SUNY Charter Schools Institute
The State University of New York

2025 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2025 SUNY Request for Proposals document available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information (note: if proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School")	Finger Lakes Classical Academy Charter School		
Education Corporation Name (if different than proposed charter school name):			
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	September 2026	School District of Location (or NYC CSD):	Auburn Enlarged City School District

Proposed Grades to be Served and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	K-4	110
Year 2	K-5	132
Year 3	K-6	184
Year 4	K-7	224
Year 5	K-8	264

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	
CMO Contact Info (Name, Phone):	
Partner Organization:	
Partner Contact Info (Name, Phone):	
NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.	

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Maureen Kinney Angotti				
Applicant is a (check all that apply):	☑ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):					

[redacted]

Secondary Applicant Name (if applicable):	Martha Resciano				
Applicant is a (check all that apply):	☑ Parent	☑ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):					

[redacted]

Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)					
Name:	Bruce MacBain	Phone #:	315-406-3936	Email:	bmacbain1@gmail.com

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

Finger Lakes Classical Academy Charter School's mission is to train the minds and improve the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment to empower all learners. FLCACS believes that all students benefit from a rigorous, content-rich educational program and that it is the right and responsibility of parents to direct the upbringing and education of their children with school as their partner in helping them fulfill this responsibility. FLCACS seeks to ground children in solid, universal, foundational skills through tried and true methods and curriculum. We offer an accessible education for children from diverse socio-economic, language, and skill-level backgrounds so that all have the opportunity to succeed and flourish. We aim to use the great ideas of the past, but will also use the data from modern scientific studies to test both ancient and modern methods. Students are taught with the Socratic Method, encouraging strong thinking and interpersonal skills, fundamental to a sense of self-worth and future success. Character and virtue are emphasized as studies have shown that determination and

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

-The liberal arts prepare students for self-government, using a curriculum rich in literature (the Great Books), history, sciences, math, music and art, and physical education. Prompted by Socratic questioning, encouraging independent thought, students discuss the great literary works, with characters and stories illuminating human nature and the beauty of language.

-Core Knowledge is a proven content-rich and cumulative approach, integrated across subjects by grade level, building upon itself at each successive grade. The content is dense, specific, and sequenced to prepare students for future success. CK meets and exceeds the needs of students with disabilities, ELL, economically disadvantaged, and accelerated.

-Access Literacy teaches the mastery of language, reading, and spelling, using an explicit phonics approach, teaching children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics) and the rules and consistencies governing their use in English words (orthography).

-Latin is a foundational language for English and the Romance languages. Latin trains the mind in clear, orderly thinking and provides a background for the vocabulary of the sciences, law, and medicine. The Paideia Institute has developed a program that seamlessly incorporates the study of Latin, Spanish, and English.

-The study of chronological (to help connect the dots of history and provide perspective) history will be told through the stories (powerful way of communicating ideas) and words of primary sources and biographies (allowing for a deeper personal understanding), along with their geographical context (for a visual picture).

-The language of mathematics brings order to the physical universe. It teaches practicalities, logic, reasoning, and problem solving. Singapore math will be used to ensure a complete foundation of concepts and facts. Math will be ability grouped to help us to focus on the needs of each individual learner.

-Elementary science will be based on known facts. Biology, chemistry, and physics will begin in the lower grades. Familiarity with terminology and concepts will prepare them for future grades. Students will observe the wonder and beauty of nature, with as much hands-on practicality as possible, exploring the world around them.

-Classical education understands the importance of beauty. Visual arts and music will be taught K-8 and offered as electives in high school. Just as the great people in history and the great works of literature are essential, so are the great compositions in music and the visual arts in history.

-As the benefits of cursive handwriting have been demonstrated by recent brain science, the practice of cursive handwriting will be used at FLCACS. Studies show that cursive uses both hemispheres of the brain at the same time and increases learning.

-The study of virtuous behavior and good manners and habits, along with a uniform dress code, will produce and orderly and respectful environment, fostering academic excellence and inspiring the perseverance to work through difficult tasks. A robust code of conduct for students, teachers, staff, administrators, and parents will be expected.

-The School Leader, under board supervision, will be responsible for academics, curriculum, and daily management. The working relationship with the Business Manager, Special Education/Academic Success Coordinator, and Curriculum Leader will be an essential key to success. Teachers will be required to be knowledgeable and proficient in their coursework.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Classical education has a history of over 2,500 years in the West. It began in ancient Greece, was adopted by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. Its value was recognized and passed to England and from England to America. At the time of this nation's founding, classical education was still thriving.

From a research base, classical education is most closely aligned with cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of their cognitive abilities, such as the mental processes of recognition, recall, analysis, reflection, application, creativity, understanding, and evaluation. The learner requires assistance to develop prior knowledge and integrate new knowledge, supporting the Core Knowledge philosophy and the need for cultural literacy. The learner requires scaffolding to develop schema and adopt knowledge from people and their environment. The educator's role is pedagogical in that the educator must develop conceptual knowledge by managing the content. This theory relates to early stages of learning where the learner solves well-defined problems through a series of stages, from the foundation to the shell structure to the details that make life beautiful. (excerpts Seven Oaks Classical School)

To achieve our mission, FLCACS will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs, which include: the Core Knowledge Sequence which is a specific, grade-by-grade core curriculum of common learning; Access Literacy's Literacy Essentials for teaching "explicit" phonics, reading, and language arts; and Singapore Math which is a conceptual approach to mathematical skill building and problem solving. Students will receive a rigorous classical liberal arts education that will align with, and exceed New York State standards. Students will receive meaningful homework and teachers will train students at all levels in intelligent, logical, and independent thinking. FLCACS's curriculum, coupled with academically appropriate supplemental programs, has proven to be successful for all students, including special needs students and English Language Learners.

FLCACS will be innovative. Students will study Latin informally in the elementary grades. Students will learn Latin roots, which improves reading comprehension and vocabulary. Students will also study history mainly through primary source documents to promote analytical skills and essential insight into their culture and heritage. Another unique aspect is the instruction in classical virtues. These will be integrated throughout the curriculum and in all grades. At FLCACS, high academic achievement, personal discipline, ethics, and personal responsibility will consistently be reinforced through academics and school culture.

Classical education upholds a standard of excellence and has proven itself over time. We believe our high standards and research-based curriculum will provide students with a rigorous and robust education that will challenge them to excel not only in academics but in character development. Students will graduate as highly literate, knowledgeable, and ethical citizens who are well prepared to be responsible members of their families, communities, and country.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least five board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement **(maximum of 200 words each)** that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

Chair: Maureen Kinney Angotti

[redacted]

Bachelor's psychology SUNY Buffalo
Co-president school PTO; Founder, board member, teacher local private school
Vice-Chair: Martha Rescigno

[redacted]

BA History; Spanish minor; research assistant; K-5 teaching certificate Hillsdale College
Studied E.D. Hirsch, explicit phonics, problems in education, educational philosophy psychology
Board Treasurer: Nikki Kersbergen

[redacted]

Bachelor English/ Psychology Hartwick; Masters Secondary ELA Brooklyn College; Advanced Certification School/Building Leadership UofR; School/Business Leadership SUNY Brockport
Volunteer Creative Environment Children's Learning
Secretary: Holly Grant, PhD

[redacted]

BA Mathematics Smith College Northampton; MAT Secondary/MS Mathematics Mathematics Montclair State; PhD Mathematics Virginia Polytechnic; Certificate Education Finance Georgetown McCourt School of Public Policy
US Citizenship Classes Syr Catholic Charities; School Choice Week Albany
Board Member: Roberta Massarini

[redacted]

Bachelo degree in American Government Empire State College.
Classically homeschooled 4 sons K-12
Board Member: Bruce MacBain

[redacted]

CAS Educational Administration Cortland; MA Education SU; JD Law SU; BA in Arts/ Sciences Cornell
President C/O MS Principals Assoc; Director Region 2 NYS MS Assoc; Outstanding Administrator; Ross M. Burkhardt Middle Educator; Essential Elements School to Watch; NYS Leadership Schools to Watch Program; 1st Place 2010
Board Member: Susan Dwyer

[redacted]

Associate Business Administration Cayuga Community College
Lifetime of Chair/Board member: Hospice FL, Evergreen Heights,Youth Bureau, United Way, Cayuga Community College Alumni, Cayuga Counseling Services, Harriet Tubman Residential Mentor, Salvation Army Kettle Drive; Co-founder Human Services Coalition Directory, Phi Beta Lambda Business Sorority, Zonta Club, Women Scholarships, Soup Kitchen, 1st Amendment, 1st Vote, Congressional Military Academy Boards

Lead Applicant Signature	
Signature:	[redacted]

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

NOTE: The Institute only accepts valid digital signatures or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions

R-00b - Statistical Overview

The request is not applicable.

R-01ac Community Need and Proposed School Impact

A. Community Description and Need
Provide a narrative analysis of the community and target population for the school, including:

- Describe the applicant's rationale for selecting the community;
- Describe founding team members' connections and ties to the proposed community of location;
- Provide evidence demonstrating that the proposed school would provide an educational program aligning with the goals and needs of the community. (In other words, explain why this school and why this place?);
- A description of the community from which the proposed school intends to draw students. Applicants should consider the "community" as those areas from which the school intends to recruit a majority of its students, which may or may not be the school district (or in New York City, the CSD) of location alone;
- A description of community demographics, including the demographic statistics of the student populations (e.g., race/ethnicity, poverty, students with disabilities, and English language learners ("ELLs"), as well as an analysis of demographic trends. Applicants may find some of this information at NYSED's Data Site, and may include other current, reliable sources;
- Performance of local schools in meeting the community's needs, including discussion of the strengths and weaknesses of the public and nonpublic school options in the intended community of location;
- How the proposed school would provide a needed alternative for the community, including discussion of any existing charter schools in the area and how the proposed school's program is different and would provide greater educational benefit to students who would attend the proposed school; and,

A. Community Description and Need

As demonstrated by the data below, there is an enormous need in the Auburn area for an academically strong and affordable school option. We, the board of FLCACS, believe that a classical charter school is the best fit to restore academic soundness to education in the area, without being cost-prohibitive to the population. As seen in the data provided below, classical schools have successfully achieved these goals in similar communities across the country. This is a small sampling, but it is representative of the bigger picture of the accomplishments of schools like the one we are designing.

The Academic Success of Classical Education in Rural Areas and the Unique Value of Finger Lakes Classical Academy Charter School (FLCACS) for Auburn, NY

Introduction

Classical education, emphasizing critical thinking, foundational texts, and character development, has demonstrated strong academic outcomes in rural communities, particularly in schools with enrollments ranging from 100 to 600 students. Research by Robert P. George highlights the resurgence of classical education as a response to growing parental demand for rigorous, values-driven curricula that prepare students for higher education and civic engagement.[1] We examine the performance of such institutions and how the proposed Finger Lakes Classical Academy Charter School (FLCACS) in Auburn, NY, will address local educational needs.

Academic Success of Classical Education in Rural Areas

Classical education models in rural settings consistently exceed national and state benchmarks. Research from the Classical Education Research Lab at the University of Arkansas supports the effectiveness of this approach, noting that students in classical schools demonstrate superior academic performance and civic engagement compared to their peers in traditional public schools.[16] Several successful classical charter schools illustrate this trend: Classical education models in rural settings consistently exceed national and state benchmarks.

1. Treasure Valley Classical Academy opened K-6 in 2019 in Idaho:

   With 590 students and a student-teacher ratio of 1:20, 90% of students in grades 3-8 scored proficient or advanced in English Language Arts in 2023, surpassing Idaho's 55% state average.[2][3][4]

2. Founders Classical Academy of Schertz opened K-6 in 2016 in Texas:

   In 2024, 85% of students scored at or above grade level in math, compared to the state average of 50%. Additionally, 95% of the 2023 graduates were accepted to four-year universities.[5][6]

3. Chesterton Academy of Milwaukee, opened 9-12 in 2016 in Wisconsin:

   This school boasts a 100% college acceptance rate and an average ACT score of 28, well above the state average of 20.1.[7]

4. Hózhó Academy, opened K-6 in 2016 in New Mexico:

   Established in 2018 in Gallup, NM, Hózhó Academy has grown to 680 students with a waitlist of 166. The academy emphasizes liberal arts, moral character, and civic virtue. In 2023-24, it received a "Traditional" designation from the New Mexico State Accountability System, reflecting its strong academic standing.[8]

5. Seven Oaks Classical School opened K-6 in 2016 in Indiana:

   Seven Oaks Classical School achieved a 100% pass rate on the 2023 Indiana Reading Evaluation and Determination (IREAD-3) exam, a statewide assessment of foundational reading skills for third graders. While the statewide IREAD-3 pass rate was 82.5%, Seven Oaks' success highlights the effectiveness of its phonics-based curriculum and the dedication of its teachers. This accomplishment reinforces the school's commitment to academic excellence and literacy development.[9]

Success of Small Christian Private Classical Schools and FLCACS's Inclusive Approach

Many small private Christian classical schools report higher SAT scores than national averages, with students excelling in critical thinking and civic engagement. Graduates outperform peers on standardized tests and secure strong college placements.[9] While FLCACS draws inspiration from this classical model, it is committed to serving families from all religious traditions. As a public charter school, FLCACS will cultivate an inclusive environment, focusing on universal moral and ethical principles without endorsing any specific faith.

Charter Schools in New York State: Current Landscape

As of the 2024-25 school year, New York has 351 operating charter schools serving over 180,000 students. The cap on the number of charter schools in the state is 460, as

established by Chapter 101 of the Laws of 2010.[10] This cap limits the establishment of new charter schools despite demonstrated demand and the success of existing institutions.

Classical Education in Rural New York: A Gap and an Opportunity

New York's charter schools are predominantly in urban centers, which helps those areas. However, rural areas in New York have been left with a lack of resources and choices. Charter schools can be a valuable tool in addressing public education gaps in rural areas. Leveraging the advantages of charter schools can help close the educational divide and provide rural students with more equitable opportunities for success. Auburn, a city of 26,000 in rural Cayuga County, lacks a public classical charter school.[11] The Auburn Enlarged City School District reports a 75% graduation rate, below the state average of 86%, indicating room for improvement.[12]

One of the challenges rural schools face is attracting and retaining high-quality educators due to the location, salaries, and lack of resources. Charter schools have more flexibility in teacher hiring and curriculum design, which will allow us to implement incentive programs, offer specialized professional development, and create a teaching environment that is more appealing to our educators. These factors will help attract teachers to our rural area who may be willing to work in a more autonomous and innovative setting.

Rural charter schools are also more deeply embedded in their communities, with greater local control and involvement. Community connections are strong and should not be underestimated. People often know each other on a first-name basis through family, friends, and community associations. This can result in educational programs that are more aligned with the needs of the local population. For example, our charter school may include agricultural education (as exemplified in Cayuga County) and/or vocational training that is directly relevant to our community's economic base, such as the importance of small businesses in general and ones specific to our area. This localized approach can also make it easier for parents, businesses, and other local organizations to support the school, fostering a stronger sense of community investment in education.

Parents seeking a different choice than public schools in our area often cannot afford the tuition-based options nearby. Our charter would help close this financial gap and provide our rural students with educational opportunities that they might not otherwise have. We will partner with our communities, businesses, and institutions of higher learning to collaborate and offer dual enrollment opportunities, internships, or other programs that connect students to our specific regional economy. This will help our students gain skills and experience that will be valuable in both our local community and the broader workforce.

Finger Lakes Classical Academy Charter School (FLCACS): A Distinctive Curriculum for the Finger Lakes

FLCACS proposes a tuition-free public charter school in the Finger Lakes Region, targeting 75–200 students. Its curriculum centers on the classical trivium—grammar, logic, and rhetoric—using primary texts (e.g., Homer, Shakespeare, Jefferson) instead of textbooks. Latin instruction will enhance linguistic precision, while Socratic discussion will foster critical thinking.[13] For our community's middle-class families, including farmers, educators, and service workers, FLCACS would provide a tuition-free alternative to private schooling and a proven pathway to higher education.[14]

Alignment with SUNY Charter Initiative Goals

The SUNY Charter Initiative seeks high-performing models in underserved areas. FLCACS aligns with this mission by offering a proven approach where no public classical charter exists. National demand suggests sufficient enrollment potential, as Barney Charter School Initiative schools have large waitlists.[15]

Conclusion

Rural classical education achieves exceptional outcomes—near 100% graduation rates, above-average test scores, and strong college placement. This choice is urgently needed in rural areas. The Finger Lakes Region lacks such an option. It remains a charter school desert. FLCACS's curriculum will provide a tuition-free school choice option and fill this gap, providing a rigorous, accessible alternative. Approving FLCACS would extend this proven model to the Finger Lakes, promoting innovation and equity.

Citations:

1. Robert P. George, "Classical Education Makes a Comeback," American Enterprise Institute, February 5, 2025, https://www.aei.org/articles/classical-education-makes-a-comeback/.
2. Treasure Valley Classical Academy, "School Profile 2024," https://chartercommission.idaho.gov/resources/treasure-valley-classical-academy-2024-annual-report/.
3. Idaho State Department of Education, "Postsecondary Enrollment Trends," https://www.sde.idaho.gov/.
4. Treasure Valley Classical Academy, "Student Performance Report," https://chartercommission.idaho.gov/resources/treasure-valley-classical-academy-2024-annual-report/.
5. Founders Classical Academy of Schertz, "Academic Report 2024," https://www.founderscclassical.com/schertz.
6. Texas Education Agency, "School Performance Data 2024," https://tea.texas.gov/.
7. Chesterton Academy of Milwaukee, "Academic Achievement Report," https://chestertonmke.org/.
8. Hózhó Academy, "About Us," https://hozhoacademy.org/.
9. Seven Oaks Classical School, "About Us," https://www.sevenoaksclassical.org/.
10. Association of Classical Christian Schools, "Academic Performance Report," https://classicalchristian.org/.
11. New York State Education Department, "Facts About Charter Schools in New York State," https://www.nysed.gov/charter-schools/facts-about-charter-schools-new-york-state.
12. New York State Education Department, "Charter Schools Directory," https://www.nysed.gov/charter-schools/.
13. New York State Education Department, "Auburn Enlarged City School District Graduation Rate 2024," https://data.nysed.gov/gradrate.php?year=2024&instid=800000054614.
14. Hillsdale College, "Classical Curriculum Framework," https://k12.hillsdale.edu/Curriculum/.
15. College Board, "SAT Performance Data 2024," https://collegereadiness.collegeboard.org/.
16. Hillsdale College, "BCSI Overview," https://k12.hillsdale.edu/About/Our-Work/.
17. Classical Education Research Lab, University of Arkansas, "Classical Education Research," https://classical-education-research.uark.edu/. https://k12.hillsdale.edu/About/Our-Work/.

Community Demographics and Demographic Trends: Auburn, NY

Auburn, New York, anchors Cayuga County—a community of 76,644 residents, with the city itself at 26,674 (Data USA, 2022). In the Finger Lakes region, it blends small-city life with rural roots, where the Auburn Enlarged City School District educates about 4,000 students.

The Finger Lakes Classical Academy Charter School (FLCACS) aims to join this landscape, informed by Auburn's demographics—race/ethnicity, poverty, students with disabilities, and English language learners (ELLs)—and its trends, drawn from NYSED Data Site (2023-2024), Data USA, and the 2023 CAP report, alongside districts within 15 miles.

Per datausa.io/profile/geo/cayuga-county-ny, in 2023, Cayuga County, NY had a median age of 43.7 and a median household income of $66,583. Between 2022 and 2023, the population of Cayuga County, NY, declined from 76,171 to 75,464, a −0.928% decrease, and its median household income increased from $63,227 to $66,585, a 5.31% increase. In 2023, the median property value in Cayuga County, NY, was $164,200, and the homeownership rate was 71.9%.

The 5 largest ethnic groups in Cayuga County, NY are White (Non-Hispanic) (87.6%), Black or African American (Non-Hispanic) (2.98%), Two+ (Non-Hispanic) (4.74%), Other (Hispanic) (1.33%), Two+ (Hispanic) (1.13%). According to U.S. Census estimates, about 2.3% of the population has Ukrainian ancestry, the highest percentage of any county in New York. (Statistics are from: https://auburnpub.com/news/local/faces-of-ukraine-refugees-in-auburn-recall-war-there-welcoming-here/article_2fe2d1b8-d972-565d-9450-8b385d05aeb1.html and https://censusreporter.org/profiles/05000US36011-cayuga-county-ny/).

None of the households in Cayuga County reported speaking a non-English language at home as their primary shared language. This does not consider the potential multilingual nature of households, but only the primary self-reported language spoken by all members of the household. 98.9% of the residents in Cayuga County, NY, are U.S. citizens.

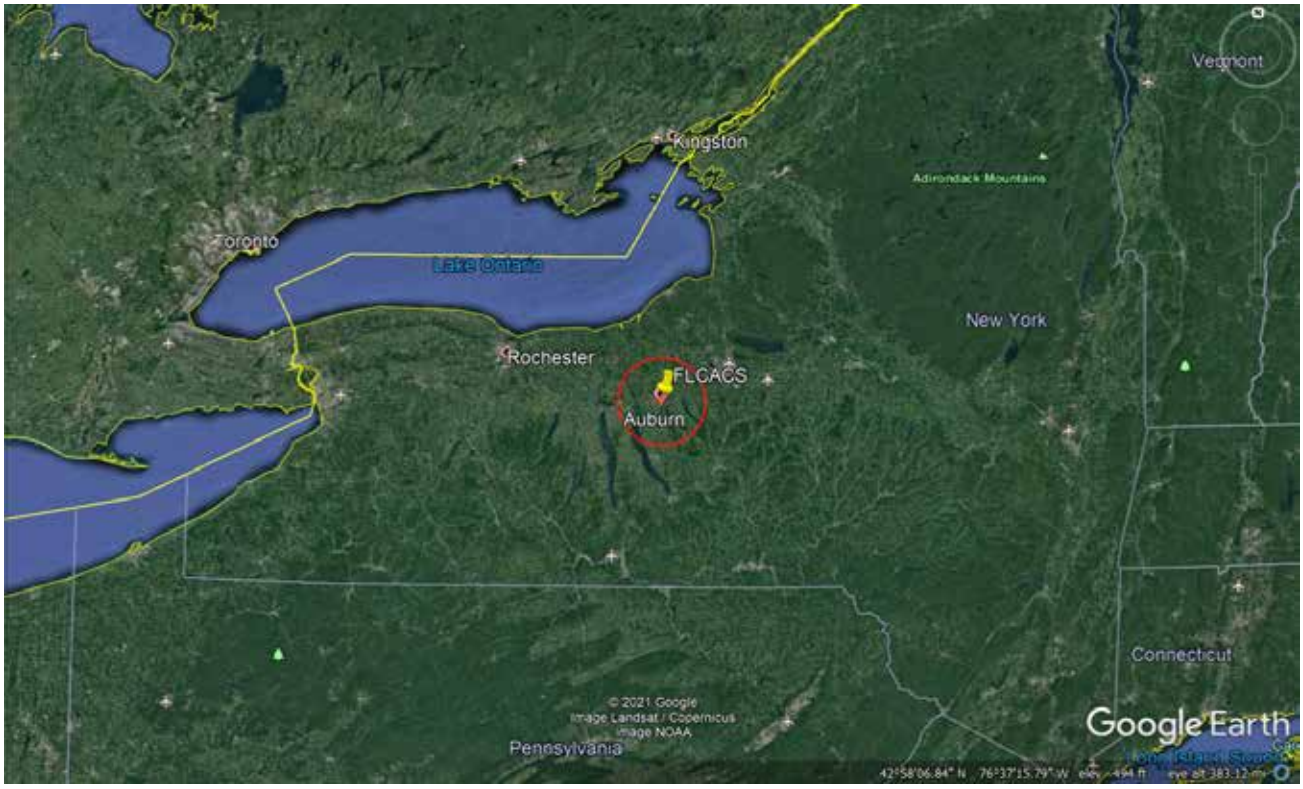
The largest universities in Cayuga County, NY are Cayuga County Community College (323 degrees awarded in 2022), Wells College (closed May 2024), and Cayuga Onondaga BOCES-Practical Nursing Program. There are several other institutions of higher education in the neighboring counties, including Cornell University, Ithaca College, Syracuse University,

Lemoyne College, Hobart and William Smith, Northeast College of Health Sciences, SUNY Cortland, SUNY Oswego, SUNY Upstate, SUNY ESF, and many community colleges.

Finger Lakes Classical Academy Charter School will be located in Auburn, NY (2023 pop. – 25.983) in the center of Cayuga County (2023 pop. – 75,464), a rural farming community in the eastern portion of the Finger Lakes region. It is bordered on the west by Seneca County (2023 pop. – 32,349), another rural area, and on the east by Onondaga County (2023 pop. - 467,873), which, while home to Syracuse (2023 pop. – 145,560), has vast areas of farmland on the west side bordering Cayuga County.

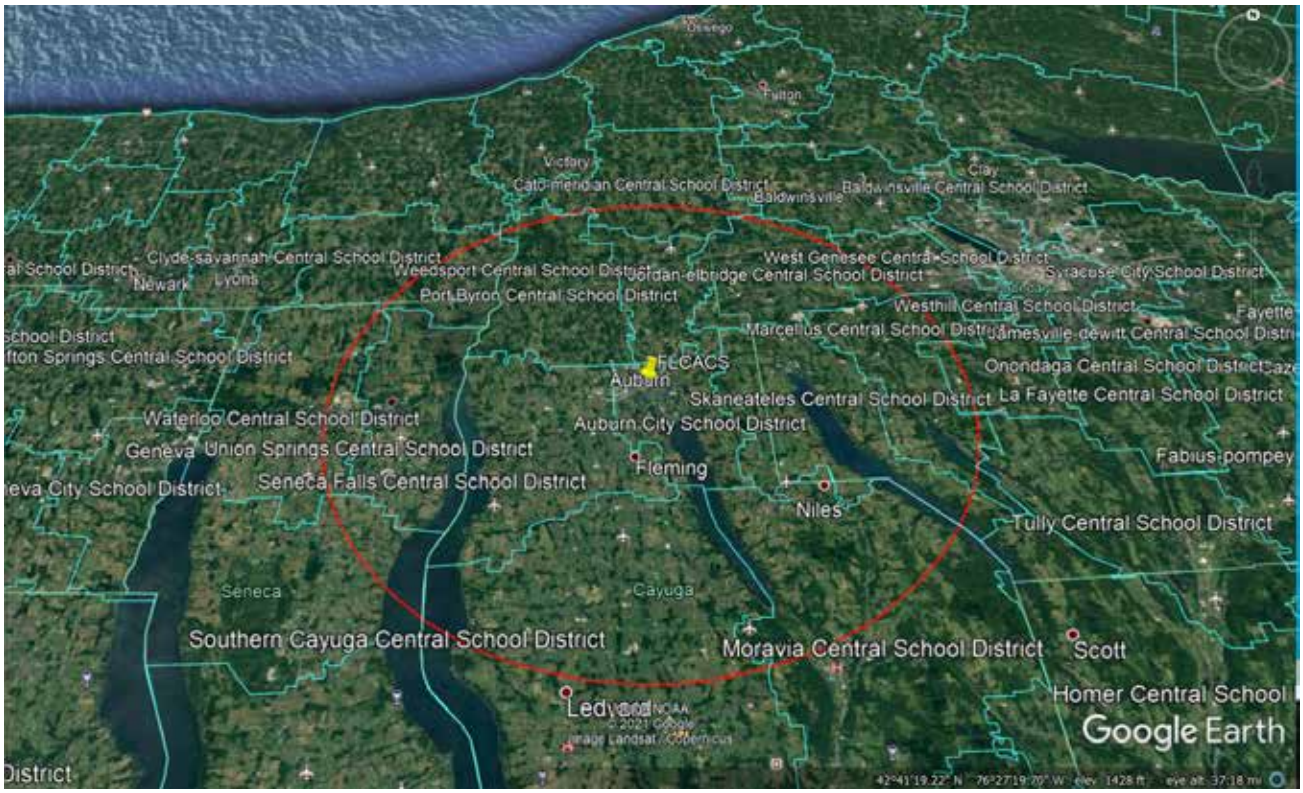
Industry in the area is mostly small local businesses, agriculture, and tourism. The majority of the land in this rural area is being utilized as farm land, with small portions hosting tourist attractions such as the William H. Seward House, the Harriet Tubman House, Willard Chapel, beautiful lakes, state and county parks, and glens, as well as numerous wineries.

According to the 2023 Poverty Report from the New York State Community Action Association, 13.5% of Cayuga County, New York's population lives below the poverty line, which is higher than the national average of 12.6%. The poverty rate for children under 18 in Cayuga County is 18.7%, which is substantially higher than the national average of 15.3% (crsreports.congress.gov). Among families in Cayuga County, 21.4% live below the ALICE Threshold (Asset Limited Income Constrained Employed). Long distances between economic centers, a lack of educational options, and high levels of poverty make it difficult for families to find alternatives to public schooling. A lack of infrastructure, where broadband internet and strong cell service are still missing in many areas, made the COVID-19 shutdowns even more strenuous for students trying to keep up with their education.



