success Academies parent. However, the impact of their absence as an employee will be considered a priority and the employee may need to make alternate arrangements with family members to fulfill certain responsibilities as a parent.

With respect to the employment of a relative, Success Charter Network and Success Academies defines relatives as spouses, parents, children, step-children, siblings, in-laws, step-parents, brothers, sisters, and step-children. Additionally, this policy also relates to individuals who are not legally related but who reside with other employees.

### **3.11 Outside Employment**

In order to properly assess and avoid conflicts of interest, all staff are asked at the time of hire to disclose in writing, any other employment, self-employment, consulting, tutoring, volunteer, or board membership activities in which they plan to engage in at the time of employment with Success Charter Network and Success Academies. Throughout the course of employment, any additional activities of the same nature, not reported at the time of hire, must be reported to the employee's Principal, Human Resources, COO, or supervisor, as applicable, *prior* to entering into those arrangements. Where a conflict of interest exists, the employee will be notified and required to cease such activity, or refrain from initiating the activity. Employees of Success Charter Network and

Success Academies are not permitted to engage in any tutoring for hire of Success Academies scholars.

## CHAPTER 4: PROCEDURES FOR REPORTING CHILD ABUSE

### **4.01 Child Abuse and maltreatment - Child Abuse or Maltreatment Pursuant to §411 et seq. of the Social Services Law.**

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 personal legally responsible) allows any of the foregoing.

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 including by (1) failing to provide sufficient food, clothing, shelter, education or medical care; (2) failing to provide proper supervision or guardianship; (3) unreasonably inflicting harm, including excessive corporal punishment, (4) abandoning the child, (5) misusing drugs and (6) misusing alcoholic beverages leading to loss of self-control of actions and, in such actions, 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.

1. 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 Principal immediately.
2. If, based on the employee’s report, the Principal reasonably believes that abuse or maltreatment has occurred, the Principal must immediately call the SCR hotline at **1-800-635-1522** and make a verbal report.
  - a. The principal should ask the SCR representative his or her name and the “Call I.D.”
  - b. Within 24 hours of the Principal’s verbal report to the SCR hotline, he or she must complete and submit to SCR mandated reporter form “LDSS-2221A”. 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](http://www.ocfs.state.ny.us/main/forms) or by calling (518) 473-0971.

3. 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.
4. The Principal 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.
5. All information relating to reports of child abuse or maltreatment shall be strictly confidential.

#### **4.02 Child Abuse in the Educational Setting - Child Abuse in the Educational Setting Pursuant to Education Law Article 23-B.**

Pursuant to New York Education Law Article 23-B, 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.
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.

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, a school administrator shall follow the duties set forth in New York Education Law §1126 (and other applicable law and regulations), including:

1. If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement conforming with requirements of applicable law and regulations and setting forth: duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney, and actions to be taken upon criminal conviction of a licensed or certified school employee.
2. If the parent made the allegation, promptly provide the parent with the above-referenced written statement.
3. 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.

4. If a public school administrator received the written report alleging abuse, the administrator must promptly provide the superintendent, as applicable, with a copy of the report as well.
5. A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies and, if the accused employee or volunteer holds a license or certification issued by the New York State Education Department, to the Commissioner of Education.

If the alleged abuse was by an employee or volunteer of a school other than one within the school district of the child's attendance, the report must be forwarded promptly to the superintendent of the other district.

Moreover, at least annually, the school 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.

## CHAPTER 5: TIME AND ATTENDANCE

### **5.01 Work Days and Week**

The usual work week is Monday through Friday. All employees are expected to work the established work week hours as determined by their supervisor. Additionally, classroom instructional staff are expected to work such hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the School.

Employees who need to engage in personal business during the workday must receive prior approval from the Principal or supervisor, as applicable. Afternoons during which professional development hours are held are considered mandatory work hours and are not an opportunity to leave early for any reason.

### **5.02 Hours**

Staff should expect that on some occasions it will be necessary to meet with colleagues and administrators on business matters after the end or before the start of school or business hours. Additionally, there may be events on weekends or in the evenings after normal school hours that require their attendance.

### **5.03 Pay Periods**

Pay periods are bi-weekly; pay periods include two weeks and end on alternating Fridays. Non-exempt employees are subject to a lag payroll equal to one week.

Paychecks - Eligible Employees have the option to have their pay directly deposited into their checking or savings account:

- Employees must complete the necessary paperwork at the main office in order to use Direct Deposit.
- On payday, employees using Direct Deposit will receive a pay stub/report, instead of a paycheck.
- If you are eligible, you will be offered the option to enroll in Direct Deposit upon hire. Subsequently you should contact the payroll administrator for eligibility requirements.
- If you want someone else to pick up your paycheck or stub, we must have a note on-file from you stating who is authorized to do so.
- In the event of a lost paycheck, the payroll administrator must be notified in writing as soon as possible before a replacement check can be issued. In the event the lost paycheck is recovered and the payroll administrator identifies the endorsement as that of the employee, the employee must remit the amount of the replacement check within 24 hours.

### **5.04 Paid Deductions and Garnishments**

The only deductions from your paycheck are those required by law or authorized in writing by you. Your check stub identifies each deduction and should be kept as a permanent record.

Paid deductions may also be taken by Success Charter Network and Success Academies in response to a garnishment notice received from a court or other legal authority.

### **5.05 Time Recording**

Non-exempt employees must keep accurate time records. Specifically, your time record must show:

- Beginning and ending of each work day

- Beginning and ending of each meal period
- Beginning and ending of any split shift
- Time out of building for personal reasons
- Time off for sick/personal leave
- Time off for vacations and holidays

You must submit your time records to your supervisor bi-weekly. Your supervisor will review and approve your time records but you maintain primary responsibility for the accuracy of the records.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment. Such action may also result in charges of civil or even criminal theft or fraud.

### **5.06 Overtime**

Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to earn "overtime" because of working more than the required minimum work day or minimum work week. Exempt Employees will not be paid for such "overtime."

If you are a non-exempt staff employee, overtime consists of extra hours worked in a given work week with the prior approval of your supervisor, who must pre-approve any overtime work. As a non-exempt employee, you will be compensated at 1.5 times your regular rate of pay for work that is in excess of 40 earned hours in a workweek. Non-exempt employees are not entitled to any pay for hours not worked, including school closures, holidays, or sick leave.

### **5.07 Travel Time**

Travel time is paid when a non-exempt employee is required to travel from one job-related location or site to another during a normally scheduled shift. Travel time is never paid between job related locations or sites and an employee's home, nor is it paid for travel to a non-required/voluntary assignment.

Success Charter Network and Success Academies will cover travel expenses for work-related assignments in accordance with the above statement. In the event an employee's duties requires them to be at a work location or site past 9pm, Success Charter Network and Success Academies will reimburse the employee to take a cab ride to their home in order to ensure their safety. For overnight assignments, employees have an allowance for each meal while the employee is traveling, as follows: breakfast, \$10; lunch, \$15; dinner, \$25. Allowances do not carry over from one meal to another. All expenses must be approved by the employee's direct supervisor and Success Charter Network and Success Academies reserves the right to deny reimbursement on a case by case basis.

### **5.08 School Calendar and Holidays - School Employees Only**

Each year Success Charter Network and Success Academies will establish a School Calendar that complies with the New York State Education Law relating to compulsory attendance. Success Charter Network and Success Academies has discretion with regard to the dates of attendance for scholars and employees. The School Calendar should be consulted for dates on which the School is closed, however school closures do not necessarily constitute days off for all employees.

### **5.09 Weather Days and Other Closings - School Employees Only**

A Success Academy Charter School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the COO, any classroom days lost to closure due

to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year. As stated above, certain school employees may be required to work even when the school is closed, depending on assignment and reason for closure. Hourly employees are not paid when school is closed.

## CHAPTER 6: EMPLOYEE BENEFITS

### **6.01 Employee Benefits and Eligibility**

The Success Charter Network and Success Academies offers a number of employee benefit plans and programs. Eligibility for these benefits is generally based on your employment status. For more information about your employment status and the benefits you are eligible for, please see section 3.07 of this handbook and contact Human Resources. Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to Human Resources.

These benefits are in addition to the Success Charter Network and Success Academies' time-off policies. Those policies are described in Chapter 7 of this handbook.

Below are brief descriptions of the Success Charter Network and Success Academies' employee benefits. The terms and conditions for each benefit are set forth in formal plan documents, which may be amended, replaced or terminated at any time. To the extent that any information in this handbook is in conflict with a provision of a plan document or an amendment to a plan, the plan document or amendment will control. For more information about each benefit program, including limitations of each benefit, please refer to the plan's Summary Plan Description (if applicable) or contact Human Resources.

### **6.02 Retirement Savings Plan**

Success Charter Network and Success Academies sponsors a Section 403(b) retirement savings plan, under which eligible employees may defer a portion of their income on a pre-tax or post-tax basis. Success Charter Network and Success Academies may also match individual employees' deferrals under the plan. As of July 23, 2010, Success Charter Network and Success Academies matches 100% of the amount you defer under the plan, up to 3% of your eligible compensation.

### **6.03 Health and Welfare Benefits**

#### Medical

Medical insurance is available for eligible employees, and there is no cost to you for employee coverage. Coverage also is available for your children and spouse or domestic partner, and there may be a cost to you for this coverage. Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by Human Resources or a designee.

#### Dental and Vision

Dental and vision insurance is available for eligible employees, and there is no cost to you for employee coverage. Coverage also is available for your children and spouse or domestic partner, and there may be a cost to you for this coverage. Dental and vision insurance is offered as a single package benefit, and so your coverage election will apply to both types of insurance.