While the home district of FLCACS is the Auburn Enlarged City School District, our 15-mile radius outreach comprises 13 different school districts. These districts are as follows:

Auburn Enlarged City School District
Port Byron CSD
Clyde-Savannah CSD
Jordan-Elbridge CSD
Seneca Falls CSD
Cato-Meridian CSD
Weedsport CSD
Southern Cayuga CSD
Union Springs CSD
Moravia CSD
Skaneateles CSD
Marcellus CSD
West Genesee CSD



The majority of our students, approximately 65%, will come from four districts: Auburn, Port Byron, Clyde-Savannah, and Jordan-Elbridge.

Auburn Enlarged City School District
Demographics: Serves 4,000 students in Auburn. Students are 81% White, 7% Black, 6% Multiracial, 3% Hispanic; 55% economically disadvantaged; 17% with disabilities; <1% ELLs (30-40 students), mostly Spanish-speaking from Hispanic families.
Trends: Population dipped (26,913 in 2021 to 26,674 in 2022, Data USA); Multiracial up from 5% (2018) to 6%; poverty steady at 55%; disability rose from 15% to 17%; ELLs static, tied to low immigration (3.27% Hispanic).

Port Byron Central School District
Demographics: Enrolls 800 students in Port Byron (pop. ~1,300). Students are 94% White, 2% Hispanic, 2% Multiracial; 47% economically disadvantaged; 16% with disabilities; <1% ELLs (fewer than 10), likely Spanish or other minor languages.
Trends: Stable rural population; poverty steady at 45-50%; diversity minimal; disability consistent at 15-16%; ELLs negligible, reflecting scant non-English homes.

Clyde-Savannah Central School District
Demographics: Serves 700 students in Clyde (pop. ~2,000). Students are 87% White, 5% Black, 4% Hispanic; 60% economically disadvantaged; 18% with disabilities; <1% ELLs (under 10), primarily Spanish from Hispanic growth.
Trends: Slight population decline; poverty high at 55-60%; diversity up (Hispanic from 2% in 2018); disability steady; ELLs low, stable despite Hispanic rise.

Jordan-Elbridge Central School District
Demographics: Enrolls 1,200 students in Jordan (pop. ~1,300). Students are 92% White, 3% Hispanic, 2% Multiracial; 40% economically disadvantaged; 15% with disabilities; <1% ELLs (under 15), mostly Spanish-speaking.
Trends: Stable rural-suburban area; poverty steady at 40%; diversity flat; disability consistent at 14-15%; ELLs minimal, unchanged with low immigration.

Seneca Falls Central School District
Demographics: Serves 1,100 students in Seneca Falls (pop. ~6,500). Students are 90% White, 3% Hispanic, 3% Multiracial; 45% economically disadvantaged; 16% with disabilities; <1% ELLs (under 15), mainly Spanish from Hispanic families.
Trends: Population down slightly (6,809 in 2021); poverty stable at 45%; diversity up (Multiracial from 2%); disability steady; ELLs low, static with limited non-English influx.

Cato-Meridian Central School District
Demographics: Enrolls 900 students in Cato (pop. ~500). Students are 95% White, 2% Hispanic, 2% Multiracial; 50% economically disadvantaged; 17% with disabilities; <1% ELLs (fewer than 10), likely Spanish or rare others.
Trends: Rural stability; poverty consistent at 50%; diversity minimal; disability up from 15%; ELLs negligible, no growth from tiny Hispanic base.

Weedsport Central School District
Demographics: Serves 700 students in Weedsport (pop. ~1,800). Students are 94% White, 2% Hispanic, 2% Multiracial; 35% economically disadvantaged; 14% with disabilities; <1% ELLs (under 10), mostly Spanish speaking.
Trends: Steady population; poverty stable at 35%; diversity flat; disability consistent at 13-14%; ELLs low, unchanged with small Hispanic presence.

Southern Cayuga Central School District
Demographics: Enrolls 600 students south of Auburn (pop. ~2,000 area). Students are 93% White, 3% Hispanic, 2% Multiracial; 45% economically disadvantaged; 16% with disabilities; <1% ELLs (under 10), primarily Spanish from Hispanic roots.

Trends: Rural stability; poverty steady at 45%; diversity slight (Hispanic up from 1% in 2018); disability consistent at 16%; ELLs static, tied to low immigration.

Union Springs Central School District
Demographics: Serves 800 students in Union Springs (pop. ~1,200). Students are 92% White, 3% Hispanic, 3% Multiracial; 40% economically disadvantaged; 15% with disabilities; <1% ELLs (under 10), mostly Spanish speaking.
Trends: Stable population; poverty steady at 40%; diversity growing (Multiracial from 2%); disability flat at 15%; ELLs low, no rise despite Hispanic share.

Moravia Central School District
Demographics: Enrolls 1,000 students in Moravia (pop. ~1,300). Students are 95% White, 2% Hispanic, 2% Multiracial; 50% economically disadvantaged; 16% with disabilities; <1% ELLs (fewer than 10), likely Spanish or rare others.
Trends: Rural stability; poverty consistent at 50%; diversity minimal; disability steady at 15-16%; ELLs negligible, stable with tiny Hispanic base.

Skaneateles Central School District
Demographics: Serves 1,300 students in Skaneateles (pop. ~7,200). Students are 96% White, 2% Hispanic, 1% Multiracial; 15% economically disadvantaged; 12% with disabilities; <1% ELLs (under 15), mostly Spanish from Hispanic families.
Trends: Affluent, stable population; poverty low at 15%; diversity flat; disability consistent at 11-12%; ELLs minimal, unchanged with low immigration.

Marcellus Central School District
Demographics: Enrolls 1,500 students in Marcellus (pop. ~6,000). Students are 95% White, 2% Hispanic, 2% Multiracial; 20% economically disadvantaged; 13% with disabilities; <1% ELLs (under 15), primarily Spanish speaking.
Trends: Stable suburban-rural mix; poverty steady at 20%; diversity minimal; disability flat at 13%; ELLs low, static with small Hispanic presence.

West Genesee Central School District
Demographics: Serves 4,500 students in Camillus (pop. ~24,000). Students are 88% White, 4% Hispanic, 4% Multiracial; 25% economically disadvantaged; 14% with disabilities; 1% ELLs (around 45), mostly Spanish, some Asian languages from growing diversity.
Trends: Stable suburban population; diversity up (Hispanic from 2%); poverty steady at 25%; disability consistent at 14%; ELLs slight rise with proximity to Syracuse.

FLCACS Fits In

FLCACS aligns with Auburn's needs: 55% of students face poverty, 17% have disabilities, and <1% (30-40) are ELLs, mostly Spanish speaking, in a diversifying yet struggling community. Its classical curriculum tackles the 55% economic disadvantage with rigorous academics to disrupt poverty cycles, provides targeted support for 680 students with disabilities, and offers language assistance and inclusion for 30-40 ELLs, addressing their Spanish-language needs in a low-ELL area. Across the 15-mile radius—poverty from 15% (Skaneateles) to 60% (Clyde-Savannah), disability from 12% to 18%, and ELLs mostly <1% except West Genesee (1%)—FLCACS's model could serve as a regional asset, supporting small but present ELL populations (often Spanish-speaking) while tackling widespread economic and learning challenges.

Sources

1. New York State Education Department (NYSED) Data Site
    - Student data for all districts (2023-2024).
    - Link: https://data.nysed.gov/
    - Note: Access via "District and School Data" by district name.
2. Data USA – Auburn, NY
    - Auburn population and economic data (2022).
    - Link: https://datausa.io/profile/geo/auburn-ny/
3. Cayuga/Seneca Community Action Programs (CAP) – 2023 Report
    - Cayuga County poverty and demographics.
    - Link: https://www.caphelps.org/
    - Note: Full data via https://www.nyscommunityaction.org/ or CAP directly.

How Trends Are Determined

Population Trends: For Auburn, Data USA shows a decline from 26,913 (2021) to 26,674 (2022), consistent with Upstate NY outmigration. For other districts, NYSED enrollment stability (e.g., steady student counts, 2018-2024) and regional rural/suburban patterns suggest stability or slight decline, as town-specific data isn't always annual.

Race/Ethnicity Trends: NYSED's annual data tracks shifts—e.g., Auburn's Multiracial rose from 5% (2018-2019) to 6% (2023-2024); Clyde-Savannah's Hispanic from 2% to 4%. "Flat" or "minimal" reflects no significant change (e.g., Skaneateles at 96% White).

Poverty Trends: NYSED's "Economically Disadvantaged" data shows Auburn's 55% steady (2018-2024, within 1-2% variation); Clyde-Savannah at 55-60% and Weedsport at 35% are similarly stable. CAP's 13.5% county poverty (2012-2021) reinforces rural consistency.

Students with Disabilities Trends: NYSED data indicates Auburn's rise from 15% (2018-2019) to 17% (2023-2024), likely from better identification; Cato-Meridian up from 15% to 17%; Weedsport steady at 13-14%.

ELL Trends: NYSED's ELL data, often suppressed for small counts (<5), uses "<1%" for tiny groups (e.g., Auburn's 30-40 = 0.75%). Most districts show no growth since 2018 (e.g.,

Auburn <1%), tied to low immigration per CAP. West Genesee's 1% (45 students) rose slightly from <1%, reflecting Syracuse's proximity; Spanish is inferred from Hispanic percentages.

The following data is taken from nysed.gov:

District	Enrollment	Students with Disabilities	Disabilities Percentage	Economically Disadvantaged	Economically Disadvantaged Percentage
Auburn Enlarged	3780	713	19%	2481	66%
Port Byron	738	124	17%	308	42%
Clyde-Savannah	717	129	17%	473	66%
Jordan-Elbridge	1041	206	20%	449	43%
Total	6,439	1,172		3,711	

On top of this, we were devastated to find that 180 (5%) of the students in Auburn CSD are homeless.

Description of Specific Population FLCACS Intends to Serve

The proposed school will serve families within approximately a 15-mile radius of FLCACS, targeting a population including:

- Economically disadvantaged students
- Academically struggling students
- Students with disabilities
- English language learners whose parents are employed on area farms
- Families seeking a tuition-free school choice option with high academic achievement

Our classical education model, utilizing Singapore Math, providing for Latin and Spanish, and placing an emphasis on phonics-based learning, will be a tremendous aid to those students having a difficult time attempting to succeed in the typical district's curriculum and environment.

General Proficiency in all student populations in these four districts is below the New York State average:

Proficiency Scores of All Students, Math and ELA, Grade 3 specifically, and average for Grades 3-8 ELA & Math

2023-24 Assessment	Auburn	Port Byron	Clyde-Savannah	Jordan-Elbridge	NYS
3rd Grade ELA	21%	30%	15%	32%	43%
3rd Grade Math	41%	40%	13%	35%	54%
3rd-8th Grade ELA	26%	43%	18%	36%	46%
3rd-8th Grade Math	38%	43%	19%	46%	54%

Needed Alternative / Rationale for Selecting Community

Due to spacing concerns, the COVID-19 pandemic impacted public schools more than the smaller private schools, resulting in more shutdowns and virtual learning for public school students. This has resulted in more interest in private schools, as many students and parents have preferred in-person teaching over virtual teaching. John Paul II Academy, an Elementary and Middle School in the area, more than doubled its enrollment in 2020-2021.

Tyburn Academy and St. Albert the Great, two Catholic Schools in the Auburn District, also increased in size. Truxton Academy, one of the closest charter schools to us, also saw an increase in interest.

While we have worked with Truxton Academy Charter School in developing our plans, they are in a different area (Cortland County, NY) and have a different academic focus, the rural farming industry. There are charter school options in Ithaca, Rochester, and Syracuse as well. The closest of these charter school options, and yet still at a significant traveling distance, is in Syracuse. As such, this area is a charter school desert. Combined with the number of economically disadvantaged students and the lack of academic performance in the area, we believe that the need for a charter school alternative is great.

While acknowledging the few religious private schools in our area that saw an increase in enrollment since the COVID pandemic, we do not believe that our presence will have an impact on them. Most families are specifically choosing them due to their religious foundation and will likely continue. In our public outreach events, this population expressed support but did not indicate they would make a charter choice due to the lack of religious instruction. Also, we are offering a tuition-free education that aids not only the economically disadvantaged community, but the middle class as well. The current private school families are the ones who can afford tuition.

The Auburn area is very much a middle-income, working-class community. At its center is a maximum-security prison, the Auburn Correctional Facility, which employs over 1,000 people. The Cayuga Correctional Facility is also nearby in Moravia, a district that touches our 15-mile radius, as well as Five Points Correctional in Seneca County. The middle and lower-income population is not normally able to attend tuition-based schools. Although the increase in private school attendance does show a trend in parents looking for more alternatives, homeschooling with two parents working and private tuition options are unrealistic for most. Research has documented how incarceration exacerbates the disadvantages experienced by those who are incarcerated, such as inadequate education and vocational skills. Undereducated and lower-skilled workers are overrepresented in

prisons. Imprisonment leads to employment history gaps, diminishes social networks that can assist in a job search after release, and creates stigma and restrictions that become barriers to getting hired. A majority of communities from which individuals are arrested and subsequently incarcerated, as well as return, are low-income areas. This includes Cayuga County. These communities often do not have the capacity to assist their residents in areas of mental health, substance use disorder treatment, employment opportunities, healthcare, and housing. Many former prisoners return to communities to live alongside other former prisoners or where their families established themselves during their incarceration.

Onondaga and Cayuga counties are two areas with some of the largest Ukrainian populations in the nation. Auburn, NY, specifically, has become a safe haven from war for Ukrainian migrants. From Ukrainian migrants escaping the brutality of Hitler's reign during and post-World War II, to newer faces escaping the ongoing Ukrainian War, who were welcomed with open arms by the already existing and strong Auburn Ukrainian community. The Ukrainian Catholic Church is still thriving, although its school, of 72 years, closed due to financial stress. The church's priest, Father Vasile, "has been a beacon for those living through the war in Ukraine, guiding 31 refugees from their beloved homeland to his community in Auburn, New York" (Dolgin, 1). The classical curriculum's focus on phonics, specifically that of Access Literacy, would be an asset to any English language learner. https://centralcurrent.org/how-a-central-new-york-city-became-a-safe-haven-from-war/

The Booker T. Washington Community Center, established in 1927 "to serve as a community resource for the African American community," is a treasured establishment that continues to serve over 700 youth from grades K-12. The center offers before and after-school programs (an opportunity for outreach and collaboration) and "serves as a community summer food site for the Food Bank of Central New York". https://btwcc.org/history/

The local YMCA also offers before and after school services, many onsite at the schools. This would be an opportunity for one of the FLCACS's teachers to offer homework assistance directly to students.

All of the above factors create a picture of a struggling economy and weak public school performance set against a beautiful landscape of nature and history. The needs of a community and the beauty of a classical education come together to solve a serious need in this area. Without the assistance that affordable school choice will bring to the area, there is not a lot of educational hope available, which would be detrimental to this community for decades. A classical charter, on the other hand, would bring hope for generations.

B. Programmatic Impact
Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- A table listing the existing educational options and grades served available to the target population, including all district, charter, and private schools in the geographic area, including whether these schools have open enrollment options for students and, if so, at which grade levels;
- Information demonstrating a thorough analysis of existing educational options for the community and target population that considers ongoing demographic changes and trends and attempts to project their impact on enrollment at nearby public and nonpublic schools;
- Analysis of how the proposed school's enrollment plan would impact the academic programs, enrollment, and overall viability of the public and non-public schools; and,
- If proposing to replicate and add a school to an existing education corporation, also discuss the programmatic impact on the existing school(s) within the education corporation, including if the new school would facilitate or necessitate changes to the existing school(s)' academic program, enrollment, or overall viability.

FLCACS is expecting to pull 30% of its enrollment from the Auburn City School District, 20% from the Port Byron Central School District, and the balance of the enrollment spread over the other eleven districts. Those eleven break out as follows: 8% from Clyde-Savannah, 7% each from Jordan-Elbridge and Seneca Falls, 5% each from Cato-Meridian and Weedsport, 4% each from Southern Cayuga, Union Springs, and Moravia, and the final 6% from Skaneateles, Marcellus, and West Genesee.

Auburn has the largest number of schools available, with 7 being part of the public school system. The other four are split into 2 Montessori schools and 2 Catholic schools that are

affiliated together, one being the elementary school and the other being the middle/high school.

Port Byron, the district we expect to pull 20% of our population from, has two schools making up their public system, and the private school is a Mennonite school.

The breakdown of each district's number of schools can be found below:

District	Grades	# Elementary Schools	# Middle Schools	# High Schools	# Alt. Schools
Auburn Enlarged CSD	K-12	5	1	1	4
Port Byron CSD	PK, KG-12	1	1	1	1
Clyde-Savannah CSD	PK, KG-12	1	1	1	1
Jordan-Elbridge CSD	PK, KG-12	1	1	1	0
Seneca Falls CSD	K-12	2	1	1	1
Cato-Meridian CSD	PK, KG-12	1	1	1	0
Weedsport CSD	PK, KG-12	1	1	1	0
Southern Cayuga CSD	PK, KG-12	1	1	1	1
Union Springs CSD	PK, KG-12	1	1	1	4
Moravia CSD	PK, KG-12	1	1	1	0
Skaneateles CSD	K-12	1	1	1	0
Marcellus CSD	K-12	1	1	1	0
West Genesee CSD	K-12	4	2	1	0

The private schools in the area (alternative schools) total ten schools, consisting of 8 religious institutions and two Montessori schools. Of the eight religious schools, two are Seventh Day Adventist schools, two are Mennonite Schools, and the other four are non-denominational Christian, however, three of those four are Catholic and accept all religions. Those schools are listed below:

Alt. School List	Grades	District	Enrollment
Creative Minds Montessori	PK-5	Auburn	13
Montessori of the Finger Lakes	PK-5	Auburn	42
St Albert the Great	K-6	Auburn	110
Tyburn Academy of Mary Immaculate	7-12	Auburn	72
Seneca Bible Baptist Christian School	K-12	Seneca Falls	13
Peachtown Elementary	K-8	S. Cayuga	25
Frontenac SDA Elementary School	K-8	Union Springs	19
Union Springs Academy (SDA)	9-12	Union Springs	90
St John Paul II Academy	K-12	Union Springs	12
Cayuga Mennonite School	1-8	Union Springs	27
Conquest Parochial School (Mennonite)	1-8	Port Byron	46
Clyde Mennonite Parochial School	1-8	Clyde	36

The impact on the existing student population is minimal, with less than 0.5% coming from the current elementary population in the 13 districts, with 0.8% coming from Clyde-Savannah, and 2% coming from Port Byron. Our home district of Auburn only impacts less than 0.6% of the student population.

These percentages do not take into account the Alternative School population, but this population is extremely small. While most of the private schools have open enrollment, four of the ten do not have open enrollment. The Mennonite schools and the Seventh-Day Adventist schools are both closed religious communities.

We expect our impact on the private schools to be minimal, specifically because most individuals who are currently attending religious education are looking to continue having the religious aspects of the curriculum included, which is not a part of FLCACS. We have met with the Catholic School administrators who cover three of the schools in the area, Tyburn Academy/St. Albert the Great and St. John Paul II. All of these conversations resulted in a consensus that the addition of FLCACS would not only NOT have a major impact on their population but also could increase their attendance as the availability of school choice and the awareness and success of classical education would disseminate throughout the general public. While not committed to being fully classical, these Catholic schools have a classical approach and some classical curriculum choices within specific classes, as well as an understanding and value of classical education.

Cayuga County is a school choice desert. The tuition-based private school numbers, although they had a slight increase as a result of the pandemic, remain low and stagnant. The public-school numbers continue to decrease. The FLCACS mission is in response to these children and families. Our rural community deserves better. They deserve to have a choice that is affordable and provides the academic rigor all children are entitled to.

C. Fiscal Impact

The Act requires an applicant to provide “an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area.”16 Complete the fiscal impact table in the budget template (found in the Applicant Resource Center of the Institute’s website) and include a copy with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area, including:

- Enrollment expectations;
- Per Pupil Allocation assumptions using the most recent school per pupil aid, available on NYSED’s website;
- Dollar amounts the proposed school anticipates receiving from each anticipated sending district in per-pupil funding;
- Other projected revenue the proposed school anticipates receiving from the district (special education, grants, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district’s budget (for districts projected to send at least ten students).

For the Fiscal Impact on the community schools, please see the next two pages with specific impact information on the two main districts FLCACS will be servicing:

Largest Enrollment District: AUBURN CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for AUBURN CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-2027)	23	12,550	288,650	50,699	339,349	110,762,386	0.31%
Year 2 (2027-28)	32	12,738	407,624	75,091	482,715	114,085,258	0.42%
Year 3 (2028-29)	40	12,929	517,173	99,879	617,052	117,507,815	0.53%
Year 4 (2029-30)	48	13,123	629,917	125,538	755,455	121,033,050	0.62%

Year 5 (2030-31)	56	13,320	745,926	134,501	880,428	124,644,041	0.71%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	School District's Budget Newsletter: https://www.auburnschl.edu/budget_information_2025-26

Second Largest Enrollment District: PORT BYRON CSD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for PORT BYRON CSD School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	16	12,753	204.048	41,229	245,277	26,382,266	0.93%
Year 2 (2027-28)	18	12,944	232,997	43,038	276,035	27,173,734	1.02%
Year 3 (2028-29)	22	13,138	289,046	63,220	352,266	27,988,946	1.26%
Year 4 (2029-30)	28	13,336	373,395	67,222	440,617	28,828,614	1.53%

Year 5 (2030-31)	34	13,536	460,209	71,586	531,795	29,693,473	1.79%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	School District's Budget Newsletter: https://www.pbcschools.org/Page/38

As stated above, we do not expect to have a Fiscal impact on the nonpublic schools in the community as we do not anticipate many students coming from their ranks.

2025-26 Budgets are not available yet. Residents do not vote on their schools' budgets until mid-May. We waited as long as possible, but there is very little overall budgetary information available for our top two districts for 2025-26. So, we used fiscal data and per-pupil aid/tuition from the 2024-25 budgets. Each year, we projected an increase of 3% to the districts' budgets and an increase of 1.5% per pupil aid/tuition to the charter school.

R-02ab Addressing Need

A. Mission

Provide the mission statement for the proposed school. The mission statement should be brief, clear, and communicate the purpose of the proposed school to its stakeholders and the public.

Our Mission Statement:

Finger Lakes Classical Academy Charter School's mission is to train the minds and improve the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment to empower all learners. FLCACS believes that all students benefit from a rigorous, content-rich educational program and that it is the right and responsibility of parents to direct the upbringing and education of their children with school as their partner in helping them fulfill this responsibility. FLCACS seeks to ground children in solid, universal, foundational skills through tried and true methods and curriculum. We offer an accessible education for children from diverse socio-economic, language, and skill-level backgrounds so that all have the opportunity to succeed and flourish. We aim to use the great ideas of the past, but will also use the data from modern scientific studies to test both ancient and modern methods. Students are taught with the Socratic Method, encouraging strong thinking and interpersonal skills, fundamental to a sense of self-worth and future success. Character and virtue are emphasized as studies have shown that determination and resilience are fundamental to success.

Source: https://www.elitecme.com/resource-center/rehabilitation-therapy/grit-defining-it-and-how-it-can-lead-to-success

B. Key Design Elements

Provide a clear and concise overview of the proposed school's key design elements, which are the most important, non-negotiable aspects of the school critical to its success. This may include elements such as a specific subject focus or theme (e.g. the arts, environmental science, social justice, etc.), specific targeted student population the school would serve (e.g. students with autism, multi-language learners, overage and under-credited students, etc.), specific programs (e.g. career and technical education, International Baccalaureate, etc.), unique staffing models, schedules, assessment systems, and so forth.

In addition to a list of the proposed key design elements, please include:

- ***An analysis of any research, evidence of effectiveness, or examples of existing programs that support the selection of these key design elements with appropriate citations;***
- ***Discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission; and***
- ***Discussion of how the key design elements address the specific needs identified in Request 1.***

The key design elements are outlined to implement important objectives highlighted in the New York Charter Act (Education Law 2850(2)).

- Finger Lakes Classical Academy Charter School will offer a **classical education in the liberal arts and sciences,** with the firm belief that a well-rounded, liberal arts curriculum prepares students for self-government, which is the foundation of a free and happy society. Classical Education offers a curriculum rich in literature, history, sciences, math, music and art, and physical education. Strongly associated with classical education is the tradition of the "great books." Students, prompted by the Socratic questioning of their teachers, will discuss the great literary works that have withstood the test of time. These characters and stories illuminate human nature and the beauty of language. The Socratic Method encourages critical thinking and independent thought, both indispensable to future well-being.

- Finger Lakes Classical Academy Charter School will use **the Core Knowledge sequence in grades K-4** (with the intent to expand K-8). Core Knowledge is a proven content-rich and cumulative approach developed by Dr. E.D. Hirsch, Jr.. Content is integrated across subjects by grade level and builds upon itself at each

successive grade. The content is dense, specific, and sequenced to prepare students for future success in higher levels of education. Core Knowledge meets and exceeds the needs of students, including those with disabilities, those with English as a New Language, and both those from economically disadvantaged families as well as accelerated students whose need for additional stimulation has proven to produce poor academic performance.

Sources: https://www.icahncharterschool4.org/

https://www.coreknowledge.org/our-approach/results-research/

- Finger Lakes Classical Academy Charter School will promote **the mastery of language first in reading and spelling, using an explicit phonics approach offered in the Access Literacy program.** The Journey From Spelling to Reading "teaches children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics), as well as the rules and consistencies governing their use in English words (orthography)." During the K-2 years, students are taught basic grammar, which supports sentence writing that is used to support reading comprehension. The goal in K-2 is to have students write sentences with a level of complexity that will lead them easily into the texts at their reading level. The research of Orton and Gillingham has also demonstrated **success in English language learners and students with disabilities through multisensory instructional approaches.** Recent studies have shown that the Heggerty method, which focuses on phonemic awareness skills and is rooted in the Kilpatrick method (David Kilpatrick *Equipped for Reading Success),* has been successful in preparing the brain to take in language. It will be used as a daily warm up in the younger grades.

  Sources:
  https://www.accessliteracy.com/_files/ugd/777d8a_cf7a4317e69646d3b3c5ffe78dde0dcb.pdf

- The highly structured language of **Latin will begin being taught in 3rd grade,**

after phonics has been established, and formal Latin will commence in 6th grade. The benefits of Latin have been nearly forgotten, and we will seek to revive them. Latin is a foundational language for half of English and nearly the entirety of the Romance languages. Latin trains the mind in clear, orderly thinking and provides a background for the vocabulary of the sciences, law, and medicine. The Paideia Institute, out of NYC, has developed a program that seamlessly incorporates the study of Latin, Spanish, and English. This program also teaches the history and mythology of Ancient Greece and Rome, and has been showing great (even surprising) social and emotional benefits among students. We anticipate students from English and Spanish-speaking backgrounds and intend to unite them in part with this curriculum.

Source: https://www.memoriapress.com/articles/top-10-reasons-studying-latin/

- The study of **chronological history will often be told through the stories and words of primary sources, along with their geographical context.** Actual biographies, the building blocks of history, will be studied from kindergarten through high school. The words of the greatest people and the crucial moments in history will be brought to life in the classroom. Chronology **helps students to understand how people, places, ideas, and events are connected in history**. It also allows students to develop a better sense of perspective when studying history. Stories are **a powerful way of communicating ideas; highlighting our experiences, making sense of what we know, and creating continuity**. We learn by both hearing and telling stories. Primary sources **help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events**.

- The language of mathematics is a key element of classical education. It brings order to the physical universe. In addition to the practicalities of mathematics, it teaches logic, reasoning, and problem-solving. Finger Lakes Classical Academy Charter School will use **Singapore math in the early grades to ensure a**

complete foundation of concepts and facts. Math will be ability grouped by taking a placement exam to determine proficiency level. This will help us to focus on the needs of each individual learner, addressing the issues that have arisen in the low proficiency score levels at the existing school districts. Sustained reasoning will be the preferred method in the upper grades, rather than calculators.

- Elementary science will be based on known facts. **Biology, chemistry, and physics will begin in the lower grades.** Familiarity with terminology and concepts will prepare them for the demands of high school sciences. Students will observe the wonder and beauty of nature, with as much hands-on practicality as possible, exploring the world around them.

- **Classical education understands the importance of beauty.** The fine arts of visual arts and music will be taught K-8 and offered as electives in high school. Just as the great people in history and the great works of literature are essential, so are the great compositions in music and the visual arts in history. The arts connect the present-day creative spirit to the past to convey the very story of what it is to experience the world and to be human.

- As the benefits of **cursive handwriting** have been demonstrated by recent brain science, the practice of cursive handwriting will be used at FLCACS. Studies show that cursive writing uses both hemispheres of the brain at the same time and increases learning.

  Source: https://www.memoriapress.com/articles/top-10-reasons-to-learn-cursive/

- The mission of Finger Lakes Classical Academy Charter School is one of serious academic pursuit, with the belief that all students benefit from a rigorous, content-rich curriculum. The study of **virtuous behavior and good manners and habits, along with a uniform dress code, will produce an orderly and respectful environment.** This environment fosters academic excellence and inspires the

perseverance to work through the most difficult tasks. The end goal of classical education is happiness; the kind of long-lasting happiness found in truth, goodness, and beauty. A robust code of conduct for students, teachers, staff, administrators, and parents will be expected. The school and parents will be partners. Parents have the responsibility of raising and educating their children. The school is responsible for helping parents fulfill their responsibilities.

- The School Leader of Finger Lakes Classical Academy Charter School will be under the direct supervision of the board of directors and accountable to them for the school's performance. **The School Leader will be responsible for academics, curriculum, and daily school management.** The working relationship between the **School Leader, Business Manager, Special Education/Academic Success Coordinator (SEAC), and Curriculum Leader will be an essential key to success. All teachers will be required to be both proficient in their coursework and knowledgeable, through academic study and/or real-world experience.** The board of directors will be a governing board responsible for the financial success of the school.

- The **educational philosophy** of Finger Lakes Classical Academy Charter School is largely derived from the following books:

  Cultural Literacy by E.D. Hirsch, Jr.

  Why Johnny Can't Tell Right from Wrong by William Kilpatrick

  The Schools We Need and Why We Don't Have Them by E.D. Hirsch, Jr.

Effective Execution of Mission:

We will perform an academic audit to ensure that we are effectively executing our key design elements and that they align with our goals, meet accreditation standards, and

support student success. By conducting an academic program audit, we will ensure that our programs remain relevant, rigorous, and aligned with their overall educational objectives. It also helps improve the quality of education, student satisfaction, and the program's long-term success.

We will review curriculum guides, lesson plans, syllabi, standards, and scope and sequence documents. This is to ensure that the academic program aligns with state or national standards and that it meets the needs of students. We will assess testing and grading policies, rubrics, and any other formal or informal evaluation methods used by the school. We will collect and analyze academic performance data, such as test scores, graduation rates, attendance, and student feedback, providing insight into how the academic program is functioning.

The following purposes will address our local needs:

- Improve learning for all students and close the achievement gap: FLCACS will be open to all students in our community and anticipates a diverse group of families gravitating to the school for a variety of reasons, including looking for ways to close achievement gaps existing in the county's schools. By using the NYS charter system's equitable enrollment policies that do not limit who can apply, FLCACS plans to address the complete lack of affordable school choice in our area. By offering a classical curriculum, a diverse and equitable student body will have equal opportunities for achievement and growth. Each student will be provided the opportunity to learn in a challenging and supportive educational environment.
- Provide options for parents: A September 2021 report released by the National Parents Union shows a growing demand for charter schools nationwide. Of the 42 states included in the analysis, charter school enrollment increased from the 2019-2020 school year to the 2020-2021 school year by 7%, while overall enrollment in public schools decreased by 3.3%.
  (National Parents Union- Polling
  https://nationalparentsunion.org/category/polling/)
  In a May 2022 survey conducted by the Harris Poll, "Never Going Back: An

Analysis of Parent Sentiment of Education," the results of more than 5,000 parents were analyzed by the National Alliance for Public Charter Schools. Findings included that 93% of parents value educational choice and agree that one size does not fit all students. 77% of parents cited safety as an essential element in choosing a school for their child if given the chance. 74% of parents reported that they would consider sending their child to a charter school if it were available, and even among those who would not choose a charter school, 84% agreed that a school district should make the choice available for families who would.

- Create new professional opportunities for teachers: Working in an environment of high expectations and mutual respect will help teachers realize the power of their vocation. Throughout the school year, teachers and administrators continue to develop skills and techniques while learning new and important information from State resources. Administrators and teacher teams will identify specific needs of the school staff and faculty and will incorporate state, county, local, or national resources at pre-planned Professional Development Days, where curricular, instructional, and data-collection/interpretation sessions will focus on meeting the specific needs of FLCACS's students.
- Afford parents substantial, meaningful opportunities to participate in the education of their children: Eighty percent (80%) of parents surveyed by the National Parents Union during the 2020-2021 school year expressed a desire to engage schools with more input and feedback. Parent engagement, feedback, and support are of great importance to FLCACS. According to the National Alliance for Public Charter Schools (NAPCS), many parents were dissatisfied with their students' experiences during the pandemic, and that dissatisfaction led them to learn more about the other educational options available to them. Beginning with informational meetings and continuing through the admission process and planned school year, FLCACS intends to provide ample opportunity for families to get and stay involved in the school community. To help achieve this, FLCACS will be sensitive and responsive to the need for multilingual communications, unconventional meeting times (weekends or evenings), high-interest educational family programs, and other potential accommodations to meet the needs of families (such as care for small children during parent meetings, parent-teacher conferences, etc).

Classical education, emphasizing critical thinking, foundational texts, and character development, has demonstrated strong academic outcomes, particularly in schools with enrollments ranging from 100 to 600 students. Research by Robert P. George highlights the resurgence of classical education as a response to growing parental demand for rigorous, values-driven curricula that prepare students for higher education and civic engagement.[1] The performance of such institutions was examined. The proposed Finger Lakes Classical Academy Charter School (FLCACS) in Auburn, NY, will address our local educational needs.

As demonstrated by the data found in 01-ac, there is an enormous need in the Auburn area for an academically strong and affordable school option. We, the board of FLCACS, believe that a classical charter school is the best fit to restore academic soundness to education in the area, without being cost-prohibitive to the population. Classical schools have successfully achieved these goals in similar communities across the country. The samples found in 01-ac represent the accomplishments of schools like the one we are designing.

The Finger Lakes area is a struggling economic community with a weak public school performance set against a beautiful landscape of nature and history. The needs of our community and the beauty of a classical education come together to solve a serious need in this region. Without the assistance that affordable school choice will bring to the area, there is not a lot of educational hope available, which would be detrimental to this community for years to come. A classical charter, on the other hand, would bring hope for generations.

Classical education models consistently exceed national and state benchmarks. Research from the Classical Education Research Lab at the University of Arkansas supports the effectiveness of this approach, noting that students in classical schools demonstrate superior academic performance and civic engagement compared to their peers in traditional public schools.[14] Several successful classical charter schools illustrate this trend:

1. **Treasure Valley Classical Academy (Idaho)** – With 590 students and a student-teacher ratio of 1:20, 90% of students in grades 3-8 scored proficient or advanced in English Language Arts in 2023, surpassing Idaho's 55% state average.[2][3][4]
2. **Founders Classical Academy of Schertz (Texas)** – In 2024, 85% of students scored at or above grade level in math, compared to the state average of 50%. Additionally, 95% of the 2023 graduates were accepted to four-year universities.[5][6]
3. **Chesterton Academy of Milwaukee (Wisconsin)** – This school boasts a 100% college acceptance rate and an average ACT score of 28, well above the state average of 20.1.[7]
4. **Hózhó Academy (New Mexico)** – Established in 2018 in Gallup, NM, Hózhó Academy has grown to 680 students with a waitlist of 166. The academy emphasizes liberal arts, moral character, and civic virtue. In 2023-24, it received a "Traditional" designation from the New Mexico State Accountability System, reflecting its strong academic standing.[8]
5. **Seven Oaks Classical School (Indiana)** – Seven Oaks Classical School achieved a 100% pass rate on the 2023 Indiana Reading Evaluation and Determination (IREAD-3) exam, a statewide assessment of foundational reading skills for third graders. While the statewide IREAD-3 pass rate was 82.5%, Seven Oaks' success highlights the effectiveness of its phonics-based curriculum and the dedication of its teachers. This accomplishment reinforces the school's commitment to academic excellence and literacy development.[9]

Many small private Christian classical schools report higher SAT scores than national averages, with students excelling in critical thinking and civic engagement. Graduates outperform peers on standardized tests and secure strong college placements.[9] While FLCACS draws inspiration from this classical model, it is committed to serving families from all religious traditions. As a public charter school, FLCACS will cultivate an inclusive environment, focusing on universal moral and ethical principles without endorsing any specific faith.

FLCACS proposes a tuition-free public charter school in Auburn, targeting 75–200 students. Its curriculum centers on the classical trivium—grammar, logic, and rhetoric—using primary texts (e.g., Homer, Shakespeare, Jefferson) instead of textbooks. Latin instruction will enhance linguistic precision, while Socratic discussion will foster critical thinking.[11] For Auburn's middle-class families, including farmers, educators, and service workers, FLCACS would provide a tuition-free alternative to private schooling and a proven pathway to higher education.[12]

The SUNY Charter Initiative seeks high-performing models in underserved areas. FLCACS aligns with this mission by offering a proven approach where no public classical charter exists. National demand suggests sufficient enrollment potential, as Barney Charter School Initiative schools have large waitlists.[13]

Classical education achieves exceptional outcomes—near 100% graduation rates, above-average test scores, and strong college placement. Auburn lacks such an option, and FLCACS's curriculum fills this gap, providing a rigorous, accessible alternative. Approving FLCACS would extend this proven model to the Finger Lakes, promoting innovation and equity.

Footnotes:

1. Robert P. George, "Classical Education Makes a Comeback," American Enterprise Institute, February 5, 2025, https://www.aei.org/articles/classical-education-makes-a-comeback/.
2. Treasure Valley Classical Academy, "School Profile 2024," https://chartercommission.idaho.gov/resources/treasure-valley-classical-academy-2024-annual-report/.
3. Idaho State Department of Education, "Postsecondary Enrollment Trends," https://www.sde.idaho.gov/.
4. Treasure Valley Classical Academy, "Student Performance Report," https://chartercommission.idaho.gov/resources/treasure-valley-classical-academy-2024-annual-report/.
5. Founders Classical Academy of Schertz, "Academic Report 2024," https://www.foundersclassical.com/schertz.
6. Texas Education Agency, "School Performance Data 2024," https://tea.texas.gov/.
7. Chesterton Academy of Milwaukee, "Academic Achievement Report," https://chestertonmke.org/.
8. Hózhó Academy, "About Us," https://hozhoacademy.org/.
9. Seven Oaks Classical School, "About Us," https://www.sevenoaksclassical.org/.

10. Association of Classical Christian Schools, "Academic Performance Report," https://classicalchristian.org/.
11. New York State Education Department, "Auburn Enlarged City School District Graduation Rate 2024," https://data.nysed.gov/gradrate.php?year=2024&instid=800000054614.
12. Hillsdale College, "Classical Curriculum Framework," https://k12.hillsdale.edu/Curriculum/.
13. College Board, "SAT Performance Data 2024," https://collegereadiness.collegeboard.org/.
14. Hillsdale College, "BCSI Overview," https://k12.hillsdale.edu/About/Our-Work/.

R-03ad Proposal History

a. Applicant Information
Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act or, if a board chair of an existing SUNY-authorized education corporation, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and educational background. Provide a description of the applicant's knowledge of and relationship to the community in which the proposed school would be located.

A. Applicant Information:

The lead applicants are Maureen Kinney Angotti and Martha Rescigno.

Maureen Kinney Angotti has called Cayuga County her home since 3rd grade. She earned her BA in psychology from SUNY at Buffalo and shortly thereafter began a career working in residential treatment facilities and outpatient mental health programs. She provided contract work with child protection and prevention services and probation in office, home, and school settings. She administered clinical evaluation, advocacy, and supervision of direct care workers.

After spending 17 years working in mental health with children and families, she decided to stay home full-time with her six children. While raising them, Maureen spent much volunteer time at their schools. They had varying abilities and learning styles. Her first child was highly gifted in math and science. Her second was a concrete, although motivated learner who struggled with the abstract. The next was highly gifted in rhetoric, and then came a hands-on learner with limited academic motivation. The fifth had a processing disorder (who could have easily fallen through the cracks), and the last, who is a very independent and self-motivated high achiever, all gave her a unique perspective.

Although her first and third were both gifted and advanced. Some high school AP courses were offered but were still mediocre at best in rigor, and now several have been eliminated from the district. Some college courses were offered through Syracuse University, but

parents still had to pay. Although this was a significantly reduced cost, it was still out of reach for nearly all families.

Her 5th child, who was a struggling student, was in a small private school and worked to his ability there through 8th grade. When financial resources became too strained, he and his siblings attended public high school at Southern Cayuga. In public school, he became unmotivated and self-conscious. The school offered little to no support, which was further perpetuated by the pandemic. A request for testing was made in the late winter of his 8th-grade year and was not completed until November of 9th grade. Fulfillment of his 504 was a struggle through graduation. His high school academics were a constant battle, even with educated and vocal parents with the ability to advocate for him. He had little engagement academically. The 504 recommendations needed repeated and constant definition and clarification with teachers and administrators. With much credit to one caring and talented teacher, he did graduate. However, he was defeated and left with very limited academic confidence.

Seeing the deficits, as well as what worked, she felt strongly about the need for classical education, a style of education for all children that she had been exposed to and learned about through like-minded friends. The gradual departure of advanced classes, academic rigor, and the dependency on computers rather than teachers that she has witnessed over her many years of parenting has strengthened her determination to work toward the quality education found in the growing number of classical schools all around our country.

Maureen was on the founding board of a local private school and taught there for numerous years. She has visited multiple charter schools, both in the area and outside of New York State. She has been recruiting board members and educating the community about classical education for several years. Her belief in the FLCACS mission has generated a commitment and dedication to making it happen in our community.

Martha Rescigno grew up on a farm in Cayuga County, where her parents and extended family still reside. She graduated from Hillsdale College in December of 2000 with a BA

in History, a Spanish minor, and a K-5 teaching certificate. While a student at Hillsdale, she worked as a research assistant in the History Department. She studied E.D. Hirsch, explicit phonics instruction, problems in education, educational philosophy, and educational psychology under the Education Department. She loved her Hillsdale experience and her time spent observing at the Hillsdale Academy. She did her student teaching in her own Southern Cayuga County elementary school. After these experiences, she found it difficult to find an education for her own children, which reflected either her educational training in college, or in the classroom under her now retired master teacher.

Martha's oldest son is neurodivergent, and his needs began the family's reluctant (at the time) journey into homeschooling.

"As my oldest child approached Kindergarten age, we researched schools in our area. At the time, there were limited choices, a few expensive private schools, and our own district's public elementary school. Our son was exceptionally gifted (he read spontaneously before school age) but also required a great deal of sensory input and was not able to hold still under current teaching methods. Our elementary school did not offer anything to help with his learning needs; they had decided against having any gifted programs. We decided to try homeschooling so that he could have room to grow developmentally before putting him in a classroom. By the end of that year, he had far surpassed what would be offered to him in first grade, so we continued to homeschool." (-Martha Rescigno)

In 2003, using her classical background, Martha began to homeschool as well as assist other local homeschool families. She is still homeschooling two of her five children, as the older three have gone on to college and work, after being homeschooled through 12th grade. In addition, she has helped many others learn to homeschool with the classical method. Martha was the Director of Veritas Homeschool Cooperative for five years, where she also taught. She has "retired" as Co-Director of Redeeming Mondays & Redeeming Thursdays Cooperatives in Liverpool, NY, which currently serves close to 200 K-12

students. She continues to serve in the co-op network in an administrative capacity, mentoring the leadership teams, keeping up with building and relationships between the co-ops and the church that houses the co-ops.

Having dedicated her personal and professional life to the idea of improving access to educational excellence as far as possible throughout the broken American education system, Martha will put all of her classical education background and years of finely developed skills to work to help achieve those goals in Auburn, NY.

B. Proposal History:
Describe the genesis of the proposal, how the applicant team formed, and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. If the proposed school is similar to or a replication of an existing school inside or outside of New York State, the response should address how the founding group made the decision to replicate the school and address any changes proposed from the original school model.

The quest to support school choice options and offer classical education to Auburn, NY, and its surrounding communities began when a local parochial school, which had been open for 72 years, suddenly closed. It was the most affordable option available. Parents who depended on this alternative to public school were left with few choices. They wanted something more than the public schools in this area were able to offer. These parents experienced the deficiencies of the local public schools, where the schools were failing and their children's needs were not being met. A small group of parents began to form who were dedicated to the belief that parents are the primary educators of their children, and knowing that school choice options for the lower and middle classes were non-existent. The reality of limited school choices for the children of our community needed to be addressed. A need already existed with many area families unable to afford tuition at the few private options left, and the one that closed was the most affordable.

Our initial group included people well-versed in the beauty of the classical curriculum. When Martha Rescigno joined the group, with her classical higher education and her tremendous experience implementing classical education at the K-12 level, our commitment and determination grew. Three members, Maureen Angotti, Erin Bethelmy

(a teacher and concerned parent in the community), and Brett Grant (a concerned young man seeking his master's degree from Cornell University and interested in helping to develop an alternative to the typical public school), visited Livingston Classical Academy in Michigan. They also participated in charter school in-services at Hillsdale College, discussing the policies required for proper board management. Maureen Angotti visited Atlanta Classical Academy Charter School in Georgia. Steve Duffy, an educator, BOCES School Administrator, and board consultant, and Maureen Angotti visited Truxton Academy Charter School in Truxton, NY. Maureen Angotti and Martha Rescigno visited Southside Academy Charter School and Syracuse Academy of Science & Citizenship Charter School in Syracuse, NY. Before Covid-19 shut down, we had planned on visiting the OnTech Charter School in Syracuse, NY, and the South Bronx Classical Charter Schools outside of NYC. Since then, Martha has been researching the South Bronx Classical, Icahn Charter School, and Hellenic Classical Charter Schools.

In the beginning, as we learned about the development of other charter schools, we realized how imperative the need for community outreach was and began holding open house meetings with the community and also presenting our concept to many of the local elected officials and community leaders. After a presentation to the County Legislature, one of the community leaders, **Roberta Massarini,** joined our board. Roberta's background in the community and local politics allowed us to reach out to more and more officials and helped to keep us abreast with events in and around the area.

Community Outreach and awareness had just begun to grow when COVID-19 struck. With public events no longer being an option, we focused on recruiting necessary legal, financial, and accounting expertise. We also continued the relationships we had developed with community leaders, politicians, local homeschoolers, and concerned parents who had responded to our events and social media. Tiffany Toedt, a mental health counselor for at-risk youth and families, particularly in school settings, who had been a part of the development since conception, took charge of the social media aspects of the program. Roberta Massarini introduced us to **Bobby Massarini**, a business and

management consultant, who was able to provide the financial and accounting expertise we needed to move forward with the application process.

Later, **Nikki Kersbergen,** Chief Financial Officer at Eugenio Maria de Hostos Charter in Rochester, joined our group. Nikki is the board treasurer. She grew up in Liverpool and North Syracuse. She attended Catholic schools from grade one through graduation. She has been in education for the last 19 years: 12 years teaching high school ELA, 6 years as a Teacher on Special Assignment as Grant Coordinator, and currently as a Finance Manager at Eugenio Maria de Hostos Charter School. Nikki has her School District Leader Certification and School Building Leader Certification through the University of Rochester. She recently finished her School District Business Leader Certification through SUNY Brockport (May 2023). Nikki read about the Charter's initial application in The SUNY Charter School Institute's bi-weekly update and reached out to Maureen to see if she needed any help reviewing and editing their application for resubmission.

Next, **Garret Komarisky**, a public school teacher with his master's in curriculum and instruction development, offered his assistance with Finger Lakes Classical Academy's educational curriculum and coordinated it with the Next Generation Learning Standards. His wife, **Annie Komarisky**, having been classically educated K-12 as well as her undergraduate degree, has also offered her valuable expertise to guarantee that our curriculum standards not only matched but exceeded those currently offered in the public venue. Unfortunately, Garret, although still strongly believing in the FLCACS mission, feels he cannot continue with his current family needs. He will be missed.

Dr. Holly Grant joined our growing team. Her extensive education and experience have been a valuable asset to our team. Holly has a PHD Mathematics from Virginia Polytechnic Institute and State University, Blacksburg, VA. She has her certification in Education Finance from Georgetown University as well as her teaching certification. Her publications and presentations are numerous. Her awards include the Citizenship Engagement Award for Kids' Tech University, the Exceptional Women of Central New York - Mother of the Year, and the Sphere Summit at the CATO Institute.

As a teacher for almost 20 years, she has taught mathematics to kindergarteners all the way through to professional engineers. She uses data to systematically investigate the Foundation Aid Formula and to find equitable school funding options for all students. She has taught U.S. Citizenship classes, brought school families to Albany for National School Choice Week's legislative day, and administered support to organizations aiding young mothers and their children.

In the process of the application, Martha Rescigno introduced the group to **Ellen Eagen**, an educational attorney experienced in charter school development and currently working with the SUNY Charter Institute.

Truxton Academy, having successfully navigated the application process, was more than willing to be of assistance to us. We have received and are grateful for a tremendous amount of generous advice from **Tom Brown**, the board treasurer of Truxton Academy.

Last year, **Bruce MacBain** was added to our Board. His 3 children graduated from the Auburn City School District. He retired from being a 21-year Middle School Principal in the area. His school received numerous state and national awards, including being designated in the first cohort of schools in the Schools to Watch Program. Over 35 schools visited his school to learn what he was doing so successfully. He was named New York State Middle School Principal of the Year in 2012. He was a public school leader in the area who consciously decided to approach his responsibility to his students, their families, and the teachers he led, by exceeding beyond status quo expectations. He currently teaches the Supervision of Curriculum course at SUNY Cortland, where he trains future educational leaders. Bruce had heard about our quest for a local charter and wanted to find out more. He reached out to Maureen via email, and the more he learned, the more he wanted to be involved. The more he spoke, the more Maureen realized what his value would be as more than just a consultant but as a member of the Board.

Auburn resident and father of three, **Andrew Mioni,** has also been of tremendous assistance as a **Board Consultant**. Andrew earned his BA in English from Kansas State University in 2019. He has worked as an exam developer in the certification industry for the past 5 years, and currently holds the Certified Credentialing Professional (CCP) certification from the Institute for Credentialing Excellence. He has also written or contributed to several books on Catholic theology.

With 20 years of experience in marketing, primarily in the digital space, **Maureen McEvers** has brought expertise in content curation, digital strategy, and brand development. As the Director of Communications and Marketing at Seymour Library in Auburn, she manages social media, creates engaging newsletters, develops marketing campaigns, and contributes to public relations efforts to enhance the library's presence in the community. She recently lent her expertise to Finger Lakes Classical Academy, refreshing its website and branding to create a polished and engaging online presence.

Most recently, **Sue Dwyer** has responded to the Finger Lakes Classical mission. She served 5 terms as the Cayuga County Clerk, from 2004-2023. She was a Congressional District Office Manager from 1994 to 2004 and has been a community fundraiser, business owner, and landlord. Her community involvement and recognition is extensive and continuing.

She served on the Board of Directors/served as President (for some) of the following not-for-profit human service agencies in Cayuga County: Hospice of the Finger Lakes; Evergreen Heights Adult Home; Cayuga County Youth Bureau; United Way; Auburn/Cayuga Community College Alumni Association; Cayuga Counseling Services; Women's Career Mentor Program at the Harriet Tubman Auburn Residential Center; Chair of the Salvation Army Kettle Drive; Co-founder of the Human Services Coalition Annual Human Services Coalition Directory; Chair of the Children Families Committee of the Human Services Coalition; President, Phi Beta Lambda Business Sorority at Cayuga Community College; Zonta Club. She has also served on the following committees: Status

of Women, Scholarships, and the Soup Kitchen; member of 1st Amendment, 1st Vote; and chosen to serve on the Military Academy Boards for three members of Congress.

In addition to the individuals mentioned above, we have been assisted by several board consultants in the development and proofreading of this proposal. These include the following:

Aja Hahn - Public School Library Media Specialist
Lynne-Marie Ryan - Non-Profit Accounting & HR Specialist
Charity Bianchi - Special Ed & Classical Education Teacher (in both Private & Public Schools)
Tricia Carr - Classical Education Teacher
Alan Seaman - Senior Engineer, MorFab Inc. (math & science assistance)
Andrew Mioni - Editor and Author
David Labourdette, Jr. - CRPC, Labourdette Financial Group, Associate Vice President of Investments

The board of FLCACS also drew on the following resources:

- Legal consultation with Eagen Law Firm
- The structure of previously established schools in the classical method (particularly the most successful Barney Charter School Initiative schools)
- Insurance Agent advisor David Wicker
- Waterloo Container Administrator Calvin Brainard & CPA Richard Beauchine providing pro bono professional assistance to begin our not-for-profit status and the initial stages of our 501(c)3 filing
- Realty help from Lucas Ferrin, Century 21 Realtor and Riordan Realty
- Building safety and code advice from engineer Paul Merek
- Vast knowledge and support offered by Phillip Kilgore - Former Coordinator, BCSI & Eric Coykendall - BCSI leader
- Advice on communications/marketing, CenterState Nonprofit CEO, Lauren Chyle

- EJ Onori, graphic design and social media specialist from A&M Marketing
- Doreen Henry, retired School Nurse and Community Advocate

C. List of Founding Team Members:
Provide a table that lists all key individuals involved in developing the application along with a brief biography (approximately one paragraph) for each founding team member. Founding team members include individuals who would play significant roles in the development and launch of the proposed school. This response should also identify the overall leader(s) of the effort to develop the proposal and primary author(s) of the proposal.

- Maureen Kinney Angotti - Founding member of local private school
- Martha Rescigno - Classical Education / School Choice advocate, Teacher
- Nikki Kersbergen - Finance, accounting, and charter management
- Bruce MacBain - Retired Public School Principal
- Roberta Massarini - Community Leader / political outreach
- Holly Grant - Adjunct Professor / Statistical Consultant
- Susan Dwyer - Community Leader / Outreach

Maureen Kinney Angotti

Maureen Is a resident of Cayuga County in Auburn and is a mother and grandmother. She received her B.S. from SUNY Buffalo in psychology with a minor in fine arts. She spent numerous years in mental health management at both residential and outpatient facilities, advocating for the youth of our community. She was a founding member of a local private school and served on the board of that school. In addition to being the lead applicant for FLCACS, she provides the organization and coordination needed to keep moving forward with the application and start-up process.

Martha Mitchell Rescigno

Martha grew up in Cayuga County in the Southern Cayuga School District and completed her student teaching there. She has five children and homeschooled all of them. She graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5

teaching certificate. She was the Director of Veritas Homeschool Cooperative for five years, where she also taught. She is currently Co-Director of Redeeming Mondays and Thursdays Cooperative in Baldwinsville, NY, the largest co-op in upstate New York. As a leader and lifelong teacher, she provides the knowledge and experience needed to develop a classical scope and sequence and assist in its implementation in the classroom.

Nikki Kersbergen

Nikki grew up in Onondaga County and graduated from Bishop Ludden Jr./Sr. High in Syracuse. She attended Hartwick College in Oneonta, NY, and earned a BA in English and a BA in Psychology. She moved to Long Island and joined Teach for America in NYC. She taught full-time at John Adams High School (a Title I school in Queens) while completing an MA in Secondary ELA Education at Brooklyn College. Nikki relocated to Wayne County in 2007, where she currently resides with her husband and three children. She taught high school ELA at Wayne Finger Lakes BOCES and Geneva City School District. She spent her last 2.5 years with Geneva CSD as a Teacher on Special Assignment, managing the before/after school program and over $8 million in grants. She was recruited by the CFO of Eugenio Maria de Hostos Charter School in Rochester and has spent 3.5 years as a Teacher on Special Assignment Senior Accountant and is currently the CFO/Finance Manager at that charter school. She provides the knowledge and experience necessary to apply for grants and to develop and implement a balanced budget.

Holly Grant, PhD

As a teacher for almost 20 years, Holly taught mathematics to kindergarteners, professional engineers, and everyone in between. Her doctoral dissertation on partial differential equations spanned topics in numerical methods, parameter estimation, and asymptotic analysis. Currently, she uses data analytics to investigate the Foundation Aid Formula to find equitable funding options for all students in New York. Holly has taught U.S. Citizenship classes for Catholic Charities, volunteered at National School Choice Week's legislative days, and administered support to organizations in Syracuse, NY that

help provide basic needs for young children. As a mother of four young children, her commitment and dedication to education, school choice, and the families of the Finger Lakes area are invaluable to our mission.

Bruce MacBain

Bruce MacBain has 3 children who graduated from the Auburn City School District. He retired from being a 21-year Middle School Principal in the area. His school received numerous state and national awards, including being designated in the first cohort of schools in the Schools to Watch Program. Over 35 schools visited his school to learn what he was doing so successfully. He was named New York State Middle School Principal of the Year in 2012. He currently teaches the Supervision of Curriculum course at SUNY Cortland, where he trains future educational leaders. He earned his BA in Arts and Sciences from Cornell, his JD in Law, and his MA in Education from Syracuse University, and his CAS in Educational Administration from Cortland State University. Bruce has raised his children in Cayuga County and is committed to the growth of our community.

Roberta Massarini

Roberta, a resident of Cayuga County for over a decade, is currently the Deputy Commissioner of the Board of Elections, Past President of the Women's Republican Club, and Chair of the County Republican Committee. She also homeschooled her four sons K-12 with a classical curriculum and remains an advocate of school choice and classical education. Her vast community contacts have been an immeasurable asset in the area of public outreach.