#### Short-Term Disability

Success Charter Network and Success Academies provides short-term disability insurance in accordance with New York State Law, and the premiums are paid by the employer. Such insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

### Long-Term Disability, Basic Life and AD&D

Success Charter Network and Success Academies also provides long-term disability, basic life and accidental death & dismemberment (“AD&D”) coverage [to all eligible employees. Eligible employees will be enrolled in all three of these programs as of the day on which you first become eligible and all premiums are paid by the employer.

### Flexible Spending Account (“FSAs”)

Flexible Spending Accounts (“FSAs”) allow eligible employees to set aside a portion of their earnings to pay for qualified health care and commuting expenses on a pre-tax basis. Amounts that you set aside under a health FSA are subject to a “use-it-or-lose-it” rule. This means that if you set aside more than you incur in eligible expenses during a calendar year, you will forfeit the unused amount. The FSA plan documents specify the maximum and minimum amounts you may set aside in a given year and any deadlines for using the money and applying for reimbursements.

### **6.04 Workers’ Compensation**

All employees are eligible for workers’ compensation in the event they are injured or become ill on the job. In order to ensure that you receive full benefits under this program, you must immediately report to your supervisor all injuries sustained on the job and all illnesses that you believe resulted from your duties for Success Charter Network and Success Academies. Failure to report an injury and illness promptly, or to comply with applicable requirements, may result in a denial of benefits.

### **6.05 COBRA**

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees covered by Success Charter Network and Success Academies’ health insurance plan and their “qualified beneficiaries” the opportunity to continue health insurance coverage when a “qualifying event” would normally result in a loss of eligibility. Common qualifying events include: resignation, termination of employment, death of an employee, a reduction in an employee’s hours, a leave of absence, or divorce. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees. It is ordinarily less expensive, though, than individual health coverage. Success Charter Network and Success Academies provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under Success Charter Network and Success Academies’ health insurance plan. The notice contains important information about the employee’s rights and obligations. For more information, please contact Human Resources.

## CHAPTER 7: TIME OFF BENEFIT POLICIES

### 7.01 Paid Time Off (PTO)

#### Teachers & Leaders

Teachers and Leaders are expected to be in attendance while school is in session and may only take PTO while school is closed. (Please see the Attendance Incentive Award section for more information.) That said, we know things may come up including the occasional illness—although we wish everyone good health! If this happens, you need to reach out to your leader as soon as you know so that a colleague can cover for you. If for some reason, however, an illness is so severe that you will be out for more than three consecutive days, you should contact Human Resources to discuss your options. To be eligible for continued pay and benefits through the customary summer break, teachers and leaders must be employed and have worked on the last day of school. If the teacher or leader terminates before the last day of school, you are not entitled to any additional pay and benefits will cease on the last day worked.

Your total PTO time is outlined in the chart below.

	<b>Leaders</b>	<b>Teachers</b>
<b>Total days per year</b>	36	54
Days in summer	12	30
Days during school year	24	24*

\* Teachers of grades K-2 may have an additional 4 days off during spring recess.

#### Personal Day

In addition to the scheduled breaks, we recognize that you may need a day to tend to something personal. For these times we offer one personal day after 3 months of employment. Employees should submit a request for a personal day to their principal with ample notice.

#### Attendance Incentive Award

At the conclusion of the academic year, full-time **teachers** with **perfect** attendance (not one day missed!) will receive an award for their outstanding commitment to our scholars. Employees in the following positions are eligible for a \$500 bonus\* at the end of the fiscal year:

- Lead Teacher
- CTT Teacher
- Science Teacher
- Associate/Assistant Teacher
- Special Education Teacher
- School Psychologist
- Speech and Occupational Therapist (*only if full-time*)
- Specials Teacher (Athletics, Chess, Art, Dance, Music, *only if full-time*)
- Teacher Aide

*\*The bonus will appear in your last paycheck and will be subject to tax.*

## **School Operations**

During school year, school operations staff is strongly encouraged to take PTO at the same time as the students, teachers, and leaders. In order to help you plan your vacations, we typically publish the academic calendar in April of the previous school year. That said, we know that you may get sick during the year or something unexpected might come up. If this happens, you need to reach out to your leader as soon as you know. Sick days, personal days, and vacation days all come out of your PTO. If an illness is so severe that you will be out for more than three consecutive days, you should contact Human Resources to discuss your options.

Your PTO amount is built up during employment and does not roll over from one fiscal year to the next. You use it or lose it. (Our fiscal year is July 1<sup>st</sup> to June 30<sup>th</sup>.) With 52 weeks in a year and a biweekly payroll cycle, we divide the allotted PTO days by 26 to determine how many days an employee earns in each pay period. As of December 1, 2010, employees who terminate after having completed the 3-month probationary period will be paid for any unused PTO, as determined by Human Resources. Your total PTO time is outlined in the chart below.

**School  
Operations**

PTO days per year	20
PTO days accrued per pay period	0.77
Additional holidays 2010-2011	11
<b>Total vacation days</b>	<b>31</b>

We encourage employees to request PTO at least one month in advance of expected time off. The option of working from home is at the discretion of the employee's manager. Employees who have been with Success Charter Network and Success Academies Network for 3 months are eligible to begin using PTO. Please note that you will accrue PTO during your first 3 months of employment.

Any pre-existing and pre-approved plans that were agreed upon at the time of your employ will count as PTO days even if you haven't accrued them yet. In the first half of the fiscal year (July – December), an employee may borrow up to 5 days of PTO.

Hourly employees and salaried employees who work a modified schedule are not eligible for PTO.

## **Network Staff**

In order to help you plan your vacations, we typically publish the office closures calendar in April of the previous year. That said, we know that you may get sick during the year or something unexpected might come up. If this happens, you need to reach out to your supervisor as soon as you know. Sick days, personal days, and vacation days all come out of your PTO. If an illness is so severe that you will be out for more than three consecutive days, you should contact Human Resources to discuss your options.

Your PTO amount is built up during employment and does not roll over from one fiscal year to the next. You use it or lose it. (Our fiscal year is July 1<sup>st</sup> to June 30<sup>th</sup>.) With 52 weeks in a year and a biweekly payroll cycle, we divide the allotted vacation days by 26 to determine how many days an

employee earns in each pay period. As of December 1, 2010, employees who terminate after having completed the 3-month probationary period will be paid for any unused PTO, as determined by Human Resources. Your total PTO time is outlined in the chart below.

	Network Directors	Below Director (After First Year)	Network Below Director (First Year)
PTO days per year	25	20	15
PTO days accrued per pay period	1.04	0.77	0.58
Additional holidays in 2011	11	11	11
<b>Total vacation days</b>	<b>36</b>	<b>31</b>	<b>26</b>

We encourage employees to request PTO at least one month in advance of expected time off. Employees who have been with Success Charter Network and Success Academies for 3 months are eligible to begin using PTO. Please note that you will accrue PTO during your first 3 months of employment.

Any pre-existing plans that you may have within the first 3 months of employment must be discussed and approved during the hiring process. In the first half of the fiscal year (July – December), an employee may borrow up to 5 days of PTO.

## 7.02 Holidays

Success Charter Network and Success Academies will be closed on the following holidays during the 2010 and 2011 calendar years.

Date	Holiday
	2010
Friday, January 1	New Year's Day
Monday, January 18	Birthday of Martin Luther King, Jr.
Monday, February 15	Washington's Birthday
Monday, May 31	Memorial Day
Monday, July 5	Independence Day
Monday, September 6	Labor Day
Monday, October 11	Columbus Day
Thursday, November 25	Thanksgiving Day
Friday, November 26	Day After Thanksgiving
Thursday, December 23	Christmas Eve Day
Friday, December 24	Christmas Day
Thursday, December 30	New Year's Eve Day
Friday, December 31	New Year's Day (2011)
	2011
Monday, January 17	Birthday of Martin Luther King, Jr.
Monday, February 21	Washington's Birthday
Monday, May 30	Memorial Day

Monday, July 4	Independence Day
Monday, September 5	Labor Day
Monday, October 10	Columbus Day
Thursday, November 24	Thanksgiving Day
Friday, November 25	Day After Thanksgiving
Friday, December 23	Christmas Eve Day
Monday, December 26	Christmas Day
Friday, December 30	New Year's Eve Day

### **7.03 Military Leave**

If you are a member of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service you 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).

### **7.04 Maternity and Paternity Leave**

Success Charter Network and Success Academies offers primary and secondary parenting leave to salaried employees who have completed at least six (6) months of continuous employment according to the following parameters:

- Success Charter Network and Success Academies will offer twenty (20) days of paid primary parenting leave in the event of birth/adoption of a child.
- Success Charter Network and Success Academies will offer ten (10) days of paid secondary parenting leave in the event of birth/adoption of a child.
- Additional unpaid leave may be arranged at the discretion of Human Resources.

### **7.05 Family and Medical Leave**

It is the policy of Success Charter Network and Success Academies to encourage employees to balance their work and family life by taking reasonable unpaid leave for certain circumstances that affect the family. Success Charter Network and Success Academies generally will grant up to twelve (12) weeks of unpaid family or medical leave to an employee who was worked for Success Charter Network and Success Academies for at least twelve (12) months (not necessarily consecutive) and has worked at least 1,250 hours in the last 12 months. An employee may be eligible for this leave under the federal Family & Medical Leave Act of 1993 (the “Family & Medical Leave Act”), or it otherwise may be granted at the discretion of Human Resources or the COO. Under the Family & Medical Leave Act, an employee may be eligible for family leave for the birth, adoption, foster care or placement for permanent care of a new child, or for the care of a family member with a serious health condition. An employee may also be eligible for medical leave for a serious health condition of his or her own. In addition, an employee may be eligible for military family leave if a spouse, son, daughter or parent of the employee is on active duty or has been notified of an impending call to active duty status, or if a spouse, son, daughter, parent or next of kin of is recovering from a serious illness or injury sustained in the line of duty and the employee is caring for such person. For more information about eligibility and the amount of leave to which you may be entitled, please contact Human Resources.

While an employee is on federally-mandated family, medical, or military family leave, Success Charter Network and Success Academies will maintain the employee’s health coverage under the same terms and conditions as active employees. The employee will be expected to continue to make payments for his or her portion of applicable health insurance premiums.

In most cases, upon returning from leave, an employee will be allowed to resume his or her former position or another one with equal pay, seniority, benefits, and terms and conditions of employment. There are certain exceptions to this provision for certain key employees. Employees who are going to be denied reinstatement will be notified of the denial when Success Charter Network and Success Academies determines such a denial is necessary.

Where possible, an employee must provide reasonable prior notice when requesting family, medical, or military family leave. In addition, Success Charter Network and Success Academies may require an employee to submit certification from a health care provider to substantiate that leave is due to the serious health condition of the employee or the employee's family member. Certification may also be requested in cases of military family leave.

## **7.06 Civic Duty Leave**

### Jury Duty

You will be granted leave when summoned for jury duty. Success Charter Network and Success Academies will pay salaried employees up to a maximum of two weeks (10 workdays) for actual time served on jury duty. Hourly employees will not be paid for time served on jury duty beyond the payment mandated by law. You are required to report to work whenever the court schedule permits.

You must report your anticipated jury duty to your supervisor immediately upon receipt of the summons. Upon completion of jury duty service, you must provide a copy of your "Completion of Jury Duty" notice to your supervisor who will forward a copy to the Human Resources for inclusion in your personnel file.

Success Charter Network and Success Academies encourages you to fulfill your civic responsibility to serve jury duty, however, Success Charter Network and Success Academies may ask you to request a postponement from jury duty if, in Human Resources' or the COO's judgment, your absence would create serious operational difficulties. Note that New York State automatically grants one request for postponement of jury duty. Therefore, if a teacher or member of the administrative staff is called to jury duty for the first time during a school year, he or she is urged to reschedule jury duty for a school vacation or for the summer.

You will continue to earn all benefits during jury duty leave.

### Witness Subpoenas

If you receive a duly issued subpoena to appear as a witness during work time, immediately notify your supervisor. All subpoenas involving possible testimony about Success Charter Network and Success Academies, and your employment at Success Charter Network and Success Academies, must also be immediately reported to the your supervisor and Human Resources or the COO.

## **CHAPTER 8: EMPLOYEE CONDUCT**

### **8.01 No-Harassment Policy**

Success Charter Network and Success Academies is committed to providing an environment that is free from harassment and coercion, where all employees can work together comfortably and productively. Harassment is unacceptable under the law and will not be tolerated here. Success Charter Network and Success Academies prohibits all types of harassment, including verbal harassment, based on an employee's sex, race, religion, national origin, ethnicity, age, physical or mental disability, sexual orientation, or any other basis prohibited by federal, state, or local law. This prohibition applies in your relationships with all other employees, students, parents and guardians,

visitors, and guests. Likewise, Success Charter Network and Success Academies will not tolerate retaliation or reprisals of any type against any employee who complains of harassment or provides information in connection with any such complaint.

#### Sexual Harassment

Success Charter Network and Success Academies prohibits sexual harassment at any time of any employee, student, parent or guardian, visitor, guest, candidate for employment, or other person visiting the School's premises. Sexual harassment is a form of sex discrimination in violation of federal, state, and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, and other verbal or physical conduct when submission to such conduct is either explicitly or implicitly made a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment. All of the same applies in connection with the educational or commercial relationships within Success Charter Network and Success Academies. You cannot be forced to submit to such conduct as a basis for any employment decision, and the School will do its best to keep its workplace free of any conduct which creates an intimidating, hostile, or offensive work environment for you.

Sexual harassment applies to the conduct of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee, or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the work place as well as at work. The acts underlying sexual harassment need not be sexual in nature or take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading verbal, written, or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made. It is not permissible for any Success Charter Network and Success Academies employee to engage in any form of sexual harassment. An occasional compliment of a socially acceptable nature is not sexual harassment. Neither is consensual sexual behavior between adults, outside the workplace and welcome by both parties; however, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them.

#### Dating Policy

Some employers prohibit employees from dating, or entering into consensual romantic relationships with other employees to prevent the risk of harassment in the workplace. With certain exceptions that are discussed below, Success Charter Network and Success Academies does not feel that such a prohibition against dating is necessary, provided:

- Both parties mutually and voluntarily consent to the relationship;
- The relationship does not affect judgment or performance of duties of involved employees;
- The relationship does not negatively impact the work environment;
- You use discretion;
- You notify Human Resources immediately in the event of a conflict.

Although this policy does not prohibit the development of friendships or romantic relationships between coworkers, it does establish very clear boundaries as to how such relationships must be conducted during working hours. In addition, such relationships are subject to the following limitations:

- Supervisors may not date subordinates; and subordinates may not date supervisors. For instance, Principals, Assistant Principals, Junior Leaders, or Deans of Students may not date any Lead Teachers, Associate Teachers, Assistant Teachers, Teacher Aides, Tutors, Specials Teachers, or Special Education Teachers or any school-based staff in the same school.
- Network Directors may not date any subordinates they manage directly or indirectly. This includes Assistant Directors, Managers, Associates, Assistants, Interns as well as School-based staff. Individuals in supervisory relationships or other influential roles are subject to more stringent requirements under this policy due to their access to sensitive information and their ability to influence others.
- No employee of the Human Resources Department is allowed to date any employee of Success Charter Network and Success Academies.

Relationships between people of differing levels of power even if they are in different departments or organizations can create issues. For example, a relationship between the head of a department at Success Charter Network and a Success Academies teacher, or a principal at one Success Academy and a teacher at another Success Academy, could create complications. Although such relationships are not necessarily prohibited, they should be disclosed to Human Resources. Therefore, any employee who is in a supervisory role is required to notify Human Resources immediately before engaging in any romantic relationship with an employee of the Success Charter Network and Success Academies.

#### **Other Harassment**

Other prohibited harassment consists of verbal or physical conduct which degrades or shows hostility or aversion toward an individual in whole or in part because of his/her race, color, religion/creed, gender, national origin, age, disability, citizenship, marital status, or other prohibited basis. This type of harassment does not belong in our workplace or in any work-related setting outside the workplace. The same prohibition applies in relationships to students, parents or guardians, visitors, and guests. The Success Charter Network and Success Academies will not tolerate such behavior.

#### **8.02 Harassment Complaint Procedure and Investigation**

If an employee believes that he or she has been harassed by any Success Charter Network and Success Academies employee, student, vendor, client, or other school contact, the employee should immediately report the incident to your supervisor. If the supervisor is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to the supervisor, the employee should report directly to Human Resources.

Any person who sees or hears about conduct that may constitute harassment under this policy should immediately contact Human Resources.

Success Charter Network and Success Academies accepts no liability for the harassment of one employee by another employee. An individual who in any way harasses another employee is personally liable for such actions and their consequences. Success Charter Network and Success Academies will normally not provide legal, financial, or any other assistance to an individual accused of harassment if a legal complaint is filed.

### **Investigation and Response**

Success Charter Network and Success Academies will investigate any such report and will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have violated these prohibitions against harassment and retaliation.

All employees have a duty to cooperate in Success Charter Network and Success Academies' investigation of alleged harassment. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, including termination.

Success Charter Network and Success Academies will not retaliate, nor will it tolerate retaliation, against employees who complain in good faith about harassment.

### **Confidentiality**

During investigations, confidentiality will be maintained to the extent practical and appropriate under the circumstances. Success Charter Network and Success Academies will maintain confidential records of all complaints and how each was investigated and resolved.

### **Summary of Responsibilities**

#### Employees

- To refrain from all conduct which might be considered discrimination or harassment.
- To report complaints to your supervisor or Human Resources, who will treat such information with sensitivity to its confidential nature.
- To cooperate reasonably in any investigation conducted by Success Charter Network and Success Academies or its agent.

#### Supervisors

- To maintain a workplace free of discrimination, harassment, and intimidation.
- To inform employees of Success Charter Network and Success Academies policy prohibiting discrimination and harassment and of their right to bring complaints of this nature, confidentially, to the Administration.
- To report all complaints of discrimination and harassment to the Administration.
- To investigate promptly each complaint and, where the investigation confirms the allegation, to take appropriate corrective action, up to and including discharge.
- To be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
- To not retaliate against any employee for bringing a complaint in good faith.

### **8.03 Drug and Alcohol-Free Workplace Drug Screening**

Alcohol and illegal drugs in the workplace are a danger to us all. They impair safety and health, promote crime, lower productivity and quality, and undermine public confidence in the work that we do. Employees who work while under the influence of alcohol or drugs present a safety hazard

to themselves, their co-workers, and our students. In addition, employees who work under the influence of alcohol or drugs threaten the reputation and integrity of the school.

It is the policy of Success Charter Network and Success Academies to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale, or use of a controlled substance in the workplace or while engaged in business off premises, such as at a scholar's home, is strictly prohibited.

To maintain a safe, efficient, and alcohol/drug-free work environment, drug and/or alcohol testing may be required if Success Charter Network and Success Academies has a reasonable suspicion you are under the influence of alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner.