Susan Dwyer

Susan served 5 terms as the Cayuga County Clerk, from 2004-2023. She was a Congressional District Office Manager from 1994 to 2004 and has been a community fundraiser, business owner, and landlord. Her community involvement and recognition is extensive and continuing. She served on the Board of Directors/served as President (for some) of the following not-for-profit human service agencies in Cayuga County: Hospice

of the Finger Lakes; Evergreen Heights Adult Home; Cayuga County Youth Bureau; United Way; Auburn/Cayuga Community College Alumni Association; Cayuga Counseling Services; Women's Career Mentor Program at the Harriet Tubman Auburn Residential Center; Chair of the Salvation Army Kettle Drive; Co-founder of the Human Services Coalition Annual Human Services Coalition Directory; Chair of the Children Families Committee of the Human Services Coalition; President, Phi Beta Lambda Business Sorority at Cayuga Community College; Zonta Club. She has also served on the following committees: Status of Women, Scholarships, and the Soup Kitchen; member of 1st Amendment, 1st Vote; and chosen to serve on the Military Academy Boards for three members of Congress.

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

Indicate whether this proposal, or any substantially similar proposal, was previously withdrawn from consideration or rejected by the SUNY Trustees and/or any other charter authorizer in any state or location (e.g., the New York State Board of Regents). If yes, provide:

- ***The name of the proposed school(s) when previously submitted;***
- ***The date(s) of the previous submission(s); and,***
- ***A detailed summary of what has changed in the proposal since its previous submission(s) and the rationale for these changes.***

The FLCACS team has worked on public awareness and openness to the charter school option for a number of years. Our primary focus has been on community outreach and awareness.

We attempted to submit an application in February of 2021. However, with very diligent effort and minimal time, we were notified by Ms. Maureen Foley, of the SUNY Charter School Institute, via a phone conversation, that the package we had sent in had several holes. She stated that it would be in our best interest to withdraw our application and resubmit in the July round for 2021.

Email correspondence with SUNY Charter School Institute regarding the February 2021 withdrawal is found in the next section, Request - 03e.

The 2021 second-round application was submitted. We were asked to withdraw and provided an October 19, 2021, letter of justification. With continued resolve, we took the information and have made additions and modifications according to the feedback provided. The next submission window was round one 2022. With one of the feedback considerations being public outreach, the team decided to wait. Cayuga County had a significant COVID-19 outbreak and partial shutdown throughout November, December, and January. We quickly found out there would be no second round for 2022 and resigned to putting our efforts toward 2023.

An email correspondence with the SUNY Charter School Institute and the Letter of Justification regarding the 2021 submission is found in the next section, Request 03-e.

The 2023 second-round application was submitted. We were asked to participate in a capacity interview. We were then asked to withdraw and provided a July 25, 2023, letter of justification.

After our 2024 application, we were again asked to withdraw and provided another letter of justification. Once more, determined to bring this mission to our community, we have taken the information and have made additions and modifications according to the feedback provided.

Changes in the proposal since its previous submissions have primarily focused on research, board growth, and community outreach. The research into the success of classical education has been necessary as well as inspiring. Its growth in numbers and extensive school waiting lists has proven to us that the classical model is what education should be. Our research into the state of K-12 education in America has also solidified our resolve. Our country, state, and community are facing serious challenges, including declining test scores and graduation rates, along with rising financial and mental health issues. A significant portion of Americans are expressing dissatisfaction with the current system and looking for alternatives. Board growth and public outreach have gone hand

in hand. Auburn and its surrounding areas are close-knit. Cayuga County is one of many American communities where any two people are connected through family, friendship, and no more than six degrees of separation. Outreach has been a continual conversation. Teachers, parents, and grandparents are unhappy. Some have retired or moved away. Some have gotten tutors. Some have chosen homeschooling. But too many are simply giving up out of frustration and exhaustion. Conversations have been difficult. The community does not have faith in the educational system, nor that the SUNY charter system will provide this opportunity for our small city and towns. As a result, our resolve and commitment to this mission are unwavering. We have no intention of letting them down.

An email correspondence with the SUNY Charter School Institute and the Letter of Justification regarding the 2023, 2024, and 2025 submissions is found in the next section, Request 03-e.

R-03e Letters of Justification

If a charter entity in any state has provided any formal documentation to explain a decision not to not move forward an application for a substantially similar school (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as part of this Response.

Below is a copy of the email sent to Ms. Foley.

Ms. Maureen Foley, February 17, 2021

Finger Lakes Classical Academy Charter School is withdrawing its charter school application for Round 1, 2021.

Respectfully,
Maureen Angotti
Martha Rescigno

Below is Ms. Foley's response.

Maureen and Martha,

Thank you for letting me know. As promised, I've shared below some links to applications we have approved in the last couple of years. These should be a good reference for the content and level of detail we typically expect from applicants. Two are from NYC and two are from other parts of the state (Buffalo and outside Syracuse).

- Buffalo Commons Charter School (2020)
- Amber Charter School III (2019)
- Kwenda Collegiate Girls Charter School (2019)
- Truxton Academy Charter School (2018)

Please don't hesitate to get in touch should you have questions about the application process or wish to discuss things further – I'm always happy to be in touch.

Take care,
Maureen

From: **Foley, Maureen** [redacted]
Date: Tue, Oct 19, 2021 at 1:49 PM
Subject: Finger Lakes Classical Academy CS Letter of Justification
To: maureen ang
Martha Rescigno [redacted]

Dear Maureen and Martha,

Please see attached a Letter of Justification for the proposed Finger Lakes Classical Academy Charter School. Should you have any questions or concerns about the feedback included in the letter, please let me know and I'll be happy to clarify.

Maureen Foley

[redacted]

From: **Jones, Tanya Lewis** [redacted]
Date: July 31, 2023 at 11:48 AM
Subject: Finger Lakes Classical Academy Letter of Justification
To: maureen ang
Martha Rescigno [redacted]

Good morning!

The Letter of Justification is attached. Please let me know if you have any difficulties accessing the document.

Best,
Tanya

Tanya Lewis Jones
Director for New Charters
SUNY Charter Schools Institute
H. Carl McCall SUNY Building

[redacted]

From: **Jones, Tanya Lewis** [redacted]
Date: Tue, Nov 12, 2024 at 1:15 PM
Subject: Finger Lakes Classical Academy Charter School Letter of Justification
To: maureen angotti [redacted]
Martha Rescigno [redacted]
CC: Connell-Espinosa, Kathryn [redacted]

Good afternoon Ms. Angotti and Ms. Rescigno,

Enclosed is the Letter of Justification for your charter proposal, outlining the basis for our recommendation. As previously discussed, we have scheduled a meeting for Wednesday, November 20th, at 10:00 a.m. to address any questions you may have regarding the Letter of Justification. Kindly submit your questions by close of business on Friday, November 15th, so that we may ensure the appropriate information, staff, and resources are available to address them effectively.

If there is anyone beyond the founding team and board that should be invited, please let me know by the end of business tomorrow, Wednesday November 13th. I will send the meeting invite under separate cover.

Feel free to reach out with questions.

Best,
Tanya

Actual Letters of Justification are found in the following pages of this section.

SUNY Charter Schools Institute
The State University of New York

H. Carl McCall SUNY Building
353 Broadway
Albany, New York 12246

newyorkcharters.org

October 19, 2021

VIA ELECTRONIC MAIL

Maureen Angotti
[redacted]

Martha Rescigno
[redacted]

Re: Proposal to Establish Finger Lakes Classical Academy Charter School

Dear Ms. Angotti and Ms. Rescigno:

Thank you for the time and effort that you and your planning team devoted to the proposal to establish Finger Lakes Classical Academy Charter School. The SUNY Charter Schools Institute (the "Institute") recognizes that this is a challenging endeavor and commends you for the work that you and your team put into developing the proposal.

As you know, after an in-depth review by Institute staff and several external consultants, the Institute determined that the proposal was underdeveloped, preventing us from moving it forward in our review process. Further detail regarding the rationale for the Institute's decision follows.

The Institute's intent in providing this information is to communicate some, but not all, of its concerns generated during the review process. Ongoing experience approving, monitoring, and ultimately evaluating schools for charter renewal continues to inform our understanding of what it takes to open and run a successful charter school. This experience provides an increasingly critical lens through which we evaluate new proposals. While the school design and content of your proposal is ultimately up to you, it still must meet SUNY standards and demonstrate a strong likelihood of achieving a high level of student performance such that the school is likely to earn renewal at the expiration of the charter term.

The following list of concerns noted by the Institute staff and external reviewers is not exhaustive but captures examples of some of the most pertinent shortcomings identified during the review process. While the proposed school model presents several promising features, the proposal fell short of meeting the Institute's rigorous standards for approval. Should you choose to submit a new application at a later time, you should not assume that modifying only the discrete elements referenced in this letter would remedy the proposal as a whole.

Community Outreach, Support, and Demand for the School

- The proposal provides limited evidence of demand for the school and lacks sufficient evidence of support from families indicating that they would send their child to the proposed school. It is not clear from the materials provided that the proposed school would be able to maintain the enrollment necessary to operate effectively. This is especially problematic considering the school proposes enrolling five grade levels in Year 1, which necessitates families opting out of their current education options.
    - The application does not address the need for transportation despite the likelihood that the proposed school will draw students from a wide variety of districts, which could have a negative impact on the number and type of families able to enroll at the proposed school.
- The proposal lacks a thorough analysis of the community to be served and demonstrates limited understanding of community demographics likely to have a significant impact on the program offered.
    - The proposal discusses serving the Spanish-speaking immigrant community in and around Auburn, but it does not provide supporting demographic evidence such as the predominant countries of origin or the racial/ethnic makeup of the community to be served. In so doing, the proposal does not address the potential needs of prospective students, some of whom may have interrupted formal education and/or other needs not adequately addressed in the proposed academic program.
- The proposal does not provide a discussion of potential opposition to the proposed school or address how the founding team intends to mitigate it.

School Model and Academic Program

- The application does not clearly address key aspects of the development and implementation of the proposed curriculum including how the school will ensure that the curriculum addresses the needs of all students in the school, a realistic timeline for the development of the school's curriculum, and a meaningful process to evaluate and revise the curriculum.
- The proposal does not make clear whether the chosen curricular programs from other schools align with New York State standards. The narrative does not adequately address how the proposed school intends to develop the chosen curricular programs such that they are appropriately aligned with the state standards for each grade level to be served.
    - The narrative indicates that the proposed school would draw upon the curriculum of Ascent Classical Academy, but it does not provide evidence of the efficacy of this curriculum particularly as it pertains to meeting the academic needs of the proposed student population. The application would be strengthened by student outcome data indicating that the chosen curriculum has a track record of success in accelerating student outcomes.
- It is not clear from the proposal who would be responsible for developing the curriculum. Moreover, the application does not describe an effective process for developing the selected curricula throughout the school year.
- The description of the science curriculum is cursory and lacks sufficient detail. The proposal does not provide sufficient evidence that the school has the capacity to implement an effective, standards-aligned science curriculum, particularly in the younger grades.

- The proposal lacks clarity with respect to whether classes will be departmentalized in 5th – 8th grade.
- The assessment narrative is significantly underdeveloped. The proposal does not address how the school intends to use the data resulting from student assessments to adjust instruction or support the specific needs of at risk students.
- The proposal does not address the varied instructional methods necessary to meet the needs of students in different grade levels. The narrative demonstrates a lack of understanding regarding the differentiation necessary to implement instructional methods based on the developmental and academic needs of students in Kindergarten – 5th grade.
- The proposal does not appropriately describe a system of supports for students at risk of academic failure including students struggling academically, students with disabilities, and English language learners ("ELLs"). For example, the application has only limited discussion of the process for coordination between general education teachers and instructional staff members serving at risk students, and the narrative indicates a lack of understanding regarding the school's role vis a vis the district Committee on Special Education ("CSE").
- The proposal does not describe an effective program to support the language acquisition needs of ELLs. The narrative lacks references to research that supports the school's practices to serve ELLs effectively as well as specific exit criteria from ELL status. Moreover, the application does not address the professional development necessary for all instructional staff members to meet the needs of ELLs effectively.
- The treatment of instructional supports for teachers is underdeveloped and lacks specificity about structures to support teacher development. The proposal lacks a clear explanation of the proposed school's teacher coaching and feedback system, and it does not appropriately address the instructional leadership demands placed on the principal.

Organizational Capacity

- The application indicates the proposed school would have an affiliation with the Barney Charter School Initiative; however, the extent and details of this relationship are not discernible from the narrative. It is not clear whether the two schools would share a formal relationship or if the Barney Charter School Initiative would provide formal support to the proposed school.
- The founding team lacks the expertise of individuals with on the ground experience in K-12 public/charter schools.
- The starting salaries for the principal and business manager are low, hindering the proposed school's capacity to recruit and retain high quality leadership talent, which is critical during the pre-opening and startup phases of operation.
- The numerous responsibilities placed on the principal make it unlikely the principal will have the capacity to execute all necessary functions effectively.
- The school proposes to hire a part-time special education/ELL teacher during Years 1 and 2 of operation, which is unlikely to be sufficient to meet the needs of the student population the proposed school wishes to serve. This person would also have to serve as the special education coordinator, which means the employment would most likely need to be full-time.

Governance

- The proposed board of trustees lacks educators with relevant instructional and school leadership experience in K-12 public schools, which limits the board's capacity to provide

effective oversight of the proposed school's academic program. The board also lacks relevant financial management and real estate experience.

Fiscal Soundness

- The proposal indicates a lack of alignment between the proposed academic program and the budget. The budget does not allocate resources for all aspects of the program described in earlier requests. For example, the budget does not include expenses for food after Year 1.
- The proposed school's small size and lack of evidence of demand indicate a high likelihood of under-enrollment, which has the potential to create significant fiscal challenges.
- The likelihood of enrolling students from as many as 12 districts necessitates a level of financial management and understanding of district billing requirements not evident in the proposal's fiscal narrative.

Again, the Institute recognizes and appreciates the effort that went into the development of the proposal to establish Finger Lakes Classical Academy Charter School and we hope that this information provides you with a better understanding of SUNY's requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact me at (518) 445-4250.

Sincerely,

Maureen Foley
Director for New Charters

SUNY Charter Schools Institute
The State University of New York

H. Carl McCall SUNY Building
353 Broadway
Albany, New York 12246

newyorkcharters.org

July 25, 2023

VIA ELECTRONIC MAIL
Ms. Maureen Kinney Angotti
Ms. Martha Rescigno
Lead Applicants
[redacted]

Re: Proposal to Establish Finger Lakes Classical Academy Charter School

Dear Mses. Kinney Angotti & Rescigno

Thank you for the significant time and effort that you and your planning team devoted to the proposal to establish the Finger Lakes Classical Academy Charter School. The SUNY Charter Schools Institute (the "Institute") appreciates the time and effort that go into undertaking such a formidable endeavor. As you know, after an in-depth review by Institute staff and external consultants, the Institute determined that the proposal was underdeveloped, preventing us from moving forward in our review process. Further details regarding the rationale for the Institute's decision follow.

The Institute's intent in providing this information is to communicate some, but not all, of its concerns generated during the review process. Ongoing experience approving, monitoring, and ultimately evaluating schools for charter renewal continues to inform our understanding of what it takes to open and run a successful charter school. This experience provides an increasingly critical lens through which we evaluate new proposals. While the school design and content of your proposal is ultimately up to you, it still must meet SUNY standards and demonstrate a strong likelihood of achieving a high level of student performance such that the school is likely to earn renewal at the expiration of the charter term.

The following list of concerns noted by the Institute staff and external reviewers is not exhaustive but captures examples of some of the most critical areas requiring further development identified during the review process. Should you choose to submit a new application at a later time, you should not assume that modifying only the discrete elements referenced in this letter would remedy the proposal as a whole.

School Model and Academic Program. Overall, the educational model and academic program are underdeveloped. Additional foundational research and information are required to support the alignment and integration of the classical education model with the overall academic program and to demonstrate that the classical model will effectively serve the intended student population.

- The application indicates that direct instruction will be the primary mode of instruction, and is preferred to differentiated instruction, but provides limited evidence and research to demonstrate effectiveness, particularly in relation to the anticipated student population.
- The application notes the Barney Charter Schools Initiative ("BCSI") as a source of information and resource around the classical model but includes limited evidence and description of how BCSI may continue to support startups were the application to be approved.
- While the applicants list a variety of classical model schools with whom they have been in contact, the application includes limited details and discussion about common challenges associated with starting up and implementing a classical model school and how the proposed school would proactively address such potential challenges.
- The approach to supporting English Language Learner ("ELL") students is underdeveloped and includes limited details on the instructional methods and interventions that would be in place to support these students. The proposal mentions the Paideia program that supports Latin & Spanish but does not provide research or outcomes to demonstrate that this program has been shown to be effective in a similar population of students as the proposed school would serve.
- The application acknowledges that portions of the community may experience varying degrees of trauma due to economic disadvantage and other factors but offers limited detail on systems that would be in place to support the social and emotional needs of students.
- The proposal states that 'parents are partners,' but there is limited discussion of systems that would be in place to support ongoing parental engagement, involvement, and feedback were the school to be approved.

Organizational Capacity. The application proposes an ambitious model to open serving students in grades K-4 but does not demonstrate the capacity or experience needed to implement the model successfully.

- The school's proposed enrollment and grade span, which envisions opening five grade levels simultaneously in Year One, is logistically and programmatically challenging. Experience in charter school authorization demonstrates that even opening to serve two grades simultaneously is a challenging undertaking. The application does not communicate an understanding of how difficult such an effort would be, nor the required experience to manage such an undertaking.
- The proposal plans to employ one Special Education teacher at 0.5 FTE in Years 1 and 2 and 1.0 FTE in Years 3, 4, and 5 of a first charter term, who would fulfill the dual role of Special Education and ELL provider with support from the Special Education and Achievement Coordinator. The proposal does not provide an adequate description of how these staff members would meet the needs of the anticipated population of students with disabilities and ELLs given their myriad other responsibilities.
- The organizational charts do not clearly depict reporting structure, authority, and classification of positions.

Fiscal Soundness. Overall, the proposed budget and budget narrative are underdeveloped and do not align with all portions of the application.

- The proposed budget for teacher salaries and benefits is low in comparison to what is offered by the district schools, and little detail is provided as to what strategies would be employed to overcome the challenges to teacher and staff recruitment and retention this may present.
- The proposed budget does not consistently align with the narrative elsewhere in the application and provides limited justification for certain cost assumptions such as anticipated lease and leasehold improvement costs, while also omitting certain operational costs. For instance, the budget does not reflect funding for meal costs after the first year.

Governance. Overall, the proposal does not sufficiently explain how the proposed board would provide effective oversight of the school.

- The proposed board structure includes various committees. While implementing a committee is a common practice in governance, the proposal presents limited information as to how the proposed committees as described and structured would function cohesively to support the board's oversight.

The Institute recognizes and appreciates the effort that went into the development of the proposal to establish the Finger Lakes Classical Academy Charter School, and we hope that this information provides you with a better understanding of SUNY's requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact me at (518) 445-4250 or tanya.lewisjones@suny.edu.

Sincerely,

Tanya Lewis-Jones
Director of New Charters

TLJ:ca

SUNY Charter Schools Institute
The State University of New York

H. Carl McCall SUNY Building
353 Broadway
Albany, New York 12246

newyorkcharters.org

November 12, 2024

VIA ELECTRONIC MAIL
Maureen Angotti
Martha Rescigno
Lead Applicants
[redacted]

Re: Proposal to Establish the Finger Lakes Classical Academy Charter School

Dear Ms. Angotti and Ms. Rescigno:

Thank you for submitting the proposal to establish the Finger Lakes Classical Academy Charter School. The SUNY Charter Schools Institute (the "Institute") appreciates the time and effort that go into undertaking such a formidable endeavor. After a thorough review process, the Institute could not find the proposal met all the criteria as detailed in the Institute's 2024 RFP, which align with the statutory findings of the New York Charter Schools Act of 1998 (the "Act"). The following list of concerns noted by the Institute staff and external reviewers is not exhaustive but summarizes some of the most critical areas requiring additional development identified during the review process.

School Establishment: The proposal is underdeveloped in describing a clear target population and includes limited evidence of updated outreach and community engagement since prior submissions.

- The application names English Language Learners ("ELLs") and migrant families as target demographics but lacks details about these populations, including the languages spoken, countries of origin, and current school enrollments, and how that information would inform the school's approach to its overall model and supporting students.
- While the proposal notes the impact of COVID-19, the application does not fully detail how community outreach has resumed or evolved in the years since the pandemic and would benefit from further evidence and discussion to demonstrate the extent to which the proposed school model meets the needs and interests of the community.

Academic Success: The proposed academic program is underdeveloped and would benefit from additional clarity around how the school would use the identified curriculum, assessments, and instructional methods to deliver strong and coherent teaching and learning.

- The proposal proposes several viable curricula but lacks clear description of how these resources will be integrated into a cohesive instructional program.

- The assessment plan is underdeveloped, with limited information on the purpose, design, format, and rationale for each assessment. The proposal's description of systems to ensure parents would be informed of assessment results is also limited.
- The proposal references the use of successful methods from Barney Charter School Initiative schools but does not provide concrete evidence of student achievement outcomes from these schools or data to support the effectiveness of the proposed instructional methods with demographics similar to the anticipated student population at the proposed school.

Organizational Viability: Challenges in community engagement, unclear staffing roles, and underdeveloped professional development plans impact the school's ability to build a strong foundation for operational success and responsiveness to stakeholder needs.

- The proposal lacks updated and specific details about recent community outreach efforts, providing little evidence of meaningful engagement or feedback from parents and stakeholders that have influenced the school design, particularly after 2023.
- The proposal insufficiently addresses the challenges of opening five grades simultaneously, which strains resources and complicates operational logistics, thereby impacting the school's ability to provide a consistent and supportive educational environment for all students.
- While the proposal discusses including students with disabilities, it fails to provide specific details about the services or settings available to support these students, limiting understanding of how the school will meet diverse learning needs.
- The professional development section lacks sufficient detail on who will lead the program, how staff development will occur, how the program will be evaluated, and whether training will be tailored to meet the needs of diverse staff and students given the proposed mission of the school.
- Although the proposal highlights the identification process and RTI services, it does not provide enough detail on how progress will be tracked and how interventions will be monitored once implemented.

Governance: The governance structure outlined in the proposal lacks alignment with the school's mission to serve a linguistically diverse population, and key leadership roles remain undefined or inadequately justified, raising concerns about effective school management.

- The rationale for the Business Manager reporting directly to the board rather than to the School Leader is limited in description.

- While the proposal includes a robust design for the board, it does not sufficiently detail how the board will evaluate its own effectiveness or make necessary adjustments over time.

Fiscal Soundness: The proposed fiscal plan is underdeveloped and does not present a realistic and viable budget that would set the school on a path to financial sustainability.

- The narrative includes limited discussion of strategies the proposed school would use to recruit and retain a strong teaching staff, given the low projected salaries and challenges with teacher recruitment nationwide.

- The fiscal narrative includes limited discussion of how the financial planning and budgeting process would account for and incorporate potential contingencies if the school fell under anticipated enrollment levels.

Again, the Institute recognizes and appreciates the significant effort that went into the development of the proposal to establish Finger Lakes Classical Academy Charter School. While the current proposal did not advance in the process, this decision does not affect an applicant group's ability to submit an updated proposal in future RFP rounds, nor does it affect consideration of future proposals, except to the extent that future proposals should demonstrate updates in consideration of the areas of deficiency noted herein. Should you choose to submit a future proposal, you should not assume that modifying only the discrete elements referenced in this letter would remedy the proposal in its entirety.

If you have any questions, please do not hesitate to contact me at (518) 445-4250 or tanya.lewisjones@suny.edu.

Sincerely,

[redacted]

Dr. Tanya M. Lewis-Jones
Director of New Charters

R-03f Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

All members of the founding team are board members. Their resumes have been submitted as part of Request 14h - Board Member Resumes.

R-03g – Disciplinary Status of Affiliated Charter School(s)

The request is not applicable.

R-04abc Community Outreach, Support, and Demand.

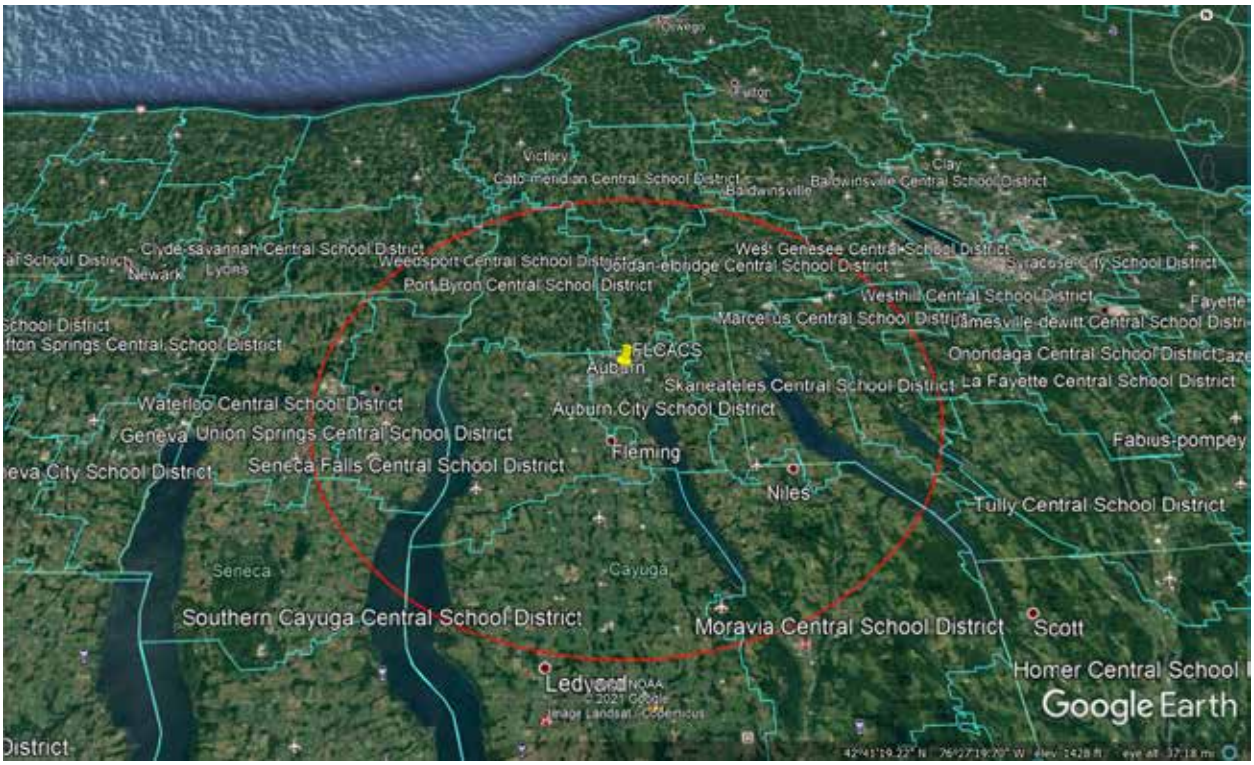
a. Description and Analysis of Community Outreach Efforts
In order for the SUNY Trustees to consider any application for approval, the proposal must "rigorously demonstrate" that the applicant has conducted public outreach "in conformity with a thorough and meaningful public review process" designed "to solicit community input regarding the proposed school and address comments received from the impacted community concerning the educational and programmatic needs of students."17. In order for the Institute to recommend any proposal to the SUNY Trustees for approval, the proposal must include evidence of the following three criteria:

- ***The applicant informed the community of the intent to develop a school proposal in a timely fashion, including how to provide comment;***
- ***The community had meaningful opportunities for input on that proposal; and,***
- ***There was a thoughtful process for considering community feedback and incorporating it into the final proposal, especially regarding the educational program of the proposed school, and the educational needs of students.***

Provide a narrative description describing efforts taken to demonstrate the three criteria listed above, including:

- ***The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;***
- ***The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,***
- ***The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.***

Finger Lakes Classical Academy Charter School (FLCACS) will be located in Cayuga County, New York, adjacent to Seneca County and west of Onondaga County.



We intend to open with grades K-4 or K-2, adding a grade each subsequent year until we reach 12th grade. Cayuga County's population is 74,485 (2023 census.gov). Its largest city is Auburn, with a population of 25,983 (2023 census.gov). Seneca County's population is 32,349 (2023 census.gov). Its largest city is Seneca Falls, with a population of 6,967 (2023 census.gov).

Both counties have one small city filled with numerous small businesses, surrounded by rural areas of farms and migrant workers. Due to county poverty (13.3% census.gov), isolation, and lack of infrastructure, there are limited educational choices, particularly for the poor and middle class.

FLCACS community outreach began in 2017 with meetings in small groups of parents and educators from the district and private schools. To increase awareness and solicit community input, we began participating in community events with information tables. Public meetings were held to help determine interests and needs. We then reached out to the city, county, and state elected officials. The next step for the FLCACS team was to

put together material such as business cards, pamphlets, flyers, and bookmarks. We also began to document comments/concerns via Question-and-answer sessions, emails, and surveys. Based on these conversations, key design elements were drafted to echo the community response.

Continually, we are focused on promoting our charter plans to parents and grandparents with school-age children, while having our conversations with invested community members via public meetings, website/social media, flyers, yard signs, and word of mouth. We have reached out to our community asking for their concerns about our local K-12 educational system and their thoughts on what an ideal education should look like. Community members repeatedly expressed a lack of confidence in our public schools.