To educate employees on the dangers of drug abuse, employees may be periodically required to attend information and training sessions regarding alcohol and illegal drug dangers, treatment resources, and workplace policy. Employees convicted of controlled-substance-related violations, including pleas of *nolo contendere* (i.e. no contest), must inform Success Charter Network and Success Academies within five calendar days of such conviction or plea.

Employees who violate any aspect of this policy may be subject to disciplinary action up to and including termination. At its discretion, Success Charter Network and Success Academies may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

#### **8.04 Tobacco Use**

Smoking or other tobacco use is not permitted on any school grounds, as required by New York State law. "School grounds" means any building, structure, and surroundings outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school. Smoking also is not permitted in any Success Charter Network and Success Academies building.

#### **8.05 Violence in the Workplace**

Success Charter Network and Success Academies is committed to preventing workplace violence. Success Charter Network and Success Academies has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. You are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. You may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto Success Charter Network and Success Academies premises.

Success Charter Network and Success Academies will not tolerate conduct that threatens, intimidates, or coerces another employee, a Success Charter Network and Success Academies student, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's gender, race, age, or any characteristic protected by federal, state, or local law. (See the Success Charter Network and Success Academies No Harassment Policy).

Immediately report violence or threats of violence, both direct and indirect, to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

Success Charter Network and Success Academies will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation Success Charter Network and Success Academies may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action up to and including termination of employment.

Success Charter Network and Success Academies encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or the CEO or the Principal, as applicable, before the situation escalates into potential violence. Success Charter Network and Success Academies is eager to assist in the resolution of employee disputes, and will not discipline you for raising such concerns.

## CHAPTER 9: EVALUATION AND PROBLEM SOLVING PROCEDURES

### **9.01 Evaluations**

Your job performance will be reviewed regularly by your supervisor. These evaluations provide both you and your supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals.

Your evaluation, together with your written comments, may have a bearing on any personnel decisions involving you.

We work closely with all employees to help them perform to the best of their abilities. The frequency and method of performance evaluation varies, depending on your position. Your supervisor will be able to discuss the means by which your job performance will be evaluated.

#### Additional Information for Teachers

Success Charter Network and Success Academies does not recognize the concepts of probationary appointments or tenured appointments. Rather, it views each teacher as a professional and accepts the obligation of assisting each faculty member in maximizing her/his professional potential.

The administration and Board of Trustees of each Success Academy are committed to maximizing the educational experience of its pedagogical staff. To that end, observations, reviews, and evaluations, will, in the first instance be made with the objective of enhancing the experience and ability of the teacher. Observations will be provided by the administration frequently, both formally and informally, throughout each school year. More frequent observations may occur with less experienced or new pedagogical staff. Observations may be scheduled in advance or be unannounced, and may last for an entire lesson or any fraction thereof.

The process of meeting with teachers to review evaluations generally begins in the winter and continues through the spring. Success Charter Network and Success Academies also will begin advising teachers whether they should anticipate receiving an employment offer for the subsequent school year during that time. Such advisement does not constitute a contract between the Success Academy Charter School and the employee. In addition, the Board of Trustees of each Success Academy Charter School, its administrators and faculty recognize that employment is directly associated with the budget process and enrollment. Success Charter Network and Success Academies cannot guarantee when employment advisements will be made and there is no guarantee of employment from one school year to the next.

### **9.02 Dispute Resolution**

In the event of a problem or dispute with other personnel, students, or parents, an employee may submit a complaint following a process such as the one described below. Careful documentation is key to a successful process. All documentation is to be included in the personnel file. Use the following process for resolving issues:

1. The employee will make a good faith effort to work with the immediate supervisor 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. In the event that the complaint involves the immediate supervisor, the employee will work with that individual's supervisor.

2. If the issue is not resolved after a good faith attempt as outlined above, the employee may submit the grievance in writing to Human Resources, the COO, or the Board of Trustees.

## CHAPTER 10: HR POLICY

### **10.01      Personnel Records and Files**

Your personnel file may include information such as your job application, resume, offer letters, contracts, benefit forms, work history salaries, vacations, sick days, employee evaluations, and correspondence concerning discipline. Success Charter Network and Success Academies keeps your medical records in a file separate from your personnel file.

The following information may be included in your personnel file:

- employment application and résumé,
- reference checks,
- results of finger printing,
- records regarding certification,
- college transcripts,
- job descriptions,
- records relating to hiring, promotion, demotion, transfer, layoff, rates of pay and other forms of compensation, and education and training records,
- records relating to other employment practices,
- letters of recognition,
- disciplinary notices or documents,
- performance evaluations,
- test documents used by an employer to make an employment decision,
- exit interviews, and
- termination records.

The following information will not be included in your personnel file:

- medical records,
- insurance records,
- EEO/invitation to self-identify disability or veteran status records,
- child support/garnishments,
- litigation documents,
- workers' compensation claims, and
- requests for employment/payroll verification.

Personnel and medical files are the property of Success Charter Network and Success Academies and access to the files is restricted. Subject to applicable law, the only persons allowed to review your files are supervisors that may have a legitimate reason to do so.

It is your responsibility to immediately notify Human Resources, in writing, of any changes in personal data such as:

- 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, and
- military status.

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

#### **10.02              Confidentiality**

Employees of Success Charter Network and Success Academies shall not, in any way, release any information about Success Charter Network and Success Academies, its activities, or the activities of its personnel except as normally required by their duties, unless expressly permitted by Human Resources or the COO , as applicable, and in conformity with the requirements of applicable laws or regulations.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with Success Charter Network and Success Academies, unless otherwise provided by Human Resources or the COO, as applicable. Any document or other material containing such information is required to be returned to Human Resources or the COO, as applicable, upon an employee's termination or resignation.

#### **10.03              Confidential and Privileged Information**

This policy reiterates our need for confidentiality in all aspects of your employment. During your employment at Success Charter Network and Success Academies you may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, school parents, students, or applicants. You must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person in or outside of Success Charter Network and Success Academies.

Confidential information includes but is not limited to:

- Student records
- Financial information
- Personnel records
- Payroll records
- Computer programs, codes, processes and passwords
- Personnel information regarding school parents and students

If you believe confidential information must be disclosed to a third party you should consult with Human Resources or the COO, as applicable, prior to the disclosure. There is no excuse for the unauthorized disclosure of confidential information. Failure to follow this policy will result in disciplinary action including termination.

Your obligations under this policy continue after your termination of employment.

#### **10.04              Personnel Inquires**

No person other than the applicable Board of Trustees, COO, CEO, or Human Resources, or their respective designee is authorized to respond either verbally or in writing to

personnel inquiries of any type about any employee of Success Charter Network and Success Academies.

## **10.05                  Relations with Media Government Agencies and Special Interest Groups**

There may be occasions when staff members are contacted by members of the media, government agencies or special interest groups requesting information about Success Charter Network and Success Academies, the industry or other business- or education-related topics. If this situation occurs, staff members are instructed to ask the person making the request to contact Human Resources or the COO, as applicable. If the person making the request persists, staff members should proceed as follows:

- Be courteous.
- Explain that he or she is not authorized to release such information.
- Ask for the person's contact information and the organization that he or she represents.
- Advise the person that the information will be forwarded to the appropriate Success Charter Network and Success Academies representative.
- Immediately advise a supervisor of the incident.

## **10.06                  Visitors in the Workplace**

To maintain safety and security, only authorized visitors are allowed on Success Charter Network and Success Academies premises. We request that no visitors (children, parents, spouse, or friends or employees) come to Success Charter Network and Success Academies premises without official prior approval from Human Resources or the COO, as applicable. Unless staff has planned visits in their schedules, the presence of visitors at schools may negatively reflect on classroom activities causing unwarranted disruption and the loss of instructional time.

## **10.07                  Ban on acceptance of gifts**

Employees are not permitted in accordance with the Conflict of Interest Provision contained in this handbook to accept personal gifts of any kind of a value exceeding twenty dollars (\$20.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, schools, 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 \$20.00, even when refused, must be communicated immediately by the employee receiving such an offer to Human Resources or the COO, as applicable. The COO, including in instances where such gifts are intended for and will be used by the Success Charter Network and Success Academies school, may make exceptions.

## **10.08                  Personal Appearance/Dress Code**

At Success Charter Network and Success Academies, we believe school uniforms and other mechanisms for school culture are crucial to exemplary school performance. We ask our students to be in uniform every day and our teachers to abide by a dress code. We believe all members of our school community should be dressed for success and ready to achieve. All faculty and staff are required to be in business casual attire, without exception. We expect

our staff to look neat and professional at all times. We ask our male teachers to wear button-down shirts and ties with trousers or khaki pants. We ask our female teachers to wear trousers, skirts with a blouse or sweater, or a dress. Since our school-based staff is always on the go, we understand that you may need to wear comfortable shoes or sneakers.

ACCEPTABLE	NOT ACCEPTABLE
Flats	Flip-flops
Pumps	Strappy sandals
Dress shoes	Leggings as pants (even with a tunic)
Sneakers (single-color)	Denim of any kind
Ties	Corduroy pants shaped as jeans
Button-down shirts	Spaghetti strap tops
Blouses	Strapless tops
Sweaters	Sheer tops
Tops that allow you to lean over without revealing in front or behind	Tops that bare the midriff
Cotton/wool/corduroy trousers	Low-cut tops
Khaki pants	Shorts
Capri pants	Short skirts/dresses
Skirts long enough to sit on the rug	Sweats
Shirtdresses	Frayed clothing
Dresses	T-shirts (even with the school logo)
	Hats
	Revealing tattoos

#### **10.09                   Solicitation and Distribution of Literature**

In the interest of efficiency and security, Success Charter Network and Success Academies' general policy is to restrict solicitations or distributions by employees to non-work areas during non-work time. Employees are prohibited from soliciting or distributing literature in work areas or during work time. Solicitation or distribution of literature of any kind by non-employees is not permitted on premises at any time.

#### **10.10                   Code of Ethics and Standards of Conduct**

You are responsible for observing certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what is expected.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of unacceptable conduct that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace

- Negligence or improper conduct leading to harm to others or to damage of employer-owned property
- Insubordination or other disrespectful conduct (including refusal to follow your supervisor's lawful directives)
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, mail system, Internet access, computers, or other employer-owned equipment
- Unauthorized disclosure of business "secrets" or confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct

Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and circumstances. Therefore, as a Success Charter Network and Success Academies employee you are expected to conduct your personal life to avoid unfavorable reflection upon Success Charter Network and Success Academies.

### **10.11      Use of Facilities and Equipment**

#### Computer, Electronic and Voice Mail

This policy establishes rules governing employee use of Success Charter Network and Success Academies' computer network, and options for electronic mail ("e-mail") and telephone message handling ("voicemail") services and Internet access. Success Charter Network and Success Academies has developed this policy and these rules to ensure that everyone understands how these options function and the limits that apply.

All Success Charter Network and Success Academies equipment, including desks, computers and computer systems, computer software, diskettes, e-mail, voicemail, and other physical and electronic items are for work use only, provided that you may send and receive necessary and appropriate personal messages on your office voicemail and/or through office e-mail and that such use remains extremely limited. All communications and information transmitted by, received from, or stored in these systems are Success Charter Network and Success Academies records and property of Success Charter Network and Success Academies. You have no right to personal privacy in any matter stored in, created, received, or sent over the Success Charter Network and Success Academies computer, e-mail, Internet, or voicemail system.

Success Charter Network and Success Academies at all times retains the right, without notice, to search all directories, indices, diskettes, files, databases, e-mail messages, voicemail messages, internet access logs and any other electronic transmissions contained in or used in conjunction with Success Charter Network and Success Academies' computer, e-mail, voicemail, and Internet access systems and equipment.

Computer, e-mail, and voicemail messages you delete or erase may remain stored in Success Charter Network and Success Academies' computer server or telephone system. By placing information on Success Charter Network and Success Academies' computer system, you give Success Charter Network and Success Academies the right to edit, delete, copy, republish, and distribute such information.

Success Charter Network and Success Academies' Harassment Prevention Policy and Success Charter Network and Success Academies' policy with respect to Confidential Information apply to all forms of communication including written, e-mail, and voicemail.

All Success Charter Network and Success Academies systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or by bypassing this process is a violation of Success Charter Network and Success Academies policy. You should make every effort to safeguard your password.

Sharing your network access with other users is strictly prohibited.

If Success Charter Network and Success Academies provides you access to an internet service such as web-browsing, such access is only for work use. This restriction includes any internet service which is accessed on or from Success Charter Network and Success Academies premises using Success Charter Network and Success Academies computer equipment or via Success Charter Network and Success Academies-paid access methods and/or used in a manner that identifies you with Success Charter Network and Success Academies. Very limited or incidental use of Internet services for personal, non-business purposes is acceptable. However, personal use must be infrequent and must not:

- Involve any prohibited activity (see Prohibited Activities);
- Interfere with your productivity or the productivity of your co-workers;
- Consume system resources or storage capacity on an ongoing basis; or
- Involve large file transfers or otherwise deplete system resources available for business purposes

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If you become aware of any potential virus, notify your supervisor immediately.

The following guidelines have been established to help ensure responsible and productive Internet usage and you are strictly prohibited from using Success Charter Network and Success Academies -provided computer, e-mail, voice-mail and internet access services in a manner contrary to the following "Prohibited Activities":

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore all information must be accurate, appropriate, ethical and lawful.
- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of

- unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, offensive gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.
- The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.
  - The deliberate alteration of system files or accessing any restricted files of Success Charter Network and Success Academies is prohibited as is the use of Success Charter Network and Success Academies' computer resources to create or propagate computer viruses, cause damage to the Success Charter Network and Success Academies computer files or to disrupt computer services.
  - Making changes to computer configurations without permission from the technology department is strictly prohibited and is a violation of Success Charter Network and Success Academies policy. Prohibited changes to computer configurations include, but are not limited to, installing software, modifying the operating system or installed applications, adding additional hardware or moving computer systems from their assigned locations.

Success Charter Network and Success Academies purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation and therefore Success Charter Network and Success Academies does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. Success Charter Network and Success Academies expressly prohibits the illegal duplication of software and its related documentation.

As an employee, you should not expect privacy with respect to any of your activities using the Success Charter Network and Success Academies-provided e-mail, voice-mail or Internet access or services. Success Charter Network and Success Academies reserves the right to review or otherwise monitor any files, messages, or communications sent, received, or stored in the Success Charter Network and Success Academies computer or telephone systems.

If you violate this policy, you are subject to discipline, up to and including termination of employment. If you use the Success Charter Network and Success Academies computer system for defamatory, illegal, or fraudulent purposes, you may also be subject to civil liability and criminal prosecution.

#### Use of the Phone and Copiers

Success Charter Network and Success Academies' phones are provided for business use. Personal calls to and from the Success Charter Network and Success Academies are to be held to a minimum. You must charge any personal toll calls/long distance to your home phone or to a phone card.

You may not use photocopiers for personal purposes, and you may not photocopy copyrighted materials without prior authorization.

## **10.12 Whistle Blower Policy**

### **Reporting Responsibility**

Success Charter Network and Success Academies' Code of Ethics and Standard of Conduct ("Code") requires all employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities and to comply with all applicable laws and regulations. As an employee and representative of Success Charter Network and Success Academies, you must practice honesty and integrity in fulfilling your responsibilities. Furthermore, employees are expected to report violations or suspected violations of Success Charter Network and Success Academies' Code in accordance with this policy.

### **No Retaliation**

No employee who in good faith reports a violation of the Code shall suffer harassment, retaliation, or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to disciplinary action up to and including termination of employment.

### **Reporting Violations**

Success Charter Network and Success Academies maintains an open door policy and suggests that employees share their questions, concerns, suggestions, or complaints with someone who can address them properly. In most cases, an employee's supervisor is in the best position to address areas of concern. However, if you are not comfortable bringing a concern to your supervisor, or if you are not satisfied with your supervisor's response, you are encouraged to speak with Human Resources or the COO, as applicable.

### **Handling of Reported Violations**

Success Charter Network and Success Academies will investigate any credible, reported violations and will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have committed a violation.

All employees have a duty to cooperate in Success Charter Network and Success Academies' investigation. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, including termination.

## CHAPTER 11: AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) of 1990, as amended, is a civil rights act prohibiting discrimination against individuals with disabilities in employment, public services and transportation, public accommodations, and telecommunications.

Success Charter Network and Success Academies is committed to complying with all applicable provisions of the ADA, including the requirement to provide a reasonable accommodation to any qualified employee or applicant with a known qualified disability unless it would impose an undue hardship on Success Charter Network and Success Academies. Individuals who believe they need an accommodation to perform their jobs should submit a written request to Human Resources 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.

## CHAPTER 12: OSHA

### **Safety & Security**

Consistent with federal OSHA requirements and to protect the well-being of employees, Success Charter Network and Success Academies recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness, or death of employees. The policy covers all Success Charter Network and Success Academies employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties. If your job duties may put you into this category, Success Charter Network and Success Academies will provide you with appropriate information.

## CHAPTER 13: ETHICS / CONFLICTS OF INTEREST

It is imperative that Success Charter Network and Success Academies, both in reality and in perception be deemed to operate solely in the best interests of the students it serves. Any taint to its reputation will significantly impact the mission of Success Charter Network and Success Academies. As an employee of Success Charter Network and Success Academies you are to be ever mindful of the need to conduct yourself both in and outside of the workplace in a manner that will not adversely reflect on the reputation of Success Charter Network and Success Academies.

You have an obligation to conduct your affairs within guidelines that prohibit actual or potential conflicts of interest. Any actual or potential conflict of interest occurs when you are in a position to influence a decision that may result in a personal gain for you, for a relative or for anyone else who has a close personal relationship with you as a result of Success Charter Network and Success Academies business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with you is similar to that of persons who are related by blood or marriage.

If you have any influence in transactions involving purchases, contracts, or supplies it is imperative that you disclose that relationship to the CEO or Principal, as applicable, immediately so that safeguards can be established to protect all parties.

Personal gain may result in instances where you or your relative or one with a close personal relationship has a significant ownership in the vendor or firm with which Success Charter Network and Success Academies does business. As noted elsewhere, accepting a gift from a vendor or business doing business with Success Charter Network and Success Academies is prohibited.



**ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR  
BEGINNING OF THE YEAR: GOAL SETTING (COMPLETED IN OCTOBER)**

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Lead Teacher  Associate Teacher  Tutor  Specials Teacher  SETTs Teacher  Science Teacher

SCHOOL:  HSA1       HSA2       HSA3       HSA4       HSA5       BSA1       BSA2

PRINCIPAL: \_\_\_\_\_

YOUR GOALS—WHAT ARE THE GOALS FOR 2009-2010 SCHOOL YEAR? (To be filled out in September)

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*Individual Goal #1 (specific for each teacher)*

*Individual Goal #2 (specific for each teacher)*

*Individual Goal #3 (specific for each teacher)*

Academic Goals (outlined at the end of this document)

School Culture Goals (outlined at the end of this document)

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**ACKNOWLEDGEMENT**

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Leader: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Human Resources: \_\_\_\_\_

Date: \_\_\_\_\_



### Studying for Lesson Delivery

LESSONS	<p><b>Exceeds:</b> Really understands the big ideas in the lessons and studies the lesson to ensure excellent execution.</p> <p><b>Meets:</b> Understands the point of the lesson and has a pretty good idea how to execute the lesson.</p> <p><b>Approaching:</b> Studies the lesson, but doesn't do all of the work to ensure excellent execution.</p> <p><b>Needs:</b> Doesn't effectively study lessons and doesn't think through lesson execution.</p>
MATERIALS	<p><b>Exceeds:</b> Effectively prepares for the lesson and efficiently uses materials to engage scholars.</p> <p><b>Meets:</b> Thinks through material needs and has materials ready for lessons.</p> <p><b>Approaching:</b> Thinks through and uses materials, but they aren't as effective as they can be and they don't further the lesson.</p> <p><b>Needs:</b> Doesn't think through material needs and isn't prepared to effectively deliver the lesson.</p>
ASSESSMENTS	<p><b>Exceeds:</b> Is constantly assessing 'Who's Got It' and using that information to drive future lessons.</p> <p><b>Meets:</b> Uses on-the-spot assessments in most lessons to measure 'Who's Got It' and uses the data to drive future lessons.</p> <p><b>Approaching:</b> Occasionally uses assessments to measure 'Who's Got It'.</p> <p><b>Needs:</b> Doesn't utilize assessments to monitor 'Who's Got It'.</p>

### Classroom Management

EXPECTATIONS	<p><b>Exceeds:</b> Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.</p> <p><b>Meets:</b> Clearly communicates and consistently enforces high standards for student behavior</p> <p><b>Approaching:</b> Announces and posts classroom rules and punishments.</p> <p><b>Needs:</b> Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.</p>
ROUTINES	<p><b>Exceeds:</b> Successfully inculcates class routines so that students maintain them throughout the year.</p> <p><b>Meets:</b> Teaches routines and has students maintain them all year.</p> <p><b>Approaching:</b> Tries to train students in class routines but many of the routines are not maintained.</p> <p><b>Needs:</b> Does not teach routines and is constantly nagging, threatening, and punishing students.</p>
REPERTOIRE	<p><b>Exceeds:</b> Has a highly effective discipline repertoire and can capture and hold student attention.</p> <p><b>Meets:</b> Jumps right into routines quickly and consistently.</p> <p><b>Approaching:</b> Has a limited disciplinary repertoire and students are frequently not paying attention.</p> <p><b>Needs:</b> Jumps right into routines quickly and consistently.</p>

### Delivery of Instruction

RIGOROUS EXPECTATIONS	<p><b>Exceeds:</b> Exudes high expectations and determination and convinces all students that they will master the material.</p> <p><b>Meets:</b> Conveys to students: This is important.</p> <p><b>Approaching:</b> Tells students that the subject matter is important and they need to work hard.</p> <p><b>Needs:</b> Gives up on some students as hopeless.</p>
GOALS	<p><b>Exceeds:</b> Sets clear goals and objectives for each lesson.</p> <p><b>Meets:</b> I set goals for each lesson.</p> <p><b>Approaching:</b> Tells students the main learning objectives of each lesson.</p> <p><b>Needs:</b> Begins lessons without giving students a sense of where instruction is headed.</p>
CLARITY	<p><b>Exceeds:</b> Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.</p> <p><b>Meets:</b> Uses clear explanations, appropriate language, and good examples to present material.</p> <p><b>Approaching:</b> Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.</p> <p><b>Needs:</b> Often presents material in a confusing way, using language that is inappropriate.</p>
PACING	<p><b>Exceeds:</b> Gets all students highly involved in focused work in which they are active learners and problem-solvers.</p> <p><b>Meets:</b> Has students actively think about, discuss, and use the ideas and skills being taught.</p> <p><b>Approaching:</b> Attempts to get students actively involved but some students are disengaged.</p> <p><b>Needs:</b> Mostly lectures to passive students or has them plod through textbooks and worksheets.</p>



## ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR

### PROFESSIONALISM

ENVIRONMENT	<p><b>Exceeds:</b> Artfully uses room arrangement, materials, and displays to maximize student learning of all material.</p> <p><b>Meets:</b> Organizes classroom furniture, materials, and displays to support unit and lesson goals.</p> <p><b>Approaching:</b> Organizes furniture and materials to support the lesson, with only a few decorative displays.</p> <p><b>Needs:</b> Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.</p>
DEADLINES	<p><b>Exceeds:</b> Carries out assignments conscientiously and punctually, keeps meticulous attendance, PowerSchool logs, homework, and uniform infractions, and never misses a deadline.</p> <p><b>Meets:</b> Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.</p> <p><b>Approaching:</b> Occasionally skips assignments, is late, makes errors, and misses paperwork deadlines.</p> <p><b>Needs:</b> Frequently skips assignments, is late, makes errors, and misses paperwork deadlines.</p>
FULFILLS DUTIES	<p><b>Exceeds:</b> Presents as a consummate professional and always observes appropriate boundaries.</p> <p><b>Meets:</b> Demonstrates professional demeanor and maintains appropriate boundaries.</p> <p><b>Approaching:</b> Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.</p> <p><b>Needs:</b> Frequently acts and/or dresses in an unprofessional manner and violates boundaries.</p>
STRIVES FOR EXCELLENCE	<p><b>Exceeds:</b> Frequently contributes valuable ideas and expertise that further the school's mission.</p> <p><b>Meets:</b> Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.</p> <p><b>Approaching:</b> Occasionally suggests an idea aimed at improving the school.</p> <p><b>Needs:</b> Rarely if ever contributes ideas that might help improve the school.</p>
REAL TIME IMPROVEMENT	<p><b>Exceeds:</b> Actively seeks out feedback and suggestions and uses them to improve performance.</p> <p><b>Meets:</b> Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.</p> <p><b>Approaching:</b> Is somewhat defensive but does listen to feedback and suggestions.</p> <p><b>Needs:</b> Is very defensive about criticism and resistant to changing classroom practice.</p>
LEARNER	<p><b>Exceeds:</b> Devours best practices from fellow professionals, workshops, reading, study groups, the Internet, and other sources.</p> <p><b>Meets:</b> Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet.</p> <p><b>Approaching:</b> Keeps an eye out for new ideas for improving teaching and learning.</p> <p><b>Needs:</b> Is not open to ideas for improving teaching and learning.</p>
TEAMWORK	<p><b>Exceeds:</b> Is an active member on the school and network team and works with team to push academic rigor.</p> <p><b>Meets:</b> Is an active member on the school based team and pushes the team to excellence.</p> <p><b>Approaching:</b> When asked, contributes to the team.</p> <p><b>Needs:</b> Doesn't engage with the team.</p>



ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR

## Kindergarten Academic Goals

Content Area	Growth Goal	End of Year Achievement Goal
Reading	According to F&P, 100% of scholars will make one or more years of growth.	1. 100% will read at an F&P Independent level D. 2. Based on June SCN writing benchmarks, 100% will meet or exceed expectations.
Writing		3. On final math interim assessment in May, 100% will score 85% or higher.
Arithmetic		4. 100% will earn an average of 3 or 4 on final portfolio pieces (Hamsters).
Science		5. 100% of ELL scholars will score proficient on the NYSESLAT test.
ELL		



## ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR

### 1<sup>st</sup> Grade Academic Goals

Content Area	Growth Goal	End of Year Achievement Goal
Reading	According to F&P, 100% of scholars will make one or more years of growth.	<ol style="list-style-type: none"><li>1. 100% will read at an F&amp;P Independent level J.</li><li>2. 100% will score an 8 or higher on the SFA Roots Assessment.</li></ol>
Writing	For scholars who begin the year BGL according to F&P, 100% will make 1.5 or more years of growth or reach grade-level proficiency.	<ol style="list-style-type: none"><li>3. Based on June SCN writing benchmarks, 100% will meet or exceed expectations.</li></ol>
Arithmetic		<ol style="list-style-type: none"><li>4. On the final math interim assessment in May, 100% will score 85% or higher.</li></ol>
Science		<ol style="list-style-type: none"><li>5. 100% will earn an average 3 or 4 on final portfolio pieces (Seed Germination).</li><li>6. 100% will earn an average of 3 or 4 on final portfolio pieces (Measurement).</li></ol>
ELL		<ol style="list-style-type: none"><li>7. 100% of ELL scholars will score proficient on the NYSESLAT test.</li></ol>

### 2<sup>nd</sup> Grade Academic Goals

Content Area	Growth Goal	End of Year Achievement Goal
Reading	According to F&P, 100% of scholars will make one or more years of growth.	<ol style="list-style-type: none"><li>1. 100% will read at an F&amp;P Independent level M.</li><li>2. 70% of second grade scholars will score a 3 or 4 on a third grade ELA test from a previous year.</li></ol>
Writing	For scholars who begin the year BGL according to F&P, 100% will make 1.5 or more years of growth or reach grade-level proficiency.	<ol style="list-style-type: none"><li>3. Based on June SCN writing benchmarks, 100% will meet or exceed expectations.</li></ol>
Arithmetic		<ol style="list-style-type: none"><li>4. On the final math interim assessment in May, 100% will score 85% or higher.</li></ol>
Science		<ol style="list-style-type: none"><li>5. 100% will earn an average of 3 or 4 on final portfolio pieces (Plant Requirements).</li><li>6. 100% will earn an average of 3 or 4 on final portfolio pieces (Sound).</li><li>7. 100% will earn an average of 3 or 4 on final portfolio pieces (Rocks and Minerals).</li></ol>
Typing		<ol style="list-style-type: none"><li>8. All will type 20 WPM (words per minute) with 95% accuracy.</li></ol>
ELL		<ol style="list-style-type: none"><li>9. 100% of ELL scholars will score proficient on the NYSESLAT test.</li></ol>



## ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR

### 3<sup>rd</sup> Grade Academic Goals

Content Area	Growth Goal	End of Year Achievement Goal
Reading	According to F&P, 100% of scholars will make one or more years of growth.  For scholars who begin the year BGL according to F&P, 100% will make 1.5 or more years of growth or reach grade-level proficiency.	1. 100% will read at an F&P Independent level P. 2. 100% will score a 3 or 4 on the 3 <sup>rd</sup> Grade New York State ELA Exam. 30% will score a 4. 3. Based on June SCN writing benchmarks, 100% will meet or exceed expectations. 4. 100% will score a 3 or 4 on the 3 <sup>rd</sup> Grade New York State Math Exam. 50% will score a 4. 5. On final math interim assessment in May, 100% will score 85% or higher. 6. 100% will score a 3 or 4 on 4 <sup>th</sup> Grade NY State Science Test 7. All will type 30 WPM (words per minute) with 95% accuracy. 8. 100% of ELL scholars will score proficient on the NYSESLAT test.
Writing		
Arithmetic		
Science		
Typing		
ELL		

### 4th Grade Academic Goals

Content Area	Growth Goal	End of Year Achievement Goal
Reading	According to F&P, 100% of scholars will make one or more years of growth.  For scholars who begin the year BGL according to F&P, 100% will make 1.5 or more years of growth or reach grade-level proficiency.	1. 100% will read at an F&P Independent level S. 2. 100% will score a 3 or 4 on the 4 <sup>th</sup> Grade NY State ELA Exam. 30% will score a 4. 3. Based on June SCN writing benchmarks, 100% will meet or exceed expectations. 4. 100% will score a 3 or 4 on the 4th Grade New York State Math Exam. 50% will score a 4. 5. On final math interim assessment in May, 100% will score 85% or higher. 6. 100% will score a 3 or 4 on NY State 4 <sup>th</sup> grade Science Test. 50% score 4. 7. All will type 40 WPM (words per minute) with 95% accuracy 8. 100% of ELL scholars will score proficient on the NYSESLAT test.
Writing		
Arithmetic		
Science		
Typing		
ELL		



## 5th Grade Academic Goals

Content Area	Growth Goal	End of Year Achievement Goal
Reading	According to F&P, 100% of scholars will make one or more years of growth.	<ol style="list-style-type: none"><li>1. 100% will read at an F&amp;P Independent level W.</li></ol>
Writing	For scholars who begin the year BGL according to F&P, 100% will make 1.5 or more years of growth or reach grade-level proficiency.	<ol style="list-style-type: none"><li>2. 100% will score a 3 or 4 on the 5<sup>th</sup> Grade NY State ELA Exam. 30% will score a 4.</li><li>3. 100% will meet or exceed expectations in writing based on June SCN writing benchmarks.</li></ol>
Arithmetic		<ol style="list-style-type: none"><li>4. 100% will score a 3 or 4 on the 5<sup>th</sup> Grade New York State Math Exam. 50% will score a 4.</li><li>5. On final math interim assessment in May, 100% will score 85% or higher.</li></ol>
Science		<ol style="list-style-type: none"><li>6. 100% will score a 3 or 4 on final science test that will combine earth science, physical science and earth science units.</li></ol>
Typing		<ol style="list-style-type: none"><li>7. All will type 50 WPM (words per minute) with 95% accuracy</li></ol>
ELL		<ol style="list-style-type: none"><li>8. 100% of ELL scholars will score proficient on the NYSESLAT test.</li></ol>



ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR

## School Culture Goals

Culture Area	End of Year Achievement Goal
Scholar Attendance	All HSA schools will have scholar attendance rates of at least 96%.
Teacher Attendance	All HSA schools will have teacher attendance rates of at least 99%.
Scholar Lateness	All HSA schools will have at least 97% of their scholars on time for school.
Family Event Attendance	All HSA schools will have at least 96% family attendance for academic events.
Dress Code	All HSA scholars will be in HSA dress at least 97% of the time. All HSA teachers will be in HSA professional dress 100% of the time. All HSA teachers will track uniform infractions 100% of the time.
Reading Log Completion	All HSA schools will have at least 96% completion on the reading logs.
Homework Completion	All HSA schools will have at least 96% completion on the Homework.
DOE Survey Completion Rates	96% of HSA teacher will complete the DOE Survey. 96% of HSA families will complete the DOE Survey.
Return Parent Phone Calls/Inquiries	100% parent phone calls returned within 24 hours.
PowerSchool Logging	100% Incidents will be logged in PowerSchool by the end of the school day that the issue occurred.  Every scholar has at least 10 log entries and at least 25% positive communication.
Administering Assessments	All HSA Teachers will administer accurately and consistently 100% of the time.
Blanks on Assessments	All HSA scholars will leave 0 Blanks on Terra Nova, Interim Assessment and NY High Stakes Tests.
Special Ed Referrals	All scholars identified as struggling will receive effective services (intervention or SPED) within 6 weeks of identification (teacher, StAC, leader, SCN, or parent ID).



ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR  
MID-YEAR PROGRESS REPORT: (COMPLETED IN DECEMBER/JANUARY)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Lead Teacher  Associate Teacher  Tutor  Specials Teacher  SETTs Teacher  Science Teacher

SCHOOL:  HSA1  HSA2  HSA3  HSA4  HSA5  BSA1  BSA2

PRINCIPAL: \_\_\_\_\_

How is the teacher doing vis a vis the goals?

Individual Goals	Comments	Grade
<i>Individual Goal #1 (specific for each teacher)</i>		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
<i>Individual Goal #2 (specific for each teacher)</i>		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
<i>Individual Goal #3 (specific for each teacher)</i>		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
Academic Goals (outlined at the end of this document)		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
School Culture Goals (outlined at the end of this document)		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement

PERFORMANCE AND CAREER DEVELOPMENT

**Key Strengths:** (key qualities and strengths of the teacher)

**Development Areas:** Identify up to 4 areas of development/training needs that would help the teacher perform better in his/her current role.

**Knowledge** (Information or subject matter employee needs to learn, e.g. TERC curriculum)

**Skills** (Capabilities employee needs to develop, e.g. parent communication)



ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR

**Development Plan:** Plan developmental actions to improve performance; define action items and timelines for completion.

**External or Internal Training or on the Job Work Experiences**

**Resources Needed**

**Target Completion Date**

**ACKNOWLEDGEMENT**

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Leader: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Human Resources: \_\_\_\_\_

Date: \_\_\_\_\_



ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR

**Teacher SELF EVALUATION: To be filled out in before the Mid-Year and End-of-Year Meeting**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Lead Teacher  Associate Teacher  Tutor  Specials Teacher  SETTs Teacher  Science Teacher

SCHOOL:  HSA1       HSA2       HSA3       HSA4       HSA5       BSA1       BSA2

PRINCIPAL: \_\_\_\_\_

**YOUR GOALS—HOW ARE YOU DOING?**

Think back over the past couple of months. How have you done vis a vis your goals? Give some examples that show how you've worked towards your goals? What areas are you still unsure of or need more help?

Your Goals	Comments: How are you doing against this goal?	How would you grade yourself against this goal?
Individual Goal #1		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
Individual Goal #1		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
Individual Goal #1		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
Academic Goals		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
School Culture Goals		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement



ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR

## WHERE DO YOU WANT TO GROW?

In the space below, please let us know where you'd like to grow within Success Academies or as a teacher. (This could be skills you want to learn (ie special education), grades you want to teach (ie. I currently teacher kindergarten, but I'd love to teach 3<sup>rd</sup> grade), where you want to grow professionally (ie. I'm currently a TA, but I really want to be a lead; I'm a lead teacher interested in becoming a Leadership Resident), etc.

How can Success Charters assist you in this development?

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**YEAR-END REPORT: (COMPLETED IN MARCH-JUNE)**


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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

 Lead Teacher  Associate Teacher  Tutor  Specials Teacher  SETTs Teacher  Science Teacher

 SCHOOL:  HSA1  HSA2  HSA3  HSA4  HSA5  BSA1  BSA2

PRINCIPAL: \_\_\_\_\_

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**OVERALL RATING (to be filled out at the end of the year)**


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Individual Goals	Comments:	OVERALL EVALUATION:
<i>Individual Goal #1 (specific for each teacher)</i>		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
<i>Individual Goal #2 (specific for each teacher)</i>		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
<i>Individual Goal #3 (specific for each teacher)</i>		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
Academic Goals (outlined at the end of this document)		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement
School Culture Goals (outlined at the end of this document)		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Needs Improvement

**PERFORMANCE AND CAREER DEVELOPMENT**


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**Key Strengths:** (key qualities and strengths of the teacher)
 **Development Areas:** Identify up to 4 areas of development/training needs that would help the teacher perform better in his/her current role.



ENSURING GREAT INSTRUCTION FOR THE 2010-2011 SCHOOL YEAR

**Knowledge** (Information or subject matter employee needs to learn, e.g. TERC curriculum)

**Skills** (Capabilities employee needs to develop, e.g. parent communication)

**Development Plan:** Plan developmental actions to improve performance; define action items and timelines for completion.