For most, especially those in middle and lower socioeconomic levels, due to a lack of financial resources and two parents working, independent schools and homeschooling were not an option. They identified two strong concerns with the public schools and their foundational learning. The first is in the area of poor reading and writing skills, while allowing children to move to the next grade level regardless of content understanding. Parents were unable to identify if it was the reading programs themselves, the consistency across grades and grade levels, or the lack of mastery before moving on. The second area is children's difficulties with state curriculum math, along with their own lack of understanding of the current math program, which impacts their ability to assist their children and grandchildren.

Due to COVID-19 restrictions and remote learning, many students remain behind in both their reading skills and especially their math skills. Unfortunately, the summer programs, meant to help combat this incurred deficiency, have stated that their emphasis was deemed to be more needed for the social and emotional issues caused by the extended period of remote learning, rather than the loss of requisite skills. Too often, grade levels have been promoted without mastery being achieved.

Lack of academic rigor is a common concern. This has not only shown up in ELA and Math scores, but also in the almost complete void of science and history in the current

public education curriculum. Parents have expressed verbally and in writing that a well-rounded education, which used to be the hallmark of public schools, has, in many cases, turned to “teaching to a test”, a test that too many students are failing and has prompted many parents to look for alternatives.

In addition, concerned parents have expressed a bias toward “college-bound” students. They believe these students were being given a higher level of attention. While students with special education needs usually did obtain the necessary attention, those who were not identified with special needs nor were college-bound, especially those economically disadvantaged, were perceived as lacking in attention and priority. If a child did not get attention due to significant academic or behavioral issues, they were at risk of “falling through the cracks.” This information was gathered via all the various forms of public outreach we have engaged in.

Our efforts in community outreach have included the following:

- Open House Events at local restaurants
- Public Meetings at a variety of locations
- Public Event Attendance with table/booth Brochure Distribution
- County & State Official Events
- County & State Official Individual Meetings
- School District, Private School, & Charter School Meetings
- Parent-Teacher Organization Meetings
- Day Care / Pre-School Meetings
- Posters & Lawn Signage
- Email Outreach
- Door Hanger Outreach
- Newspaper Articles
- Radio Interview
- Podcast Interview
- Social Media Outreach - Facebook & Instagram
- Web Presence including Surveys
- Local Cable TV Advertising

- Petitions
- One-to-one conversations

b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school from stakeholders such as community members, civic organizations, and elected officials. Concrete artifacts and evidence related to community support should be submitted in response R-04e, Evidence of Community Support.
Please note that the content for this response differs from R-04a in that this response should focus on analyzing community interest and support for the school, any known opposition that may exist, and how that support and opposition will affect the school's ability to open successfully. In contrast, R-04a should focus on efforts to inform and engage with the community through the planning and development of the proposal.

The response to our community outreach efforts has been extremely positive from its members. More school choice, not less, is supported, specifically a non-tuition option. A rigorous academic curriculum, skill mastery before grade promotion, Math and ELA proficiency, and ability-based placement to address the individual needs of students are often repeated desires for the children of our community. We have collected numerous letters of support from residents, community leaders, and elected officials, who are looking forward to school choice and an option to return to traditional education, closer to the education they grew up with. Leading up to the previous submission, attention was focused on a successful drive to obtain petition signatures.

We have reached out to the Auburn City School District and had a meeting with both the superintendent and the assistant superintendent of curriculum and instruction. This meeting was not only cordial, but both parties encouraged our efforts and offered any help we may require in achieving success. To quote Jeff Pirozzolo, the former superintendent, "We have the same goals and in the end, it's all about the students". He made it clear we are not competitors, but rather on the same team, approaching the same goal of educating the students, just from different angles. Mr. Pirozzolo remains supportive. He retired from his position at the end of the 2023-24 school year.

We have reached out to the Auburn school board president, but have not received a response, either positive or negative. Individual members of the Auburn school board

have spoken to us and stated, “Any help you need along the way, just ask.” In discussing FLCACS with former candidates for the Auburn school board, most were looking forward to our progress, but few were willing to publicly commit support. Despite recent efforts, this remains true.

Unfortunately, UFT (United Federation of Teachers) representatives have continually criticized the concept of a charter school in the area and have attended board meetings to present such views. Concerned citizens, who attended these meetings, have reached out to us to clarify information and have felt that the board was biased at best and unfair in their representation of charter schools (such as stating that charters are unaccountable) in general and our proposal in particular. While this is a concern, we understand the stance of the UFT (as documented in every publication they print), as they see charter schools as a threat to their control. This, however, is offset by the community response at large and the district superintendent in particular, which gives us reason to be optimistic in eventually forging a symbiotic relationship in the future once the unfounded fears of the UFT have been put to rest.

A more open and positive school board response has come from surrounding districts within our 15-mile radius. These include Southern Cayuga, Union Springs, and Moravia Central School Districts, including the President of the Union Springs school board. Every response we have gotten from these school board members has been not only positive, but also came with an offering of assistance and cooperation once we receive our charter.

We have placed a large portion of our outreach effort into the Auburn City School District, as the board is aware that their acceptance would be instrumental to our success. That belief still exists. The UFT's influence on the Auburn Board is not considered a positive scenario. However, the hope for a potential cooperative dialogue, once the charter is obtained, remains. We plan to first notify the Superintendent and meet with them and whomever they deem appropriate to be part of the conversation once the charter has been approved (as we have had past support). Elementary principals would be the next outreach. The success of this rapport will be of utmost importance. Our outreach to the

outlying districts has already proven extremely positive and has given us tremendous confidence in being able to work with all of our community education leaders.

Our newest board member, with extensive community connections, has begun a spreadsheet of resource opportunities and has already begun….

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment.

We have collected letters of support from families and parents for those interested in supporting FLCACS and, more importantly, those interested in attending the school. We have also asked parents to fill out an "Options for Education" questionnaire, and any community member interested in the future of our education system to fill out a "School Choice Survey" on our website (as documented in R-04f).

Overall, we expect the demand for a quality public education choice to remain high, as the Auburn City School District and the surrounding districts' academic performance remains consistently low. The 2023-2024 New York State proficiency level for all 3-8 students for ELA and Math was unacceptable. This in itself is concerning, but the Auburn Enlarged City School District was far below even the state percentage. These are reflected in the table found in R-01ac.

While we expect the majority of our student population to come from families that are looking to escape this poor academic performance, we will continue to develop partnerships with community and faith-based organizations that can aid in the recruitment of parents with age-appropriate children looking to provide their children a more traditional educational foundation. We have fostered relationships with the Seneca County Head Start, the Early Childhood Center, the Cayuga Community College Child Care Center, the YMCA preschool, and local congregations like the Auburn Alliance Church, First Presbyterian of King Ferry, Holy Family Catholic Church, Saint Alphonsus Catholic

Church, Sacred Heart, Grace Chapel, Good Shepherd Catholic Community, and the Seventh-Day Adventist community.

We have also met with numerous community leaders and elected officials, both formally in their offices and in one-to-one meetings at various events. We have held community forums in such places as the historic Phoenix Building, the Seymour Library, and the Play Space. We have had information tables at a variety of community parades, events, and festivals, dialoging with hundreds of involved community members and local families. In addition, we have held Open House meet and greet sessions in local establishments in the Cayuga County area. The winter of 2021/22 was difficult in the Finger Lakes area, as COVID numbers (including our board and involved supporters) were high, and a second, although relatively brief, shutdown made in-person outreach impossible. We restarted outreach in mid-February of 2022 and have continued since. While there was a break in our outreach, there has only been an increase in demand and positive response, as evidenced by the reception received from the community and the continued success in petition signatures. Although our hope and commitment remain strong, the community has expressed concern that the state will not support a charter in our area. We are and will continue to keep their hope alive.

Currently, there are no charter schools in the Cayuga County area, specifically a tuition-free option. There are several charter schools in the cities of Syracuse and Rochester, one in Ithaca, one in Elmira, and one in Truxton, but none within the 15-mile radius that we plan to serve. Public outreach has indicated that the Auburn area is eager for an alternative, and FLCACS expects to attract area students who are looking for an accessible, tuition-free, alternative learning experience with academic excellence.

We are in a rural area, with many of the same issues rural schools face across the country. Too little attention is given to the concerns of rural schools, including poverty (schools in our area have a free-and-reduced lunch rate of over 50%) and disconnection from the nonprofits and social service agencies that plug holes in urban and suburban schools. We will work with the NYS Rural Schools Association to ensure that our rural students are given the consideration and education they deserve.

R-04d Evidence of Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, in-person or virtual meeting announcements including dates and times, online survey results, media articles and advertisements, email outreach, etc.).

FLCACS had its first public exposure in March 2017. A local radio show personality had heard of a potential school choice option for the Finger Lakes area and reached out to a (now) board member for a radio interview. Following this radio debut, much time was spent in one-on-one conversations. The focus was on soliciting information and feedback on the existing school choice options. Most conversations regarded school safety, lack of attention to the basics, too much attention on tests, general curriculum questions and concerns, and fiscal responsibilities. People began to step forward and offer their assistance. The more extensive and ongoing public outreach process began in the winter of 2018.

Although we continued to listen to the public and gather information, we also began to share our thoughts on alternative options that could be possible. Outreach efforts have included community events at local businesses and libraries, and larger public events and parades. Flyers, door hangers, posters, bookmarks, and lawn signs have been placed throughout the local area. Private and public meetings with government officials, public school officials, private schools, and public charter schools have occurred since that initial radio interview in 2017. Outreach has also been conducted via our website, Facebook page, Instagram account, local television media (ARMA), and printed and online newspaper articles (The Citizen, Auburnpub.com).

Our new website includes the FLCACS mission and key design elements, the approximate opening date for the charter school, the intended area of students to be served, a brief description of the core program curricula and links for more information, along with examples of the classical curriculum. There is a contact email for suggestions, comments, and questions. There is also board member information. Regular board meetings began in June 2019.

Community conversations have confirmed interest in a traditional classical curriculum with a strong phonics and reading program, and a traditional and rigorous math curriculum. Auburn is a blue-collar, middle-class town, leaving tuition-based choices to a select group. The pandemic strongly highlighted the desire for school choice and the awareness of families looking for alternative instruction methods at the few independent options in our area. FLCACS would have no other competition for students seeking a tuition-free charter school alternative to traditional public schools. Depending on the center school location, within our 15-mile radius, we would be looking to draw from 13 school districts and approximately 18,500 students.

FLCACS has been pursuing and connecting with families, community leaders, and local business owners concerning this potential opportunity. Our conversations, surveys, and petitions have been essential in developing and emphasizing the key design elements of FLCAC.

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Date	Venue	Location
2/8/2025	Our Lady of the Lake Chili Cook Off	Skaneateles, NY
1/8/2025	Public Outreach meeting	Baney House
11/12/2025	Homeschool History Fair	Syracuse, NY
8/22/2025	Conservative Clambake	Aurelius, NY
3/31/2025	Booker T. Washington discussion	BTW Center, Auburn
02/9/2025	Pancake Breakfast outreach	Owasco Fire Department
4/25/2025	SCOPE meeting	AT Walley's, Auburn
3/2/2024	Media with Maureen McEvers	McEvers' home, Auburn
2/8/2024	Church Chili Cook Off	Skaneateles, NY
2/5/2024	Finger Lakes Discussion	Virtual
1/17/2024	Republican Jubilee	Hilton Garden, Auburn
1/8/2024	Finger Lakes Discussion	Virtual
11/2/2024	Homeschool Conference	Port Byron, NY
10/6/2024	Public Outreach Meeting	Baney House
9/12/2024	Law Enforcement Picnic	Owens Orchard
8/22/2024	Clam Bake	Yawger Brook Hall
8/16/2024	SUNY meeting	Virtual
6/6/2024	Poll meeting	Ledyard, NY
6/21/2024	Southern Cayuga District members	Southern Cayuga, NY
6/17/2024	Tech meeting with Bobby Massarini	Auburn, NY
5/10/2024	Assemblyman John Lemondes	Camillus, NY
4/13/2024	School Choice Fair	Liverpool Library
2/12/2024	Knights of Columbus Pasta Dinner	St Joseph Church
1/27/2024	Republican Meet and Greet	Hilton, Auburn
1/22/2024	Albany School Choice Day	Albany, NY
1/18/2024	Community Mtng	Baney Household, Auburn
12/8/2023	EdCeptional Mtng	Virtual
10/26/2023	Cayuga County SCOPE Mtng	A.T. Walleys
9/19/2023	Parent PowerED NY; School Choice	Clay, NY
9/7/2023	Access Literacy Mtng	Virtual
8/31/2023	Access Literacy Mtng	Virtual
8/3/2023	Clambake	Yawger Brook Hall
7/27/2023	School Choice Mtng	Clinton, Syracuse
6/12/2023	School Choice Mtng	Liverpool Library
6/8/2023	School Choice Mtng	Petit Library, Syracuse
6/2/2023	NYCSA Mtng	Virtual
5/25/2023	Cayuga County SCOPE Mtng	A.T. Walleys

2/21/2023	Knights of Columbus Pasta Dinner	St Joseph Church
1/20/2023	Young Republican Mtng	Hilton, Auburn
12/2/2022	Dinner with Hillsdale consultant	Elmira restaurant
11/17/2022	Dr. Tom Miller, Charter Leaders Consult	Virtual
11/10/2022	Congressman Brandon Williams	Syracuse, NY
11/1/2022	Dr. Tom Miller, Charter Leaders Consult	Virtual
10/25/2022	Terrence Washington, Edtec	Virtual
10/1/2022	Women's Republican Brunch	Springside Inn, Auburn
9/29/2022	FLX Analytics Consult	Virtual
9/16/2022	Golf Tournament Fundraiser	Dutch Hollow Golf Course
9/15/2022	Back the Blue Community Event	Owen's Apple Orchard
8/4/2022	Community Clambake	Yawger Brook Hall
7/21/2022	Republican Summer Picnic	Yawger Brook Hall
6/5/2022	Rochester Charter Consult	Eugenio Maria De Hostos
5/10/2022	Luncheon with Community Leader	New Hope Mills, Auburn
5/10/2022	Community Meeting	Baney House, Auburn
5/7/2022	Lake Ave Garage Sale	Lake Avenue in Auburn
5/3/2022	Community Meeting	Baney House, Auburn
3/30/2022	Community Meeting	Baney House, Auburn
3/24/2022	Community Meeting	Baney House, Auburn
3/15/2022	Community Meeting	Mamma Maria's, Auburn
2/17/2022	Community Meeting	Lakes Church, Auburn
11/27/2021	Thanksgiving Parade	Auburn, NY
11/12/2021	EJ Onori, Marketing Specialist	Auburn Finger Lakes Mall
11/1/2021	EJ Onori, Marketing Specialist	Virtual
8/3/2021	Anna Hall & Michael Good, NE Charters	Virtual
7/27/2021	Michael Good, NE Charters	Virtual
7/22/2021	Republican Summer Picnic	Yawger Brook Hall
7/8/2021	Buck Alford, School Choice Consult	CommonPlace, Auburn
6/30/2021	Finger Lakes Radio Show	Seneca Falls NY

SEYMOUR PUBLIC LIBRARY
EST 1876 - OPENED 1903
CARRERE AND HASTINGS, ARCHITECT
CASE MEMORIAL BUILDING
COMMISSIONED BY WILLARD E. CASE
LISTED ON THE NATIONAL
REGISTER OF HISTORIC PLACES
CITY OF AUBURN
2018

Finger Lakes
Classical Academy
A tuition-free, Public
Charter School offering:
• A content-rich core knowledge curriculum integrating literature, history, math, science, music and the arts.
• Explicit phonics and latin to give your child a solid foundation in literacy.
• Ability-group Singapore math curriculum.
• Highly engaging, direct teacher-led instruction.
• Cultivating independent and critical thought through methods such as Socratic seminar.
• A classical, liberal arts education.
Working towards opening in 2026!
Visit our website to learn more!
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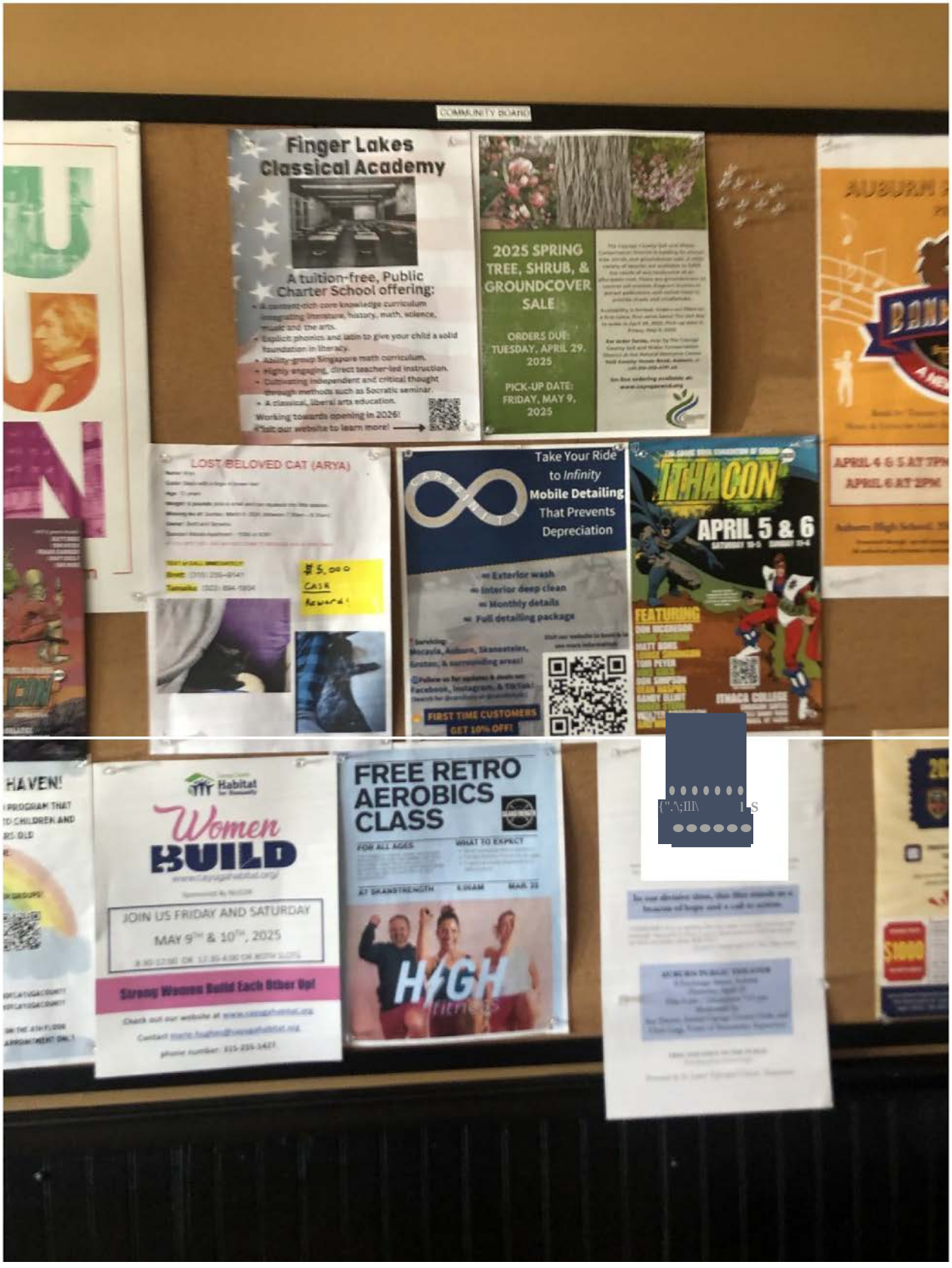
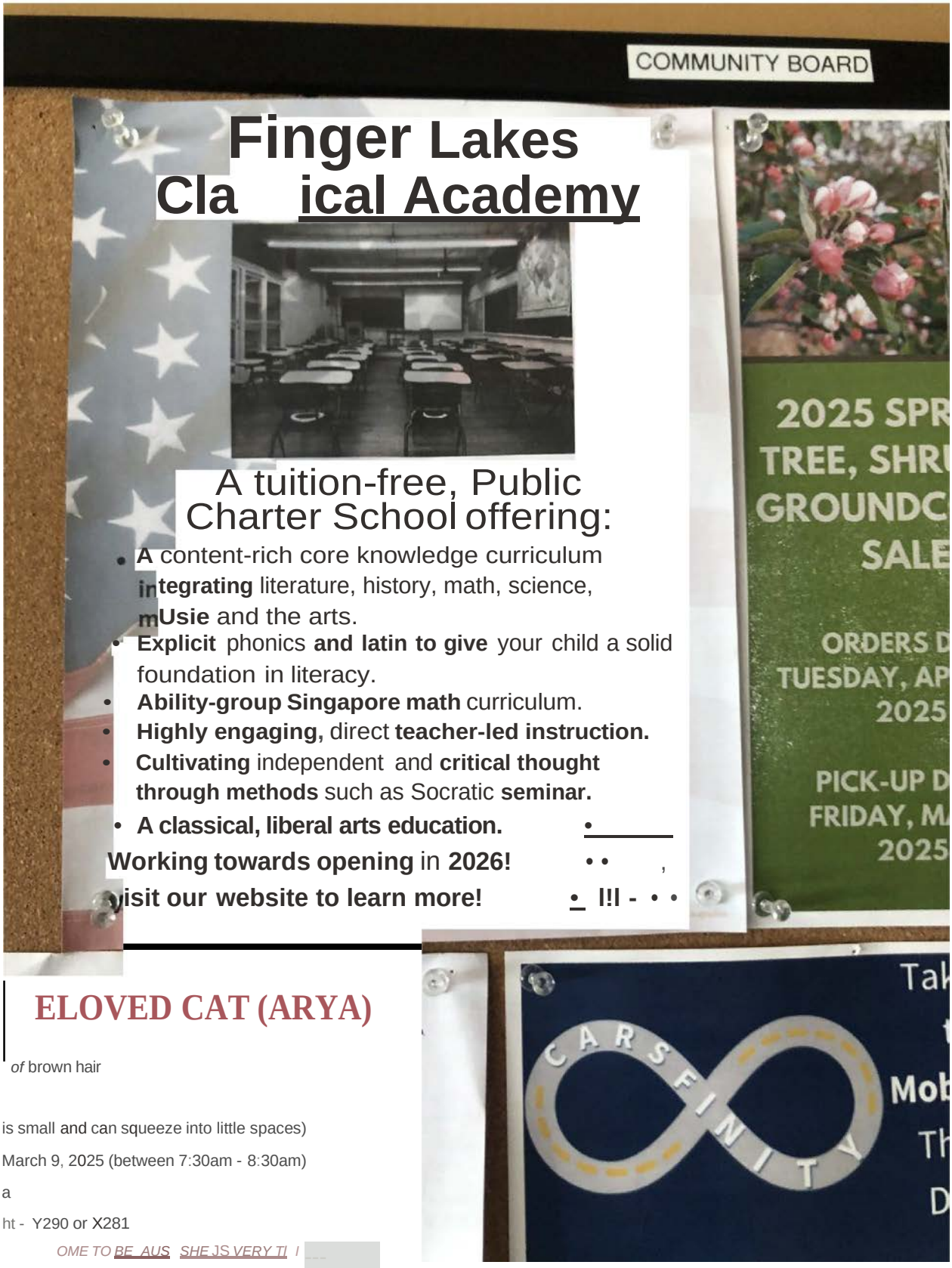
A "Schmear" above the rest!


COMMUNITY BOARD
Finger Lakes Classical Academy
A tuition-free, Public Charter School offering:
2025 SPRING TREE, SHRUB, & GROUNDCOVER SALE
ORDERS DUE: TUESDAY, APRIL 29, 2025
PICK-UP DATE: FRIDAY, MAY 9, 2025
LOST BELOVED CAT (ARYA)
$5,000 CASH Reward!
Take Your Ride to Infinity
Mobile Detailing
That Prevents Depreciation
Exterior wash
Interior deep clean
Monthly details
Full detailing package
FIRST TIME CUSTOMERS GET 10% OFF!
ITHACON
APRIL 5 & 6
FEATURING
APRIL 4 & 5 AT 7PM
APRIL 6 AT 2PM
HAVEN!
Habitat for Humanity
Women BUILD
JOIN US FRIDAY AND SATURDAY
MAY 9TH & 10TH, 2025
Strong Women Build Each Other Up!
FREE RETRO AEROBICS CLASS
FOR ALL AGES
WHAT TO EXPECT
HIGH



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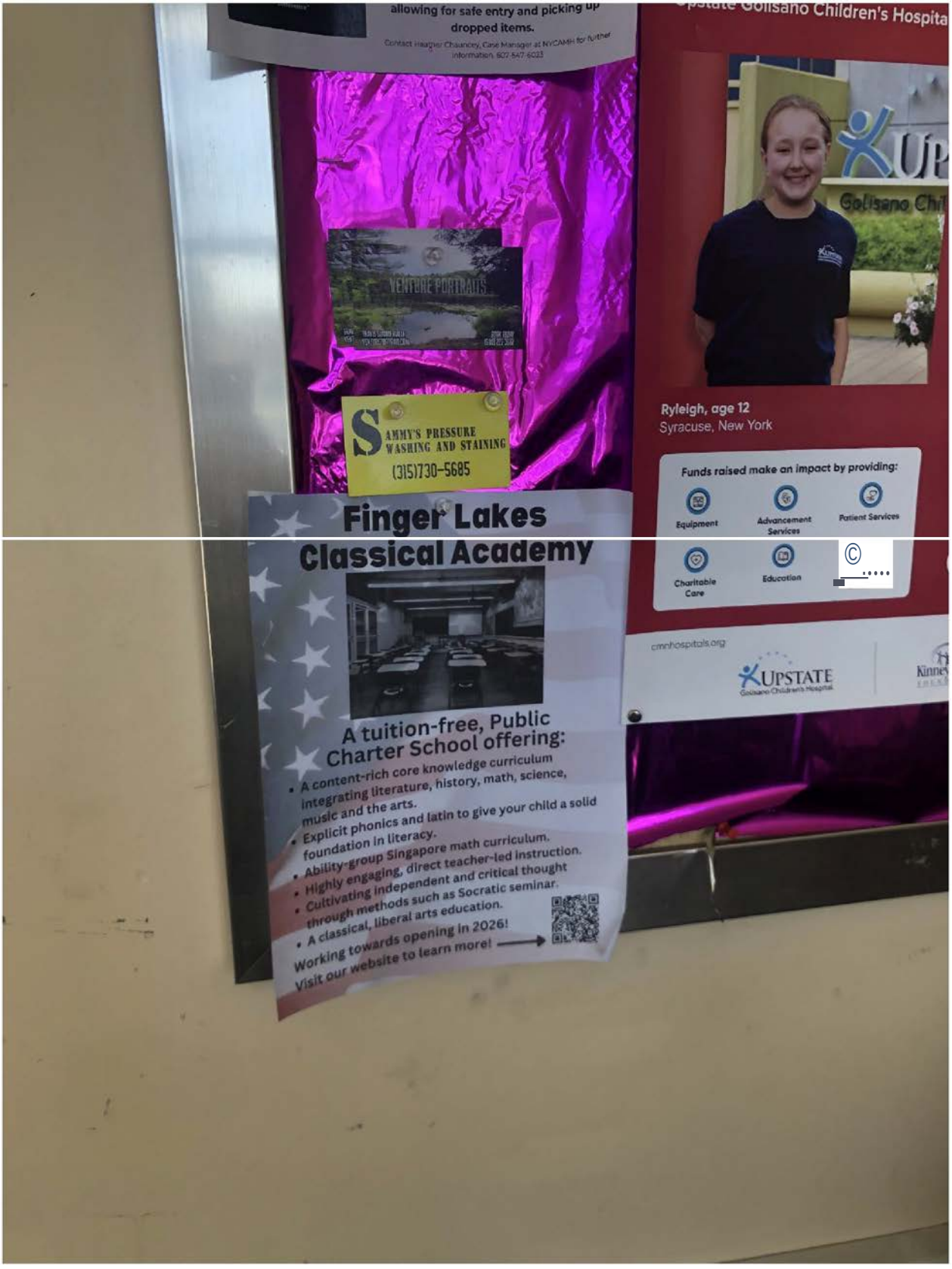
allowing for safe entry and picking up dropped items.
Contact Heather Chauncey, Case Manager at NYCAMH for further information. 607-547-6023
Upstate Golisano Children's Hospita
Golisano Chi
Ryleigh, age 12
Syracuse, New York
Funds raised make an impact by providing:
Equipment
Advancement Services
Patient Services
Charitable Care
Education
cmnhospitals.org
UPSTATE
Golisano Children's Hospital
VENTURE PORTRAITS
SAMMY'S PRESSURE WASHING AND STAINING
(315)730-5685
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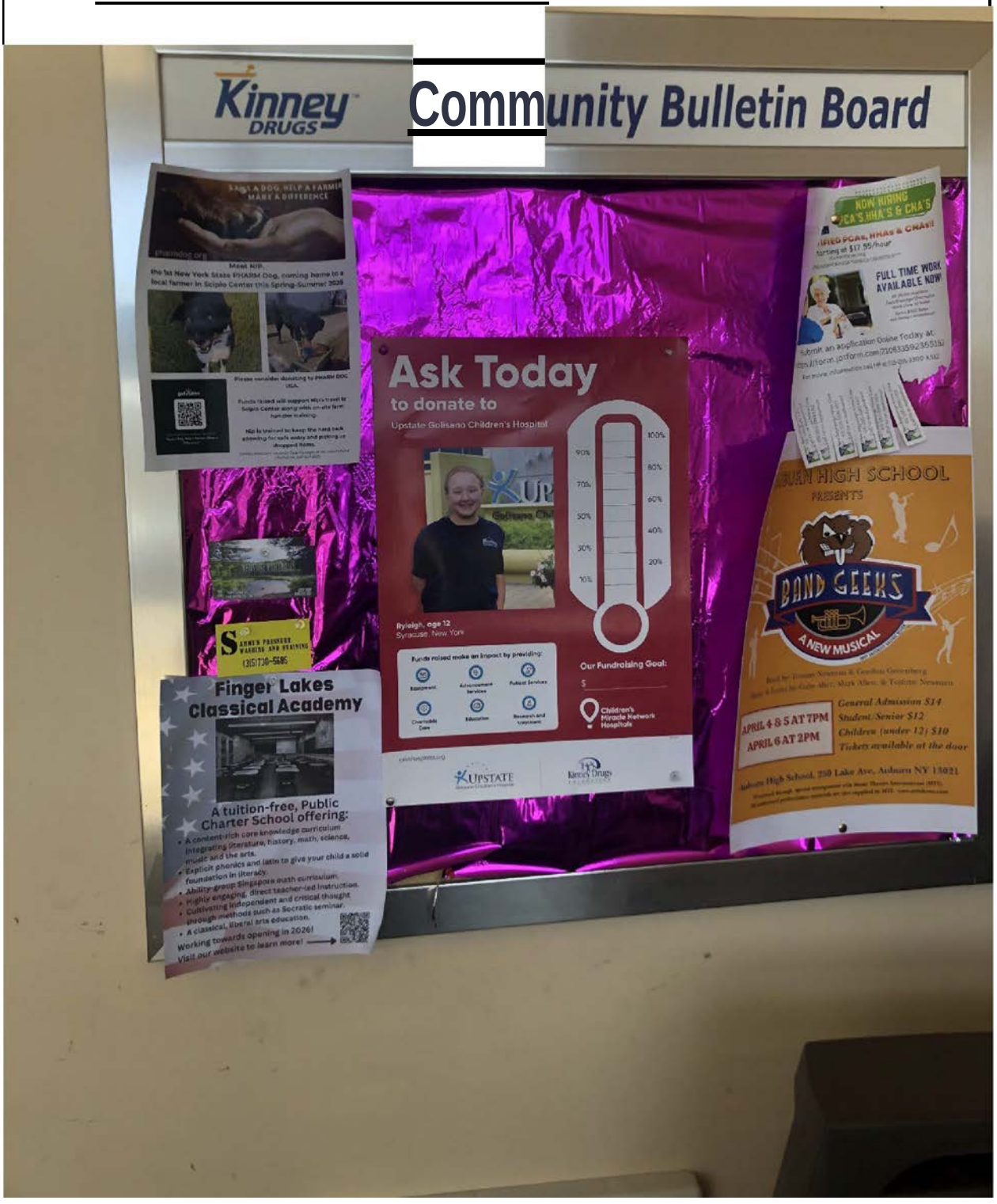
Kinney DRUGS
Community Bulletin Board
Ask Today
to donate to
Upstate Golisano Children's Hospital
Ryleigh, age 12
Syracuse, New York
Our Fundraising Goal:
Children's Miracle Network Hospitals
UPSTATE
Finger Lakes Classical Academy
A tuition-free, Public Charter School offering:
BAND GEEKS
A NEW MUSICAL
APRIL 4 & 5 AT 7PM
APRIL 6 AT 2PM
General Admission $14
Student/Senior $12
Children (under 12) $10
Tickets available at the door
FULL TIME WORK AVAILABLE NOW

Maureen Angotti of Finger Lakes Classical Academy .::. The Melissa Killeleagh Show...
Watch later
Share
the
Melissa Killeleagh
Show
Watch on YouTube

Owasco Fire Department

All You Can Eat

Pancake Breakfast

Sunday, January 14th

Everyone Welcome!