**External or Internal Training or on the Job Work Experiences**

**Resources Needed**

**Target Completion Date**

**LEADER SUMMARY**

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**TEACHER COMMENTS**

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**ACKNOWLEDGEMENT**

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Leader: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Human Resources: \_\_\_\_\_

Date: \_\_\_\_\_

**42. Action Plan**

**Provide an action plan that outlines the steps that the founding group will undertake to ensure a successful start-up. In a well-organized chart, your action plan should include:**

- A list of the tasks to be completed between the time the charter is approved and the opening of the school.**
- The start date and projected completion date of each task; and**
- The person(s) responsible for each task.**

**Student Affairs**

Action	Start Date (2012)	Completion Date (2012)
The external affairs team of the Success Charter Network will lead efforts to publicize the new school and recruit students.	Jan 1	April 1
The student affairs and instructional development teams will generate the school year calendar for families.	March 1	May 15
The external affairs team and operations team of the Success Charter Network will organize the student admission lottery in accordance with the student admissions policy.	April 8	April 23
The operations team at the Success Charter Network will assist school-based personnel in hosting summer enrollment activities that will inform parents of school policies including: how to order school uniforms, what medical and immunization documentation is required, what other forms are required by federal, state, or local law.	April 8	August 13
The business manager and/or school operations manager will work with the principal and instructional development team at Success Charter Network to refine the school's daily schedule.	April 8	August 1
The principal and school operations manager will work with Success Charter Network's instructional development team to ensure IEPs and student records of incoming students are obtained.	April 8	August 1
The business manager and/or school operations manager and Success Charter Network operations team will work with the co-located school to develop a school safety plan and shared space plan.	April 1	August 12

**Instruction**

Action	Start Date	Completion Date
The principal will work with the instructional development team at the Success Charter Network to refine the curriculum.	April 1	July 1
The school operations manager will ensure that all necessary instructional supplies, books, equipment and assessments are ordered.	April 1	August 1
The instructional development team will collect all admitted students' IEPs.	April 1	August 1
Staff will set up classrooms and other instructional space.	July 1	August 12
Teachers will receive training on curriculum, school culture, classroom management, data analysis, and other topics necessary for the successful operation of the school. The training will be organized by the Success Charter Network's instructional development team in conjunction with the school leader.	July 1	August 12
The student data and performance tracking system will be put in place in the school by the Success Charter Network data and accountability team.	June 15	July 15
The data & accountability team will assign students to classes	August 1	August 15

**Human Resources**

Action	Start Date	Completion Date
The Success Charter Network human resources (HR) team will recruit, interview, and recommend a school principal to the Board of Trustees.	January 1	March 15
The HR team will recruit other school leaders and recommend them to the school principal for hire.	February 1	July 1
The HR team will recruit teachers and other school-based staff. The principal will be shown candidates and have final authority to hire or fire.	February 1	July 1
Staff members will complete necessary payroll and benefits paperwork as they are hired.	March 1	August 1
The HR team will set up fringe benefits for school employees including health insurance, flexible spending accounts, and a 403(b) plan.	March 1	August 1
The HR department will arrange to fingerprint staff members as they are hired.	March 1	August 1
Staff members will receive a personnel manual and a copy of school policies during summer orientation.	July 1	August 12

**Facility**

Action	Start Date	Completion Date
The Success Charter Network operations department will secure a facility for the school.	January 1	May 1
The Success Charter Network operations department will work with the school principal, business manager, and operations manager to assess minor improvements that need to be made to hallways and classrooms.	June 1	July 1
Repairs and improvements will be carried out under the direction of the business manager.	June 1	August 1
Classroom and office equipment will be purchased by the school operations manager.	June 1	August 1
The school operations manager will work with the Success Charter Network technology department to assure proper technology, including telephones, copy machines, facsimile machines, and Internet service, are in place.	June 1	July 15

### Finance

Action	Start Date	Completion Date
A budget will be set by the school principal with the assistance of the Success Charter Network finance team.	February 1	April 1
A chart of accounts will be set up for the school by the Success Charter Network finance team with the school operations manager.	April 1	April 12
The Success Charter Network finance team will set up bank accounts and credit card accounts for the school.	April 1	April 30
The Success Charter Network will work with the business manager to set up an annual audit schedule with a certified public accountant.	April 1	May 1
The Success Charter Network finance team will ensure federal Title applications are submitted in a timely manner.	April 1	May 31

### Other

Action	Start Date	Completion Date
The Board of Trustees will execute the management contract with the Success Charter Network upon the charter being granted.	March 1	May 1
The school operations manager will arrange for food services.	April 1	July 31
The school operations manager will insure that the school nurse is prepared to serve the school.	April 1	July 31
The school operations manager will insure that the school safety agent is prepared to serve the school.	April 1	July 31
The Success Charter Network operations team will arrange for school personnel to be trained in the use of defibrillators	July 1	July 31

and CPR.		
Laptop computers and cell phones will be provided to school staff by the Success Charter Network technology team.	July 1	July 31
All necessary school insurance will be put in place by the Success Charter Network's operations team.	March 1	June 30
The Success Charter Network operations team will submit paperwork to secure not-for-profits status as a 501(c)(3) organization.	March 1	March 31
The Success Charter Network will work with the school operations manager to set up various vendor accounts as needed.	March 1	June 30
The Success Charter Network operations and information & communications technology teams will provide for a procurement system for the school staff.	June 1	June 30

### **43. Supplemental Information**

**If you have any additional information that you think would be helpful to the Institute and the SUNY Trustees in their evaluation of your proposal, you may provide it here.**

The achievement gap in our state, and particularly in New York City, is astonishing. The families in these communities want, need, and deserve educational equity now. While every charter school that improves education for at-risk students is a step in the right direction to close the achievement gap, aggressive action is needed on a large scale to fully close this gap.

The Success Charter Network (SCN) is poised to take this aggressive action bringing the proven Success Academy model to other parts of New York City. As evidenced by the performance of existing Success Academies, students at SCN schools have shown tremendous student growth and achievement.

SCN schools also achieved impressive results in the New York City Department of Education 2009-2010 School Survey Report. This report tells what parents, teachers and students said. Below are results from Harlem Success Academy Charter School 1:

- 99% agree or strongly agree “the school has high expectations for my child.”
- 99% agree or strongly agree “the school clearly communicates its expectations for my child’s learning to me and my child.”
- 98% agree or strongly agree “my child’s teacher(s) give me helpful comments on homework, class work, and tests.”
- 99% were satisfied or very satisfied with “how well your child’s school communicates with you.”
- 99% agree or strongly agree “my child is learning what he or she needs to know to succeed in later grades or after graduation from high school.”
- 99% agree or strongly agree “The school keeps me informed about my child’s academic progress.”
- 96% agree or strongly agree “The school contacts me when my child breaks school rules” and the other 4% said the question does not apply.
- 98% agree or strongly agree “I feel welcome in my child’s school.”
- 99% agree or strongly agree “my child is safe at school”
- 99% agree or strongly agree “my child’s school is clean”

The Success Charter Network has received substantial support for the continued replication of this proven school model. SCN recently received a large federal Charter School Planning and Implementation Grant to assist it in starting up new schools. SCN also received an additional vote of confidence and financial support with the award of a grant from the Charter School Growth Fund. This grant was awarded after an extremely competitive national process to further support the mission and activities of the Success Charter Network in opening new, high-performing public charter schools.

The team outlined in Attachment 7 that is responsible for starting and operating SCN schools has put the necessary systems in place that will allow them to open another charter elementary school in the Harlem community in summer of 2011. While many schools focus solely on academic and instructional operations, SCN has been careful to also focus on and systematize its operational procedures so that the SCN model can be easily replicated many times over. Some of these systems include:

#### **Digital admissions lottery process**

SCN has purchased a digital admissions lottery program for use at all of its schools in accordance with the policies described in Attachment 34. Instead of drawing names out of a hat, a computer randomly generates numbers and assigns them to each child who has submitted an application. The computer then assigns applicants to open seats based on the random number generation. This process ensures the fidelity of the lottery process and saves countless hours in the preparation and conduction of the lottery.

#### **Summer enrollment and orientation activities**

SCN has created a summer enrollment and orientation process that easily communicates all the school's policies and procedures to parents in small group sessions. Parents have the opportunity to learn about the school's culture and curriculum and ask questions months before the school year begins. This process also keeps parents in touch with the school throughout the summer in order to allow teachers to meet their students and families during the summer and to help ensure families are ready for the first day of school in August.

#### **Family academic events**

SCN believes that quality parental involvement is necessary to a child's education. Therefore, it has created templates for hosting valuable family academic events, including family reading nights, family math nights, dance recitals, science fairs, chess tournaments, and soccer tournaments. These templates allow for easy planning and execution of these worthwhile events.

#### **Student assessment data entry and analysis programs**

SCN has created data entry templates that allow for easy input and examination of student assessment data. These systems allow teachers to quickly enter assessment results and administrators to quickly see the results broken down by class, students, skills, and subskills. The data entry and analysis programs allow for real-time discussion of results, remedial instruction for students who need it, and instructional modifications.

#### **Detailed and specific report card forms**

SCN report cards give more information to parents than just a letter grade for each subject. Teachers provide detailed comments, and each child is scored on a scale of 1-4 on each of the school's *ACTION* values. This report card provides parents a complete picture of not only how their children are progressing with the school's academic curricula, but also how their children are progressing with the school's character education curriculum.

### **Systems for dealing with attendance and tardiness problems**

If students are absent from school, they cannot learn what is being taught. SCN has developed systems to catch potential attendance tardiness issues before they become problems that will adversely affect a child's learning opportunities. Teachers and the school office manager enter attendance and tardiness data into the computer database each morning. The teachers, office manager, and Dean of Students keep track of this information and contact parents at the first sign of a problem so that solutions can be generated and implemented to make sure each student is at school on time everyday.

As demonstrated throughout this application, the Success Charter Network has the experience, capacity, and resources to carry out replication of the SCN model on a massive scale. Furthermore, it is prepared to carry out this replication rapidly so that educational excellence can be a reality for all of this city's children sooner, rather than later. Every year we delay is another year of students left behind.