$8 adults
$7 Seniors
$3 Children 5-12
Under 5 Free

Pancake Breakfast is every 2nd Sunday of the month November – March.

Owasco Fire Department

7174 Owasco Rd. • Auburn

Verizon 1:35 PM

FINGERLAKESCL...
Posts

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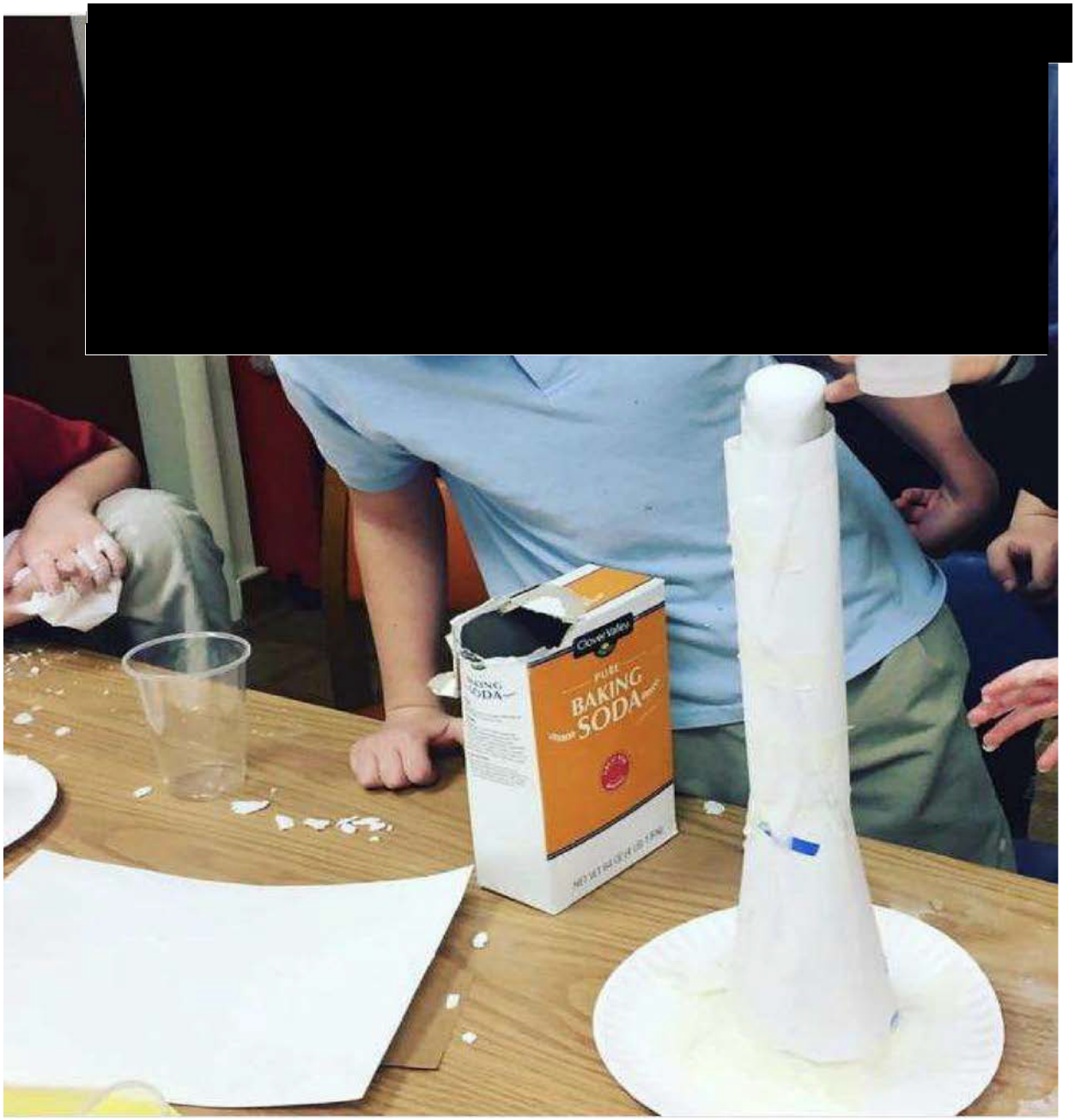

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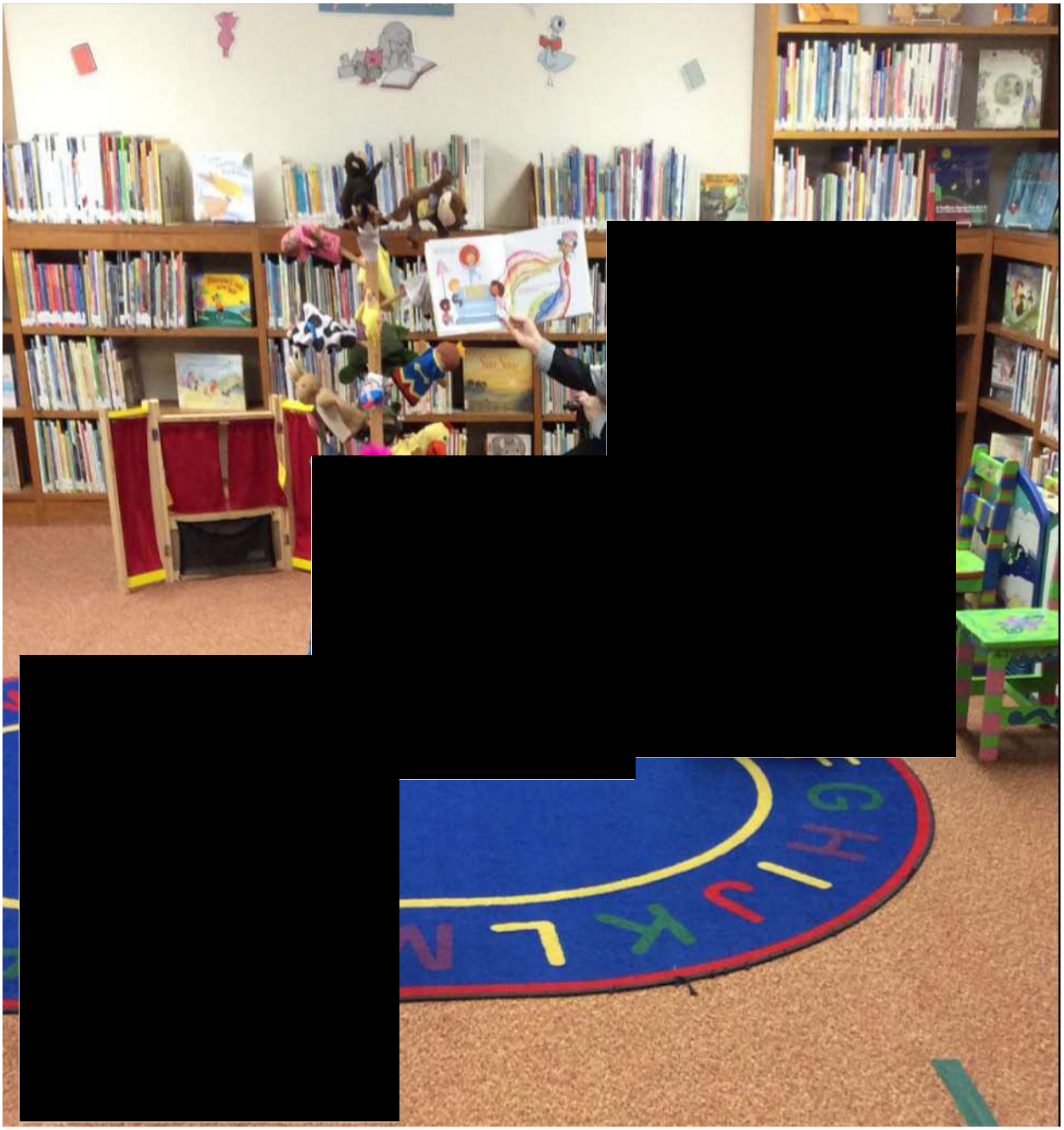


Exhibitor Application

MAJORPALOOZA 2K18

MAJORPALOOZA INC.
many small acts make a big difference

Sunday, May 27, 2018

10AM to 7PM

Downtown Auburn

Majorpalooza is pleased to invite you to participate at Majorpalooza 2K18. There will be live music, free family activities, plus food, wine and brew tastings & artist vendors. Majorpalooza 2K18 will be on Genesee Street, in the center of Auburn's downtown, where the streets will be closed to all but pedestrian traffic. You are invited to have a table/booth to promote your organization or business, according to the guidelines as outlined below.

2018 SCHEDULE

Vending application deadline	**May 1st**	
Booth set-up	**May 27th**	**8AM – 9:30AM**
Event (rain or shine)	**May 27th**	**10AM – 7PM**
Booth breakdown	**May 27th**	**Immediately following event**

Fee: **FREE, donations** payable to the **Majorpalooza Inc.**

ENTRY DEADLINE: May 1st, 2018 Questions? Call Chris Major: 315.730-0603

DISPLAY REQUIREMENTS

Booth Spaces are approximately **12-feet wide by 12-feet deep**. All participants need to bring their own **display units/panels, materials, tables, chairs, 10' x 10' covers**, etc. Vendors are responsible for keeping their booth/space clean & orderly during and after the show. **Electricity is not provided or available**.

Participants are encouraged to make their **display booth interactive**, and somehow involve the public with a **hands-on activity.** This makes it more interesting & enjoyable vs. just handing out literature.

Prohibited: Raffles of any kind. Food & beverage sales are **only** allowed in the food and beverage tents.

Finger Lakes Classical Aca
Training the Minds and Impr
Hearts of Young Peop
https://www.fingerlakesclassicalacad
LAKES
ACADEMY

TOWN OF
Owasco
EST. 1807

YOUR ORGANIZATION IS CORDIALLY INVITED TO BE REPRESENTED AT AUBURN ALLIANCE CHURCH'S EDUCATION OPTIONS NIGHT

You are invited to a one of a kind evening! We are giving citizens of Auburn and surrounding areas an opportunity to see what Educational Options are available to them in our local area. All local education organizations (i.e. Public/Charter/Montessori/Catholic/Online/Home Schooling), will be given an opportunity to speak to the public on behalf of their program of instruction. Each representative will be offered a 10 minute time slot to speak on their schooling option, as well as, a table to further engage with the attendees.

When: Tuesday, July 31, 2018
Where: Auburn Alliance Church, 630 N. Seward Street, Auburn, NY 13021
Time: 6 – 8 pm
RSVP: Monday, July 2, 2018 with your School's Representative's Name to Lindsay Swab at (315) 225-1248. Speakers will be assigned in the order of RSVP.

****Please understand this is NOT a forum in which to speak negatively about other options that are available. This is simply to help inform the public on what options in Education are available**.

STAPLES
Finger Lakes Classical Academy
Training the Minds and Improving the Hearts of Young People

"IT'S A WONDERFUL LIFE"

FESTIVAL

December 7, 8, & 9, 2018

Seneca Falls, NY

FEATURING FOUR ACTORS FROM THE FILM

Carol Coombs
"Janie Bailey"

Karolyn Grimes
"Zuzu Bailey"

Jimmy Hawkins
"Tommy Bailey"

Jeanine Roose
"Young Violet Bick"

SPECIAL GUESTS

Mary Owen -- Donna Reed's Daughter
Tony Owen -- Donna Reed's Son
Celebrating the 60th Anniversary of *The Donna Reed Show*

Monica Capra Hodges -- Frank Capra's Granddaughter

Actor Brian Rohan as Jimmy Stewart & George Bailey

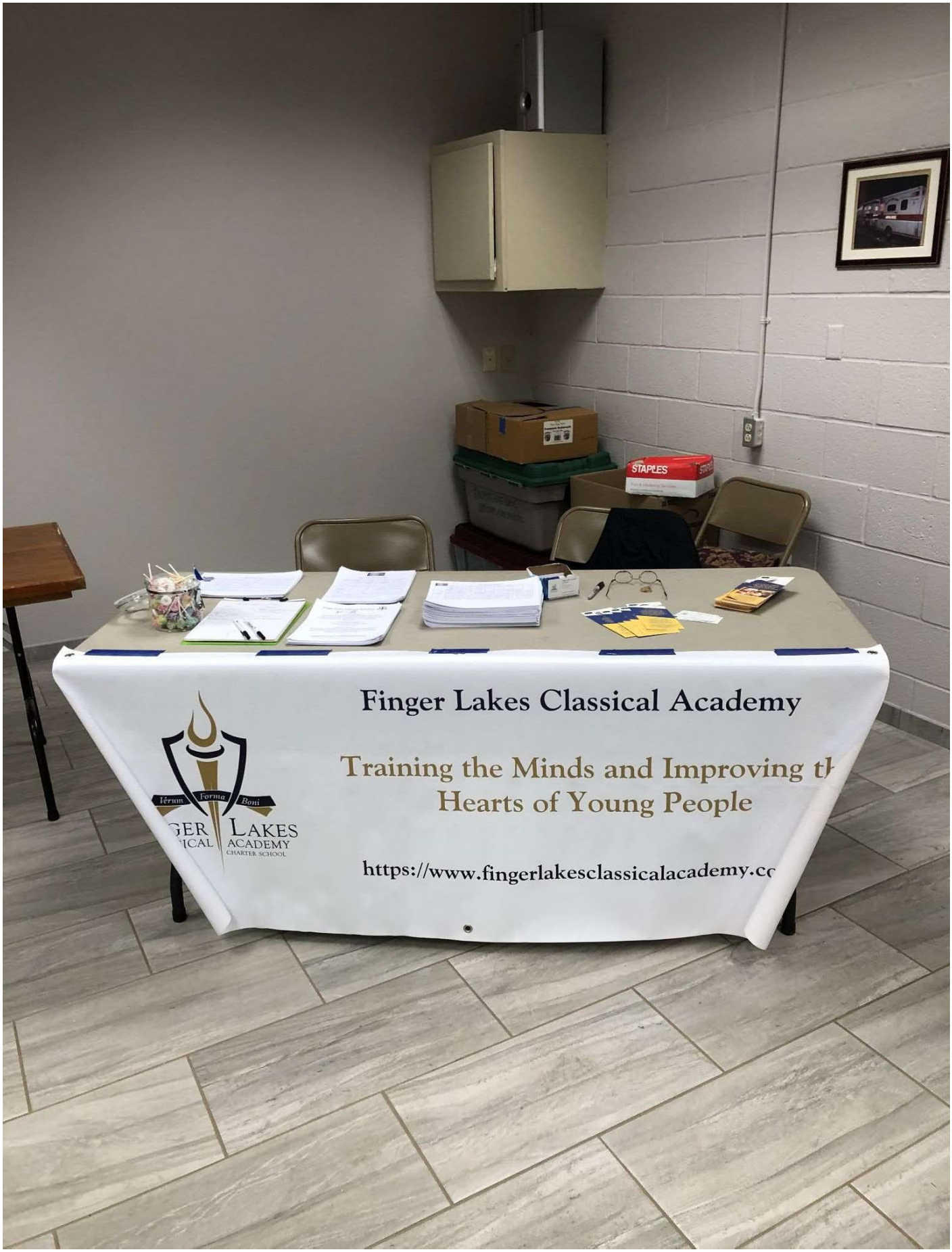
SHARE THE BEDFORD FALLS EXPERIENCE

With *It's a Wonderful Life* Fans From Around the World

SPECIAL EXHIBIT

The Creative Genius of Set Director Emile Kuri -- From *It's a Wonderful Life* to *20,000 Leagues Under the Sea* to Disneyland

www.wonderfullifemuseum.com www.therealbedfordfalls.com


STAPLES
Finger Lakes Classical Academy
Training the Minds and Improving th
Hearts of Young People
https://www.fingerlakesclassicalacademy.cc
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LAKES
ACADEMY
CHARTER SCHOOL

OWASCO
5065

CAYUGA COUNTY
LEGISLATIVE AGENDA

CAYUGA COUNTY LEGISLATURE MEETING

D TE: M .RCH 26, 2U19, CHAMBERS – 6:00PM

LEGI_SLAT RE MEMBERS:

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- Theodore Tennant. World War 11 Vcler;a:n, served o:n Board of Din:cto:ra at SCAT V.rn in Auburn for 23 years as a driver and vanassislant; tire grandfather ofLegisl.alDrTim Laltimorn's children

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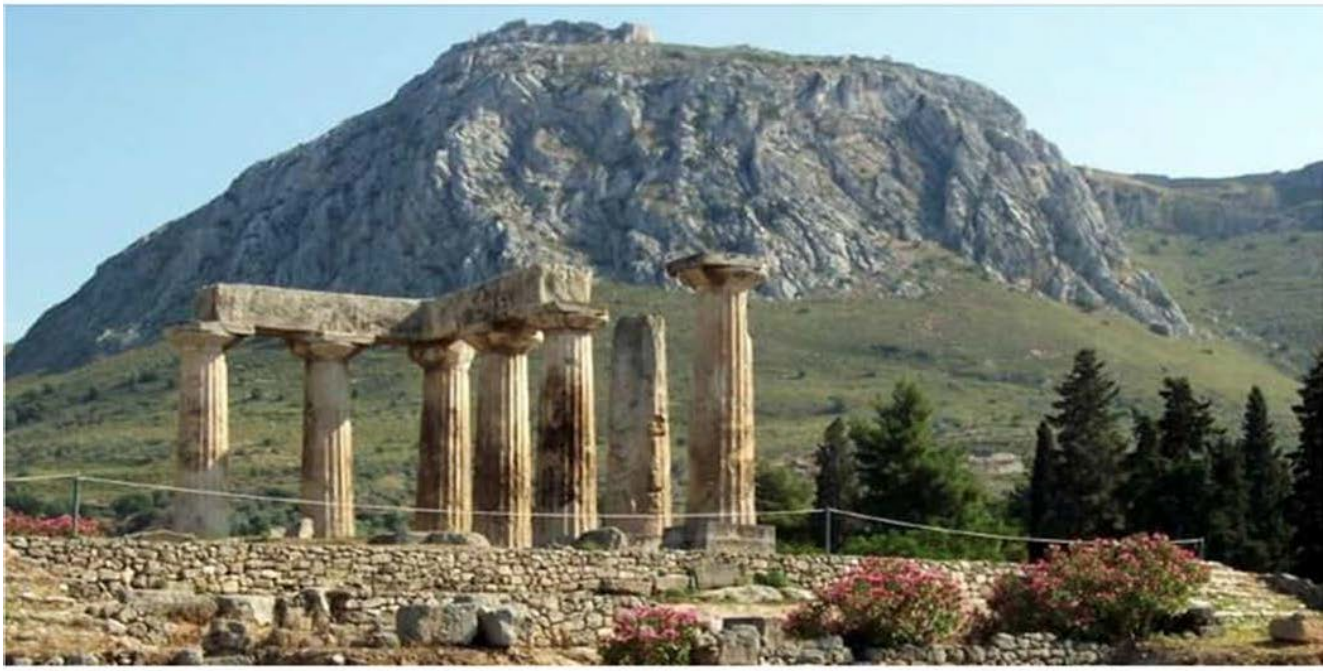

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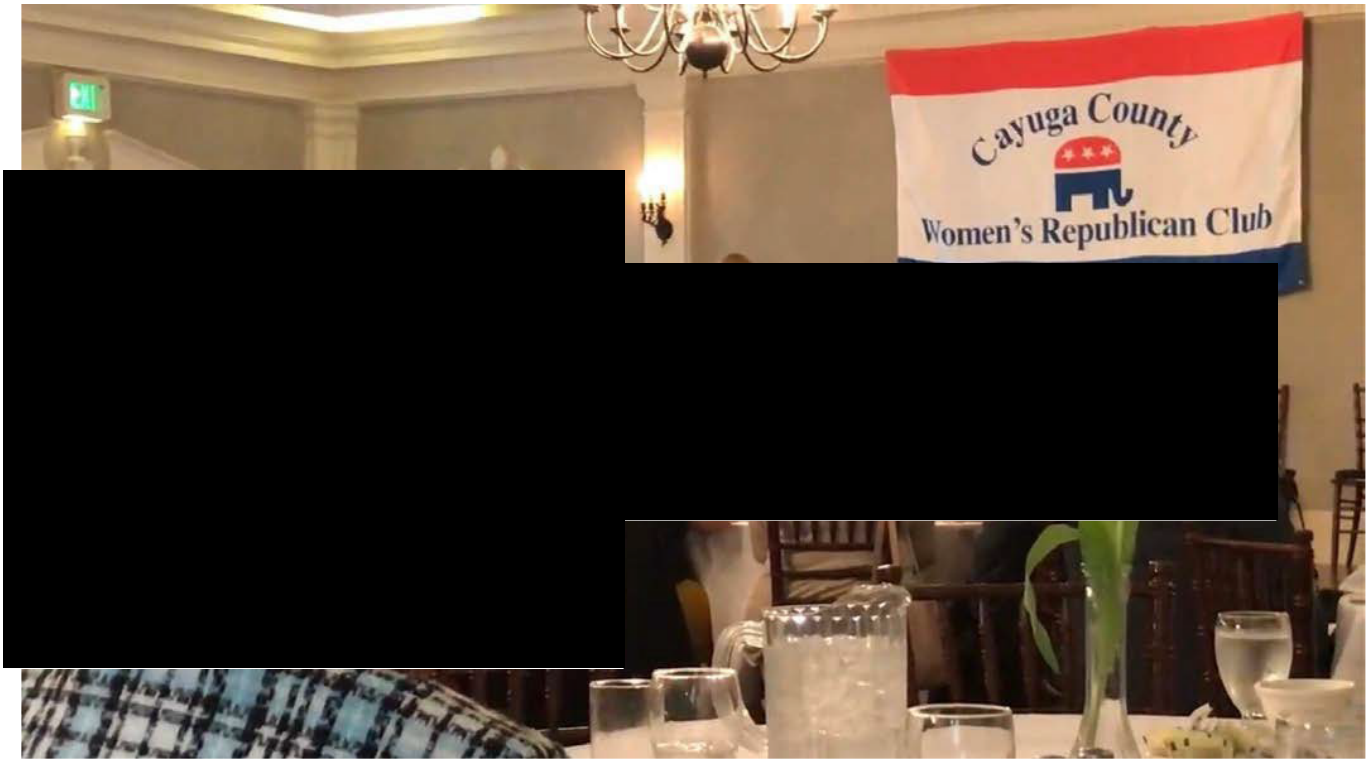
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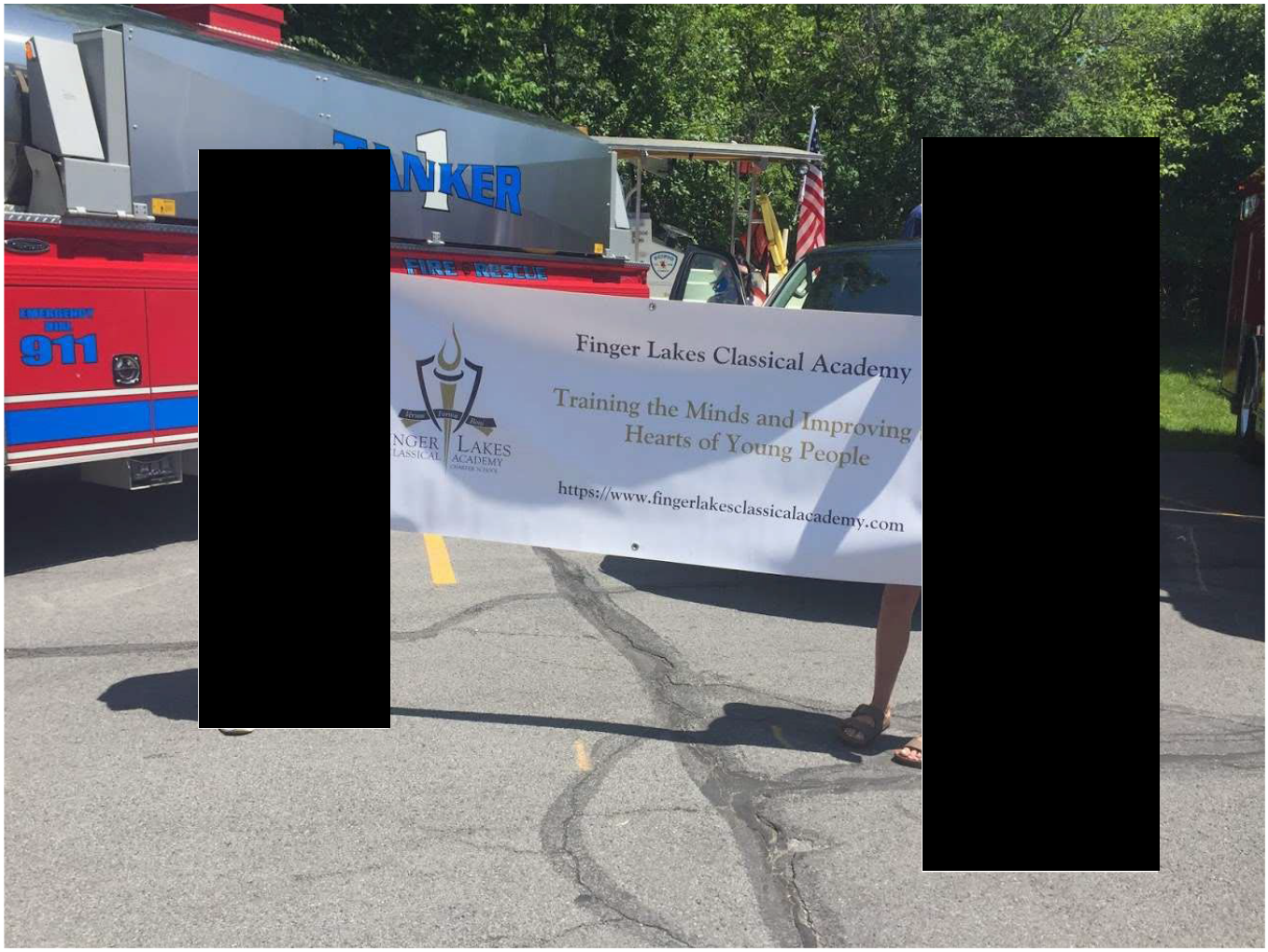
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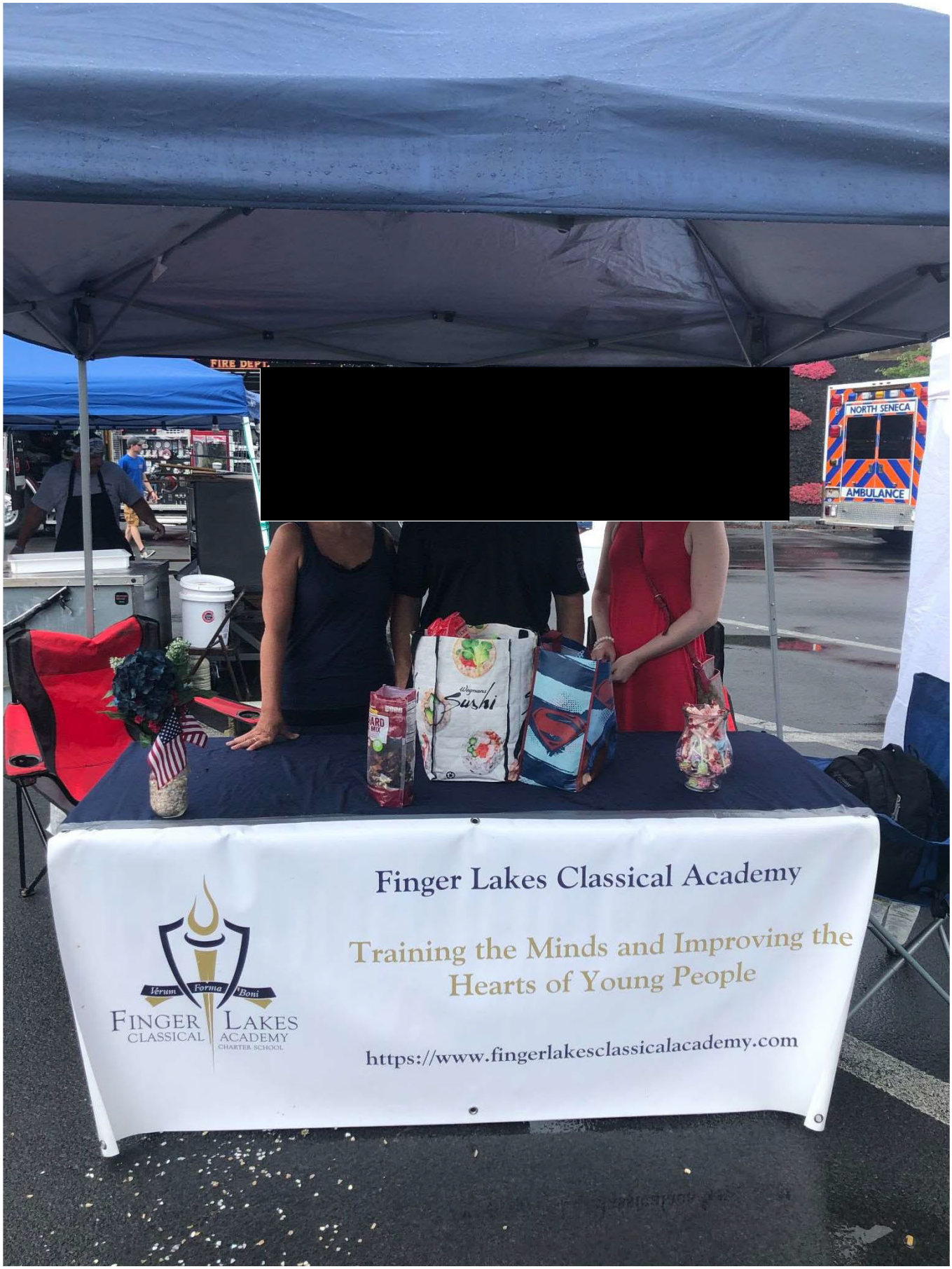
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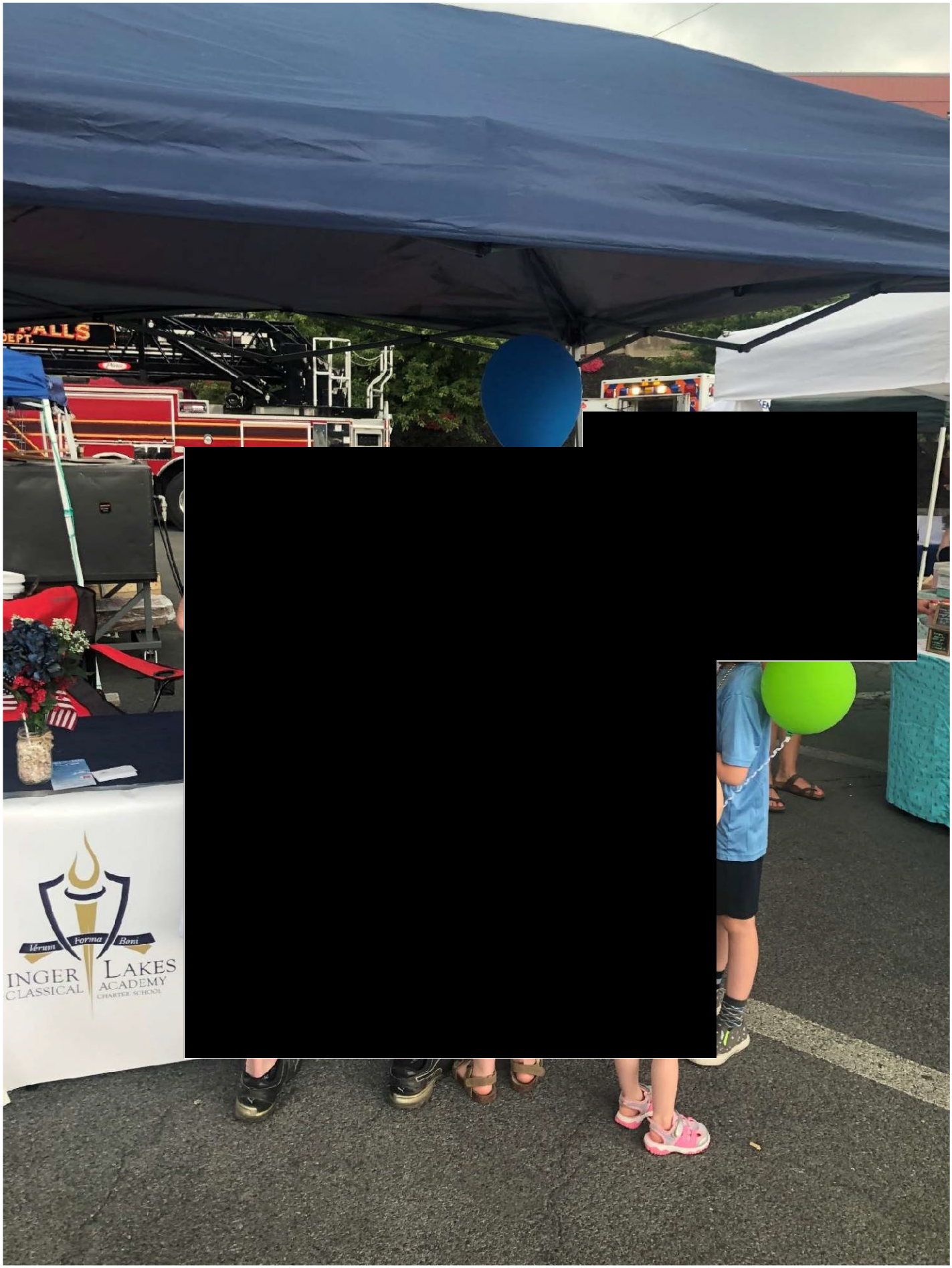
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COMMUNITY

Art in the Park: Visitors explore art at outdoor event in Auburn

Tiffany Kline leads art activities with ...

Kelly Rocheleau

kelly.rocheleau@lee.net

Updated Oct 20, 2019

COMMUNITY

Art in the Park: Visitors explore art at outdoor event in Auburn

· Kelly Rocheleau

· Sep 15, 2019 Updated Oct 20, 2019

People spend time at the Art in the Park event at Hoopes Park in Auburn in September

Kelly Rocheleau

AUBURN — While Leslie Tinti lives close to Hoopes Park in Auburn, she had never been to the Art in the Park event held there until Saturday morning.

Tinti, who was at the vendor-packed event with family, said she was enjoying herself. She said she wanted to check out the event, adding that she didn't she realize there would be so many vendors. She noted they hadn't been at the event long, but enjoyed some cookies they had. Tenti talked about what she thought the appeal of the event was.

"I think probably the vendors, just supporting local people with their businesses, and it's a nice day, and it's a nice way to come see what people living in our community have to offer," she said.

Tents with all manner of arts, crafts and other items, from stone to soaps and lotions, were lined up at different parts of the park. Food trucks and other activities were also around while music could be heard.

Dave Witter had a tent at the park, with crowds of people coming by to see Witter's wooden shelves, cars, clocks and more. Witter said he has has been at the art event a few times in the past, and business had been good that morning.

Two event attendees, Astella Murphy and Ellen Harper, complimented Witter on his work, and Harper bought a small shelf. Harper said her father had done woodworking and she was drawn to such items. She added that she was surprised by the number of vendors at the event, and Murphy said she enjoyed her time there as well.

"There's a lot of creative people here," Murphy said.

Kasha Fletcher and Kim Bunce, art teachers at Auburn Junior High School and Auburn High School, respectively, shared a tent for Fletcher's knitting and crocheting business and Bunce's pottery business. Nearby were some of Bunce's students, doing face painting for children.

Tiffany Kline could be seen doing painting activities with children at a tent for the Finger Lakes Classical Academy, which hopes to open a physical location by fall 2020. Moments such as children playing by a foundation could also be seen at the park as well.

Deb Tomushunas was busy creating art work for the fourth annual Jake Harding Memorial Plein Air Paint Out, a juried event in which competitors painted in the outdoors. She would occasional look over

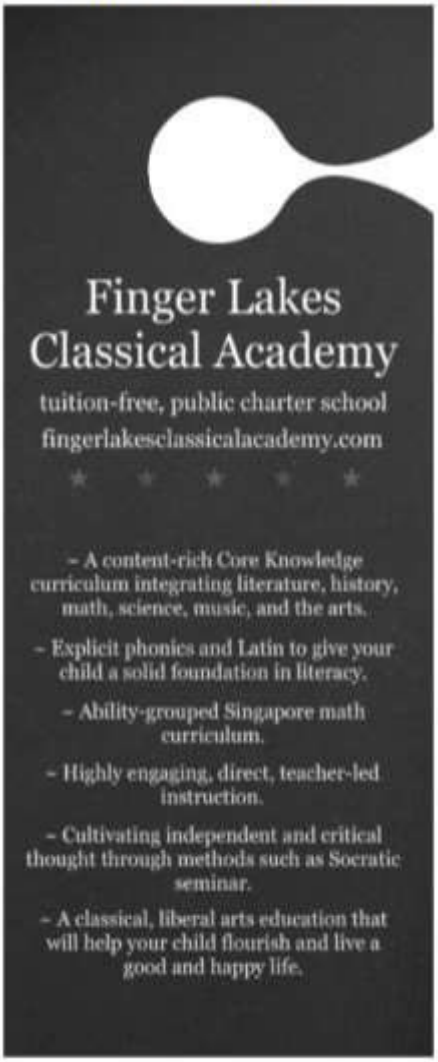
intently at the spot in front of her, as her piece was of a spot with steps she was close to.

She admitted that she was nervous, as she had less than two hours at that point to finish her piece, and it normally takes her months to finish a painting rather than hours. Being out in the park was a "a treat for me," Tomushunas said. She praised the setting.

"I think the art and the vendors, it's a nice combination of events," Tomushunas said.

Small Door Hangers: Front side

Small Door Hangers: Back side



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37 Posts 72 FoUowers 43 FoUowing

Finger Lakes Classical Academy

More informat'ion at: fingerlakesclassicalacademy.com Ple,ase complete our survey: do,cs.google.com/form ... Follow,ed by **gretch ya on the fli pside,)Oe "iagTe1**&I; and **11 other·s**

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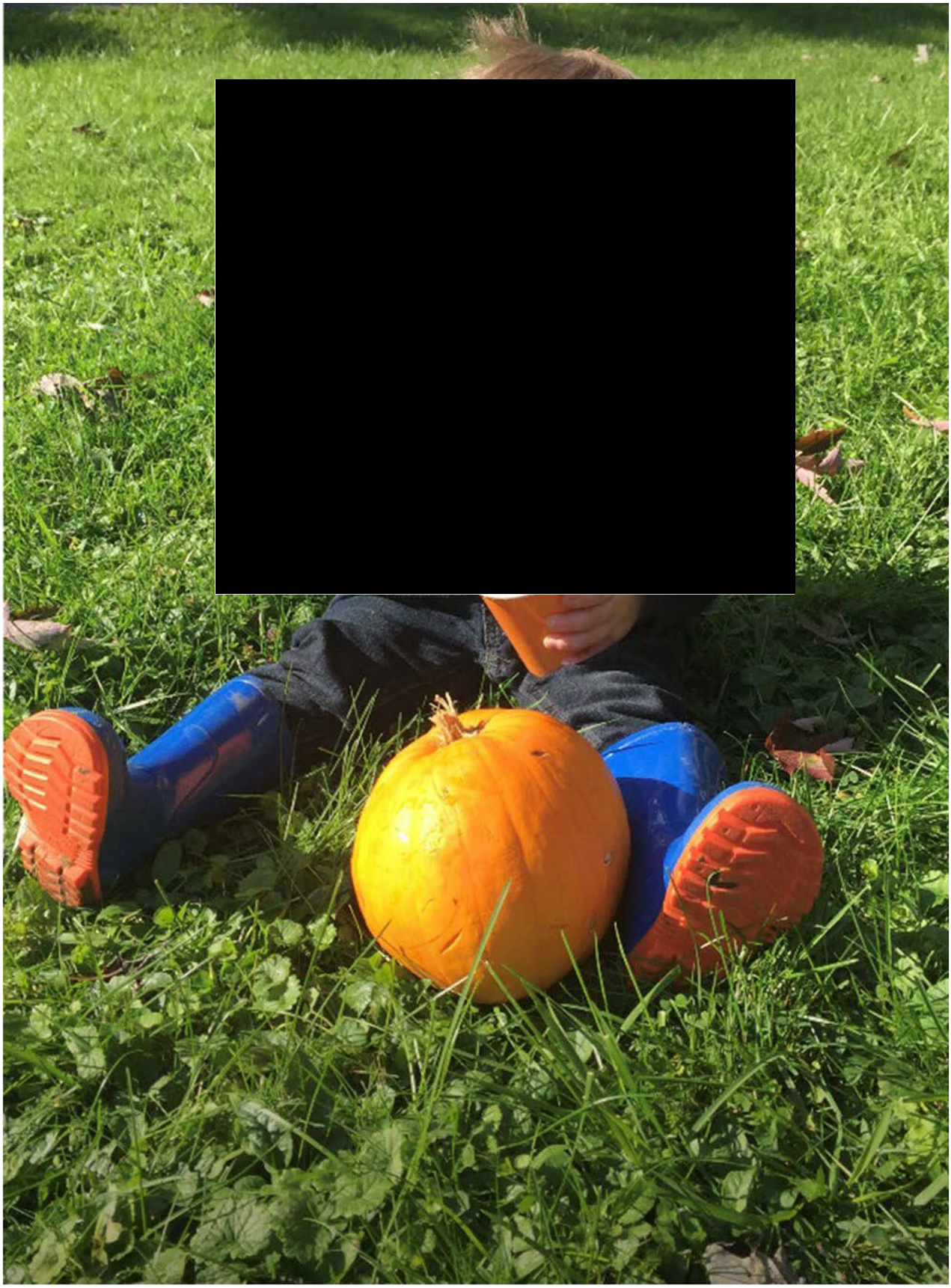

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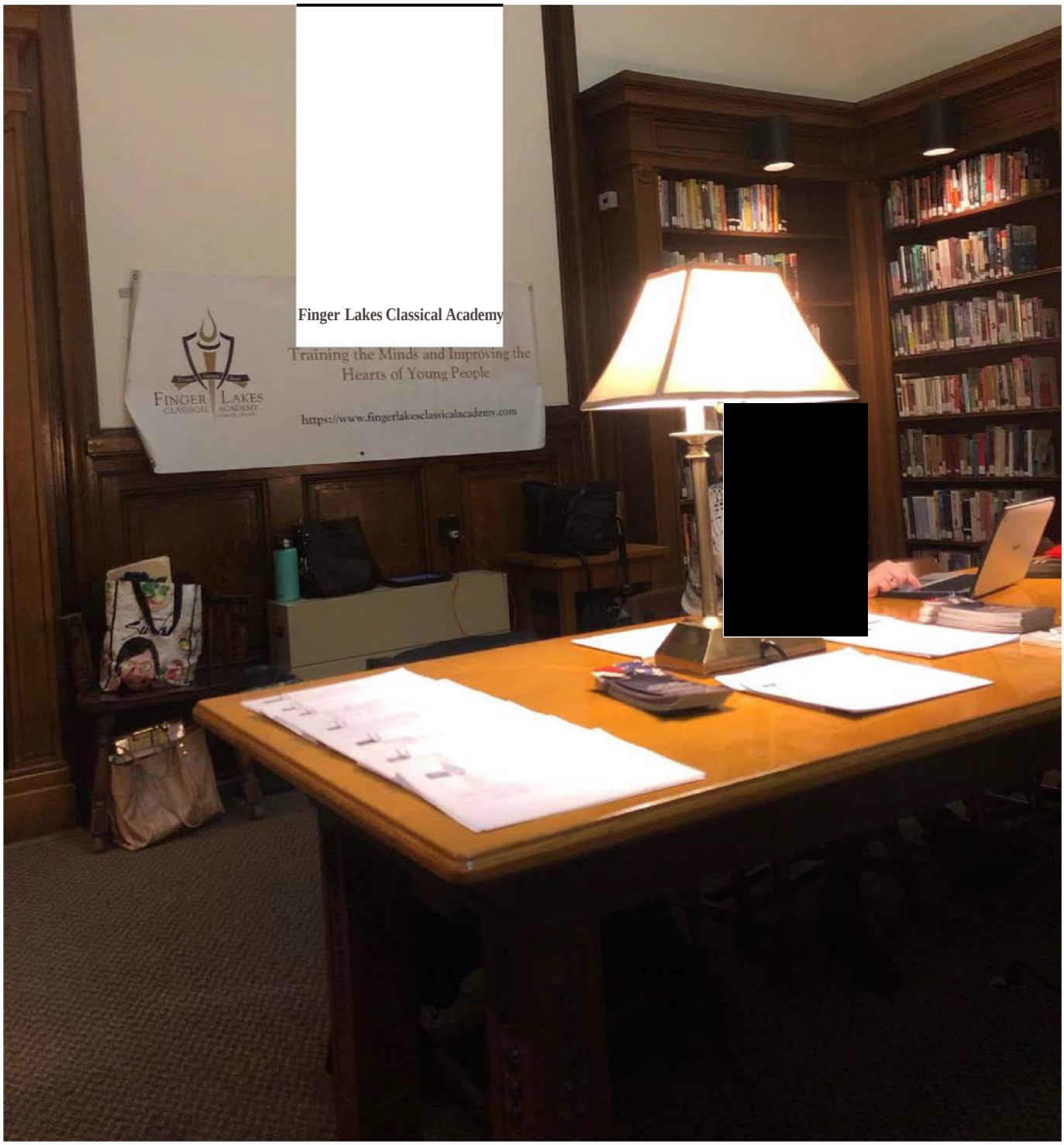
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- Explicit phonics and Latin to give your child a solid foundation in literacy.
- Ability-grouped Singapore math curriculum.
- Highly engaging, direct, teacher-led instruction.
- Cultivating independent and critical thought through methods such as Socratic seminar.
- A classical, liberal arts education that will help your child flourish and live a good and meaningful life.

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www.fingerlakesclassicalacademy.com
www.facebook.com/Finger-Lakes-Classical

Join us for an informational session

Seymour Public Library
Auburn NY
Tuesday October 29th,
7-8 pm

Reading available for children during the presentation

December 7, 2019

Welcome to the 46th Annual Holiday Craft Fair. We hope your sales are plentiful!

If you need assistance during the Fair, please feel free to contact someone at the Registration Station or one of our student volunteers who will be wearing Cayuga Community College shirts and a staff lanyard. We will be circulating throughout the Fair.

In your packet you will find a vendor directory and a map of the Fair. PLEASE NOTE: there may have been some changes to booth assignments here and there due to unanticipated circumstances.

This year look for:

- Food Options for Fair visitors and vendors:
  - Wolf's Patio Pizza Food Truck – outside Spartan Hall Entrance
  - Subway – adjacent to Cafeteria
  - Various treats from vendors representing the Cayuga County Sweet Treat Trail
  - GrubHub or DoorDash if you have the app on your phone.

- Children's Art Activity hosted by CCC Art Professor Melissa Johnson and local Auburn Art Teacher, Jessica Rice, with Cayuga's Art Students, located between Spartan Hall and the Main College Entrance

- Music "buskers" in the Cafeteria. Enjoy them while you eat!

We are expecting the attendance at this year's craft show to be robust. We have expanded the size of the Fair by 10% in the past yearThere will be 24-hour building security assigned to the show.

To avoid any risks, please have your booth occupied during Craft Fair operating hours.

Thank you for your participation and hope your craft fair experience is rewarding.

HAVE A WONDERFUL HOLIDAY SEASON!

Cayuga County Community College Foundation and Cayuga Community College

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Join us for an informational session

Seymour Public Library
Auburn NY
Tuesday January 7th, 6:30 pm

Interested in a potential alternative educational option for the children of our community?

Join us for an informational session

Play Space
63 Genesee St.
Auburn, NY

Tuesday, February 18th at 5:30 PM

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A content-rich core knowledge curriculum integrating literature, history, math, science, music and the arts.

A classical, liberal arts education that will help your child flourish and live a good and meaningful life.

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Classical Education

- *A content-rich core knowledge curriculum integrating literature, history, math, science, music and the arts.*
- *Explicit phonics and Latin to give your child a solid foundation in literacy.*
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Join us for an informational session

Seymour Public Library Auburn NY

Tuesday, March 10th at 6:30 PM

EDUCATION

Group seeks to open Cayuga County charter school

· Kelly Rocheleau

Aug 25, 2020 Updated Dec 1, 2020

The logo for the Finger Lakes Classical Academy, found on the academy's Facebook page. The board of directors of the possible academy are working to bring it into fruition as a public charter school.

A Group of central New York residents want to offer a public charter school that would serve as an alternative to public schools without the financial barrier of a private institution.

Maureen Angotti and others have been working on establishing the Finger Lakes Classical Academy. But starting a charter school with public funds is a long and arduous process even under normal circumstances, let alone during the COVID-19 pandemic. The Finger Lakes Classical Academy is looking toward a 2022 opening.

Angotti, a member of the academy's board, said the idea behind pursuing a public charter school was to make an alternative to traditional public school more accessible to families who may not be able to afford the tuition of a private school. With public funds, the school wouldn't require tuition.

"Auburn and Cayuga County in general is a very middle-class area, and tuition is out of reach for so many families," Angotti said.

She said the public charter model is more sustainable than a private school. She said she appreciates the efforts and dedication of those who work at private institutions, but "it's really, really difficult at a private level to maintain and to find the kind of education that you want because of fundraising needs."

The academy's curriculum would focus on "classical, traditional learning," Angotti said, based on American educator E.D. Hirsch Jr.'s Core Knowledge curriculum. It features methods of teaching phonics and math that Angotti feels are particularly effective, and includes history, geography, natural sciences, arts and civic duty. She added that it also involves students starting a second language in elementary school and starting Latin by third grade.

"There's just so many things about it that are, in my opinion, the best way to educate a child," she continued.

Angotti said she found the curriculum a couple years ago and was greatly impressed. She had also had a lot of conversations with people who wanted to explore possibilities

outside of public schools but didn't feel they were financially able to do so. She said the work to get this idea off the ground has been a group effort, adding that one board member studied Hirsch's methodology in college.

The board started getting involved in public events last year to get the word out about the school. The state's charter application process asks for documentation showing there has been public outreach.

The pandemic has made that effort more difficult, Angotti said, along the process of submitting an application to an authorizing entity, which she said for upstate New York is primarily either the state Board of Regents or SUNY. The most recent window of opportunity to apply was supposed to be in July but it was canceled. The next opportunity, Angotti continued, is during this upcoming winter. However, that is OK, she said, since it gives the board more time for public outreach.

The authorizer would decide how many grades the academy would have. The board hopes to open the school in Auburn, but that hasn't been determined, Angotti said, because it will depend on the authorizer and finding a building. A 2021 opening is possible but not likely at this point, she said, due to the July application period being cancelled. The board is looking at 2022 as its likely opening.

Seeing so many people work toward making this school a reality has been encouraging despite the circumstances and setbacks, Angotti said.

"I'm amazed at people's perseverance, which speaks to the recognition that there is a need in this community to have some school choice that isn't a financial burden on families," she said.

Public charter schools are funded through money per pupil from the state. Advocates for traditional public schools — which also rely on state funding — have long argued

such charter institutions sap public schools of money, resources and students. Charter proponents argue these facilities have more autonomy since they are independently operated but still have to live up to to the standards in their individual charters and have a lot of positive aspects for students.

Joseph Sheppard, president of the Auburn Enlarged City School District Board of Education, said he had not heard that a charter school could potentially be coming to the district. He said there are possible benefits to charters such as a ability to experiment and teachers not contending with state testing.

There also can be problems, he said.

"There's no real accountability measures for their practices lots of times. Some charter schools have been great, some have been like a degree factory, where it's like, 'Give me your money and we'll get you through,' and the students don't really get much benefit out of it."

The major downside to charter schools for public institutions, Sheppard said, is that they can siphon off staff and enrollment numbers.

"With enrollment numbers going down, the school district loses even more state funding because it's going off to the charter school," he said.

On the other hand, Sheppard said, "competition leads to innovation."

"Competition can be a good thing. It can cause the public schools to have to raise their game to keep their enrollment up to compete against the charter schools," he said. "But at the same time, losing resources and trying to innovate to keep some of those resources could hurt."

Interested in hearing more about school choice? Check out this new video! The Finger Lakes Classical's board member, Steve Duffy, has a lot of great information t...

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GUEST COLUMN

Guest column: The case for a public charter school in the Cayuga County area

· Maureen Angotti Special to The Citizen

· Sep 29, 2020 Updated Nov 4, 2020

What if ... parents were able to decide for themselves what learning environment is best for their child? No matter where employment took them, what their income was, and what housing was available and in their price range, they still had school choice? Many parents may continue to choose the public option. Some who believe strongly in having faith interwoven into the curriculum would head to a religious school. Some embrace the philosophies of other private options. But what if it was their choice? Parents are the primary educators of their children. In our modern culture, this title may seem odd, since most children are educated by so many other outside influences. Even though these other sources may occupy more time with children, parents still retain the primacy of underscoring what is truly important in life, such as academics, morals and instilling civic duty. Incredibly, for so many parents across the nation, the decision of where to send their child to school is not included. Shouldn't parents decide, not property lines?

Historically, education in the United States has been split between private schools and the traditional public school. This changed in 1991, when the state of Minnesota passed the first law establishing charter schools in the state. Almost 30 years later, the number of charters in the U.S. has skyrocketed, forcing more competition and faster improvement among existing public and private schools. Too many American students are graduating high school ignorant of the most elementary facts and information normally taken for granted. Sadly, we have young adults entering college in need of remedial math and English. Overall, charter schools have provided a challenge to the status quo and have delivered the results that make it worth expanding this option for parents. They are nonprofit and tuition-free, funded by a per pupil percentage of what the typical public school receives. This emphasizes the mission of public education.

Should school taxpayers be funding the education of individual children for the betterment of our communities and our future, or should funding go to the doorstep of the school building in their zip code?

Not only have charter schools been found to have significantly higher levels of growth in math and reading for all students, but minority and low-income students benefit disproportionately more. They are becoming a bigger part of the U.S. education system every year. For millions of American families, they offer a much needed choice, different from the one-size-fits-all public school. Parents *are* the primary educators of their children. They know their child and should be able to choose what they believe will offer their child a brighter future.

Finger Lakes Classical is a group of parents, grandparents, educators and community members with a dream of offering the very highest standard in education to the community we care for. It hasn't been easy to get this project moving and will only continue to get harder, but we are up for the challenge of such a worthwhile cause. America's international test scores serve as evidence of a need to reflect. America is running in place as other high-performing countries start to lap us. The teachers' fault or the system's fault? The answer is clear to me. Our system is broken. We have many talented, caring and passionate teachers working in a fractured system. Teachers and parents are looking for more. We want exceptional schools for our children. We want teacher-led, content-centered classrooms based on a foundation of cultural literacy. We want choice. Specific subject matter knowledge over a broad range of domains is the key to language comprehension, and as a result, a broad ability to learn new things. It is the cornerstone of competence and adaptability in the modern world — to be able to vote responsibly, to comprehend news articles and to honorably serve on a jury. Access to this knowledge provides a sense of belonging to a wider community and a feeling of solidarity with other civic-minded Americans. The more a person knows, the more a person can learn. School choice allows parents to have more involvement and control over their child's education, which in turn emphatically impacts academic achievement.

Bringing a public charter school to our community will be an uphill battle, but we are confident of victory. There are few forces stronger than parents determined to get a good education for their child.

Finger Lakes Classical Academy: A parent's choice. A child's opportunity.

GUEST COLUMN

Angotti: The foundation of classical education

· Maureen Angotti Special to The Citizen

Dec 1, 2020 Updated Jan 6, 2021

What if *all* children had the opportunity to be classically educated? It's difficult to appreciate the possibilities this type of education presents to a young mind unless you have an understanding of classical education and the liberal arts. For most people, old-fashioned or traditional come to mind, which of course begs the question: why? What is the relevance now? In the age of the internet, why would we want to root ourselves in the past? Isn't newer always better? What can young people possibly learn from old books?

There is an expression, "tried and found true." Classical education has a 2,500-year-old history in the West. It began in ancient Greece and was adopted by the Romans. After the fall of the Romans, it lost some traction, but slowly made its recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. Along with so many, it made the voyage to America. Washington has often been compared to the Roman patriot Cincinnatus. Lincoln is one of our greatest witnesses of the value of classical education. Its importance in the history of the West cannot be understated. Steve Jobs repeatedly said that he sought to make Apple the intersection of liberal arts and technology.

Classical education separates itself from modern progressive education for four primary reasons:

Classical education values knowledge for its own sake as well as its concrete application. We are humans. Our interaction requires us to use what we know in the pursuit of life, liberty and happiness. K-12 education has so much more to offer than the limits of vocational training, training that is meant to follow this foundation. Classical education includes a strong emphasis on language, literacy, writing and mastery of the English language. The reading material is the great books in literature that have withstood the test of time and the primary documents throughout the history of our world and our great country. It sees mathematics as a central component of the arts and sciences. Numeracy and an early understanding of the language of mathematics are essential.

Classical education upholds the highest standards of correctness, logic and beauty. The greatest of minds, the complexity of human nature, the most remarkable human events are all brought to life in the classroom. We learn from the top shelf. Mediocre is not an option. It uses a content-rich, traditional curriculum, including the use of classical books and art. Study concentrates itself in the core academic disciplines of history, literature, mathematics and science, while still valuing and appreciating the visual and performing arts.

Classical education demands moral virtue for its teachers and its students. Education is a moral enterprise. Students wear uniforms. All schools must maintain order and decorum for learning to take place. Socratic teaching is used by kind-hearted, virtuous teachers who are subject matter experts. Mastery of the core academic curriculums requires instructions from masters of their content areas. To ensure this, teachers need to be classically educated themselves, be seasoned from a classically teaching school, or be open and willing to put down what they have come to know through state curriculums and methods and learn an entirely different approach to education.

Classical education prepares human beings to assume their places as responsible citizens in the political order. Aristotle defined man as "by nature an animal intended to live in a polis." The knowledge this necessitates for our country can only be gained by a thorough study of American history and government. It is meant to pass on the best which has been thought and said throughout time.

At the center of classical education are standards of teaching excellence, curriculum and discipline. It takes stock in the "tried and true," rather than in the latest fads found in our current nation's schools. Classical education knows career and college readiness are merely byproducts of education and not the totality. The goal is virtuous young adults who do not live with historical or cultural amnesia, but instead are immersed in the legacy they inherited, and are therefore much more likely to value it. They are gifted with a sense of who they are in the context of human history. Classical education aims for students to know the story of our country, and to read and write with facility. It believes that young graduates who are able to use their knowledge of the past to make good decisions in the present and plan wisely for the future will be in high demand. These are the puzzle pieces to the building of a beautiful landscape and a flourishing country.

Maureen Angotti is a member of the board of Finger Lakes Classical Academy, a charter school organizers hope to open in the Cayuga County area in 2022. For more information, visit fingerlakesclassicalacademy.com.

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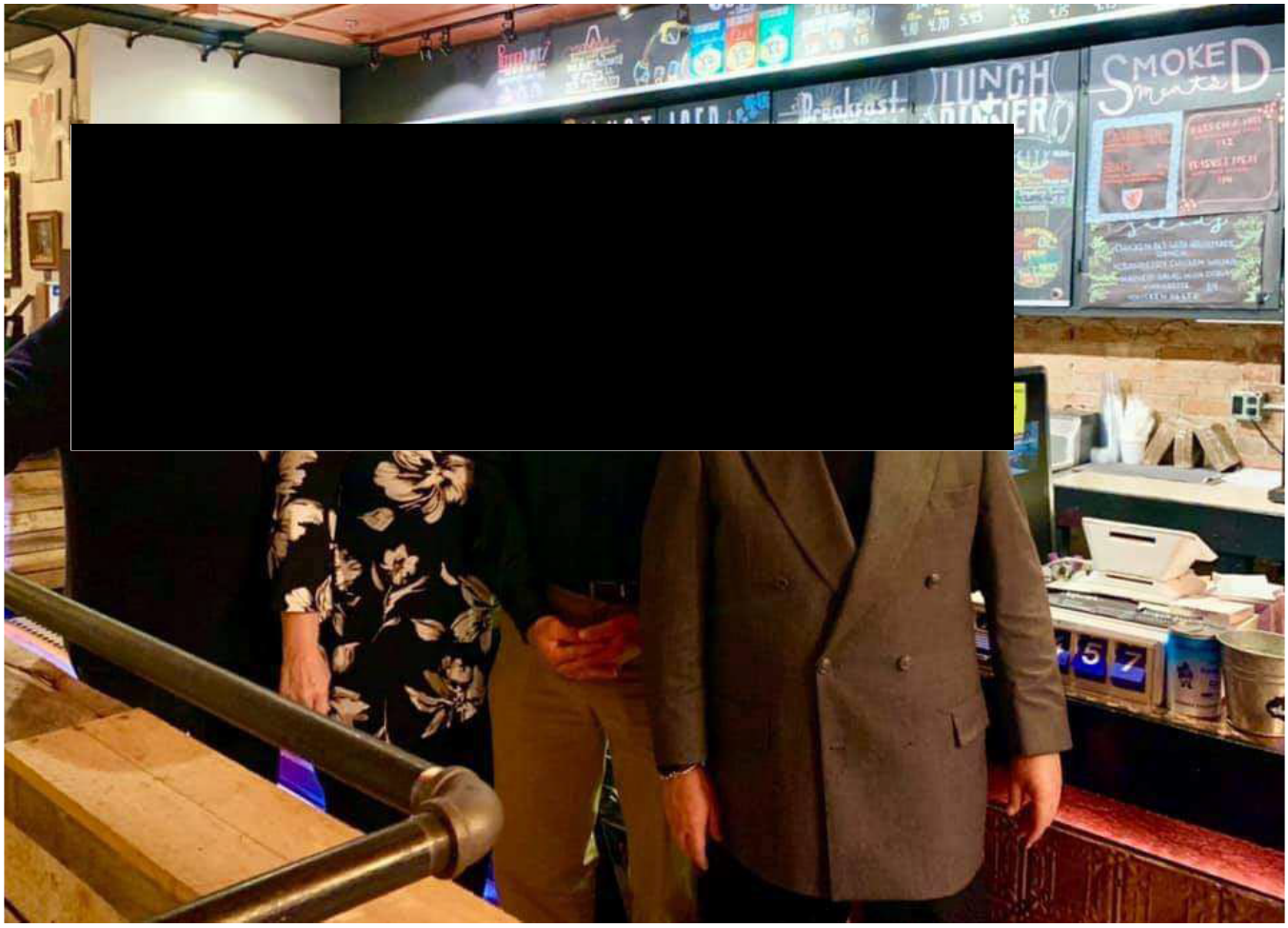
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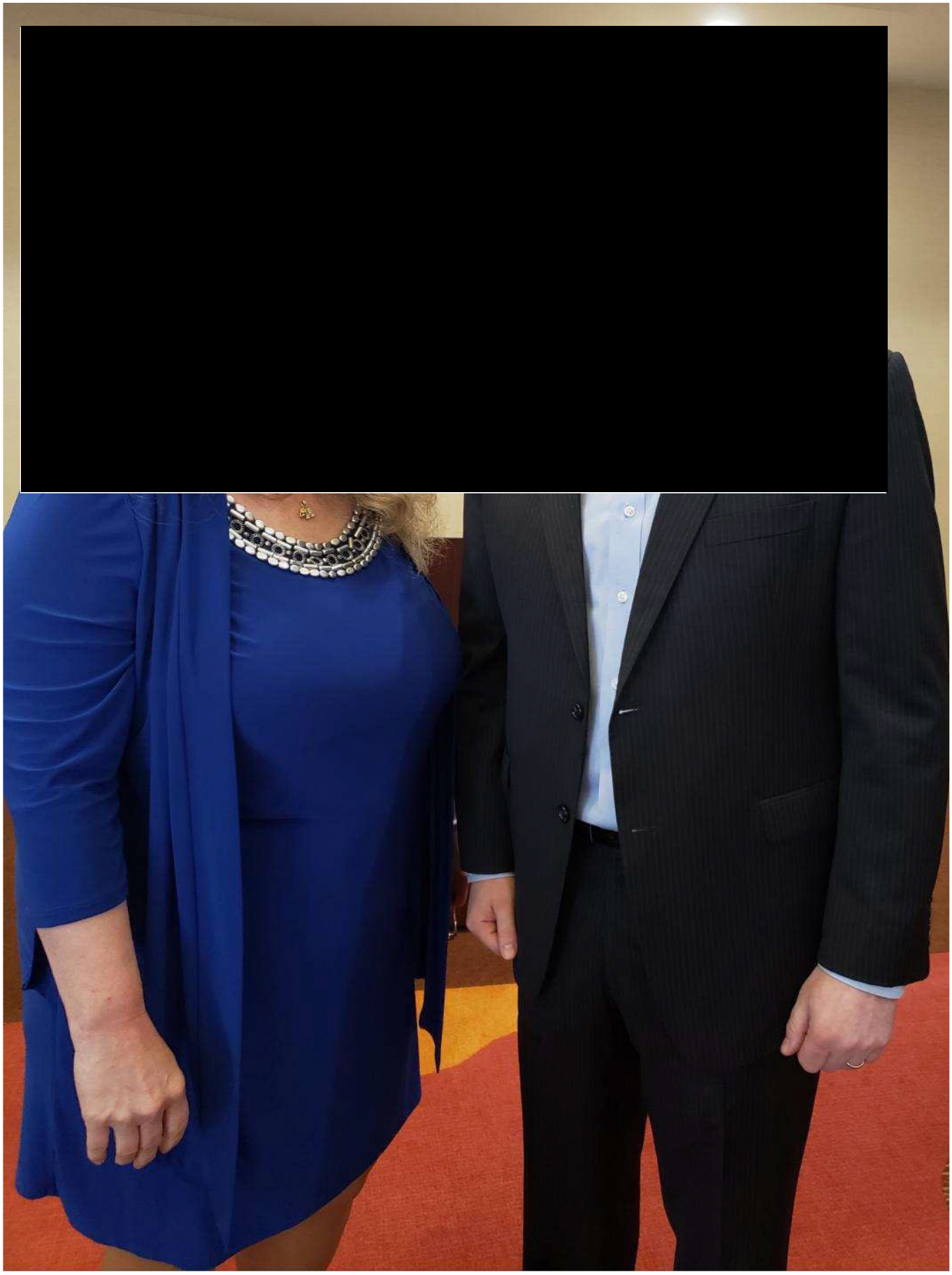
BEGINNING MARCH 19th



Jon
Budelmann
for Cayuga County Surrogate Judge

Campaign Kickoff

Thursday June 3

4:30pm - 6:30pm

$10 per person

hosted by:

A.T. WALLEY & CO
AUBURN, NY

Live Radio Interview with Founder Maureen Angotti and Board Member Robert Ma...

Cayuga County Annual Republican Picnic

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DATE: July 22, 2021

PLACE: Yawger Brook Campgrounds

989 Chamberlain Road

Auburn, NY 13021

TIME: 4-8 pm

COST: $40 PP, $70 couples & $15 for children under 12

Name:.....

Address:_____

Email:_____ Phone:_____

Guest Name(s):_____

Please circle preferred method of contact for future events: EMAIL TEXT MAIL

Please detach the bottom half of this invitation and send with your check for

$40 per person, $70 couples & $15 for children under 12

Make payable to:

CA¥UGA OUNTY REPUBLICAN COMMITTEE

PO BOX 2, AUBURN, NEW YORK, 13021

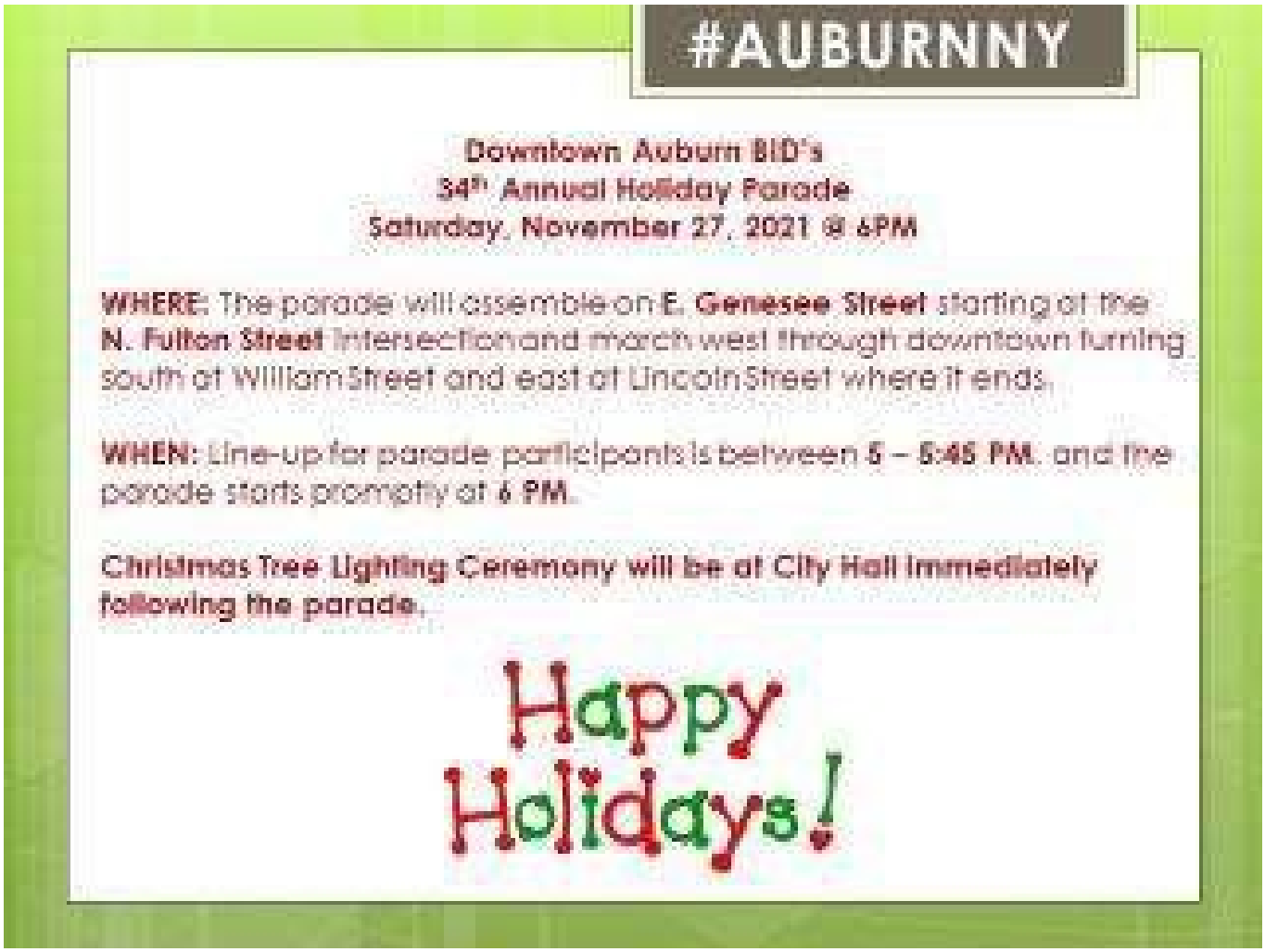
Get involved in the Republican Committee

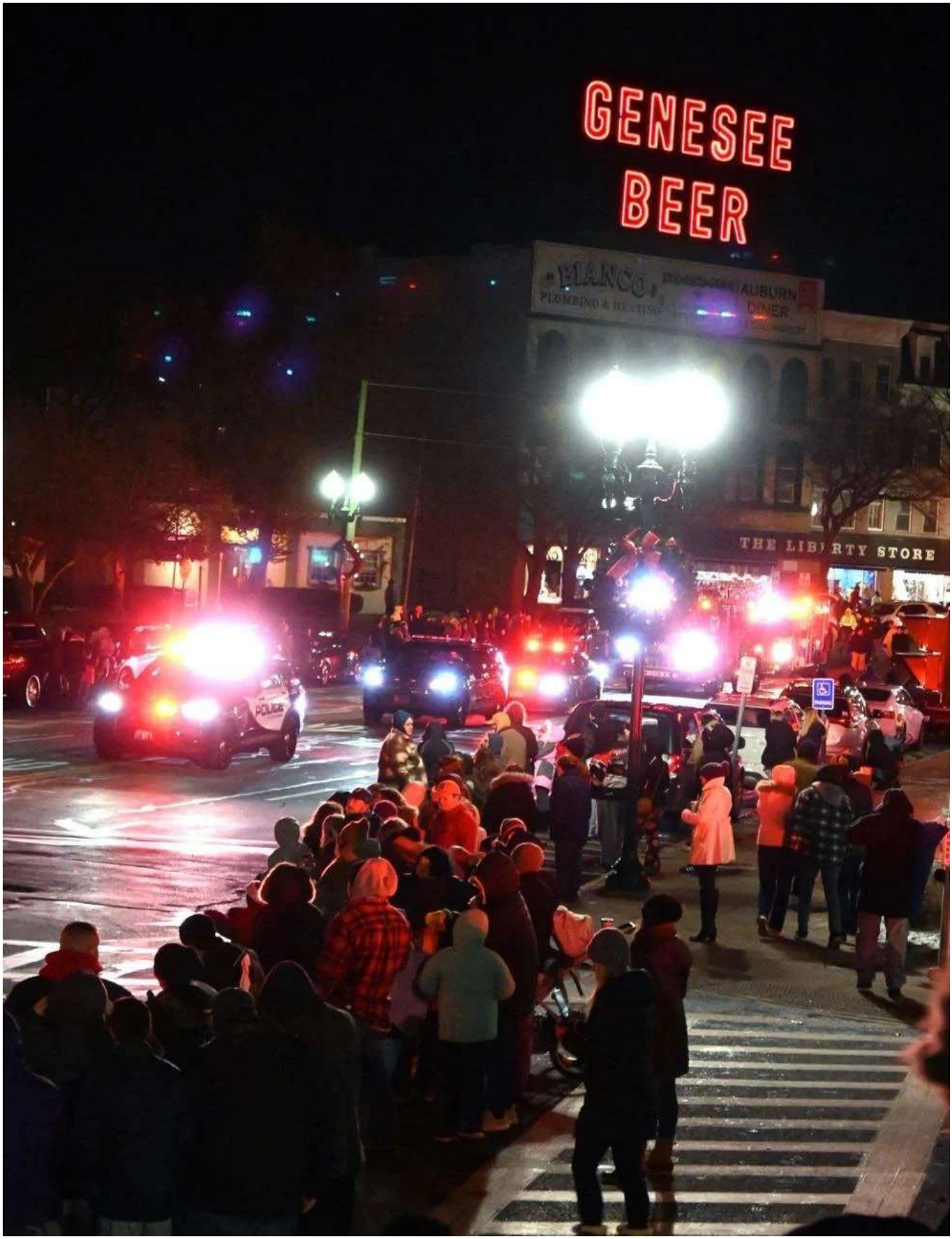
Thi **will be an exciting year!!**)

RSVP wr;tH REMITTANCE BY JULY 20TH TO

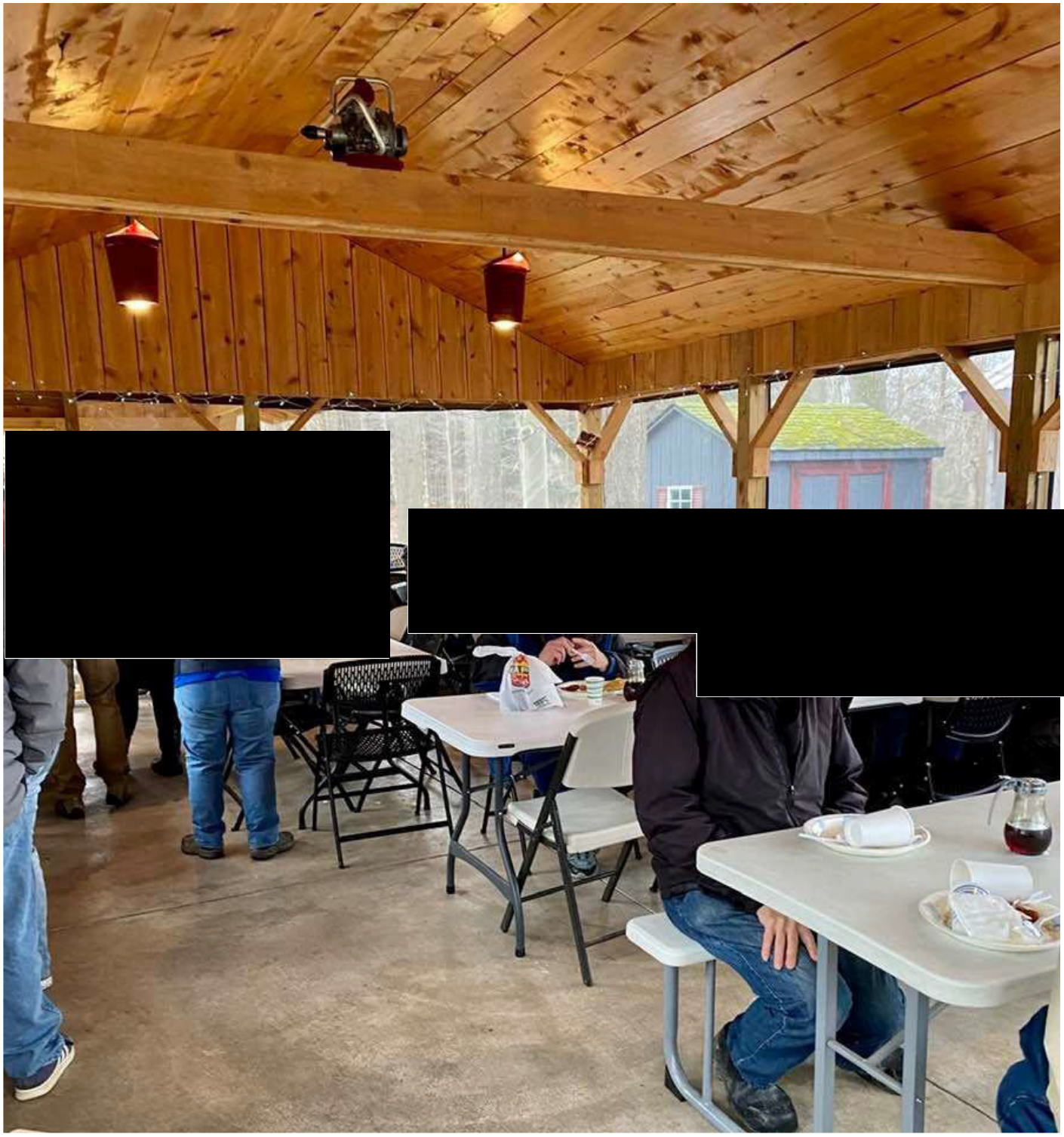
pOREEN HENRY 315·253-3585

Response 24-153


#AUBURNNY
Downtown Auburn BID's
34th Annual Holiday Parade
Saturday, November 27, 2021 @ 6PM
WHERE: The parade will assemble on E. Genesee Street starting at the N. Fulton Street Intersection and march west through downtown turning south at William Street and east at Lincoln Street where it ends.
WHEN: Line-up for parade participants is between 5 – 5:45 PM. and the parade starts promptly at 6 PM.
Christmas Tree Lighting Ceremony will be at City Hall immediately following the parade.
Happy Holidays!


GENESEE
BEER
BIANCO
PLUMBING & HEATING
AUBURN
DINER
THE LIBERTY STORE
POLICE

Smokey Hollow
NY State
Ruby
100% Pure Maple Syrup
1 Liter 33.8 fl oz



School Choice is coming to

Cayuga County

Finger Lakes Classical Academy

Presents a

PUBLIC FORUM

Parents Control their children's education

Non- Political

Please join us to find out how you can help
your children get back to the basics

Children learn

Reading – Writing – Arithmetic

LAKES CHURCH
138 East Genesee Street, Auburn
6pm - Thursday February 17th

Like us on Facebook: Finger Lakes Classical

Go to our website: Fingerlakeclassicalacademy.com

Response 24-159

School Choice is coming to

Cayuga County

Finger Lakes Classical Academy

Presents a

PUBLIC FORUM

Parents Control their children's education

Non- Political

Please join us to find out how you can help
your children get back to the basics

Children learn

Reading – Writing – Arithmetic

Mamma Maria's NY Pizza
217 Grant Avenue, Auburn
6pm - Tuesday March 15th

Like us on Facebook: Finger Lakes Classical

Go to our website: Fingerlakeclassicalacademy.com

Response 24-160

School Choice is coming to

Cayuga County

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Presents a

PUBLIC FORUM

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Non- Political

Please join us to find out how you can help
your children get back to the basics

Children learn

Reading – Writing – Arithmetic

Cindy & Dennis Baney Residence
6017 West Lake Rd, Auburn
6pm - Thursday March 24th
6pm - Wednesday March 30th
6pm - Tuesday May 3rd
6pm - Tuesday May 10th

Like us on Facebook: Finger Lakes Classical

Go to our website: Fingerlakeclassicalacademy.com

Response 24-161

Highly anticipated Lake Avenue garage sale in Auburn returns

A sign advertises the Lake Avenue sale Wednesday along the road.

David Wilcox, The Citizen

David Wilcox

The annual **Lake Avenue garage sale** is one of the most asked-about events in the Auburn area.

"Is it happening this year?" "Is it still the first Saturday in May?" "Is it still on Lake Avenue?"

The fact the sale **didn't take place** last year — due to the COVID-19 pandemic — has led to even more questions about it this year.

But the sale will indeed take place this weekend, its traditional first Saturday in May. Located along Lake Avenue from the Owasco River bridge to Auburn High School, the 17th annual sale will last from 9 a.m. to 2 p.m. May 1. As any previous shoppers of the sale know, however, both those hours and those directions are elastic, and could extend as much as any homeowner desires.

Footnote: Maureen Kinney Angotti stated she obtained a lot of petition signatures at this event, "Our booth was full".

Cayuga County Annual Republican Picnic

Come Join us, One and All

For an old fashion picnic

Good Food, Family & Friends

DATE: July 21,2022

PLACE: Yawger Brook Campgrounds

989 Chamberlain Road

Auburn, NY 13021

TIME: 4-8 pm

COST: $40 PP, $70 couples & $15 for children under 12

Name:_____

Address:_____

Email:_____Phone:_____

Guest Name(s):_____

Please circle preferred method of contact for future events: EMAIL TEXT MAIL

Please detach the bottom half of this invitation and send with your check for

$40 per person, $70 couples & $15 for children under 12

Make payable to:

CAYUGA COUNTY REPUBLICAN COMMITTEE

PO BOX 2, AUBURN, NEW YORK, 13021

Get involved in the Republican Committee

This will be an exciting year!!

RSVP WITH REMITTANCE BY JULY 18th TO

DOREEN HENRY 315-253-3585

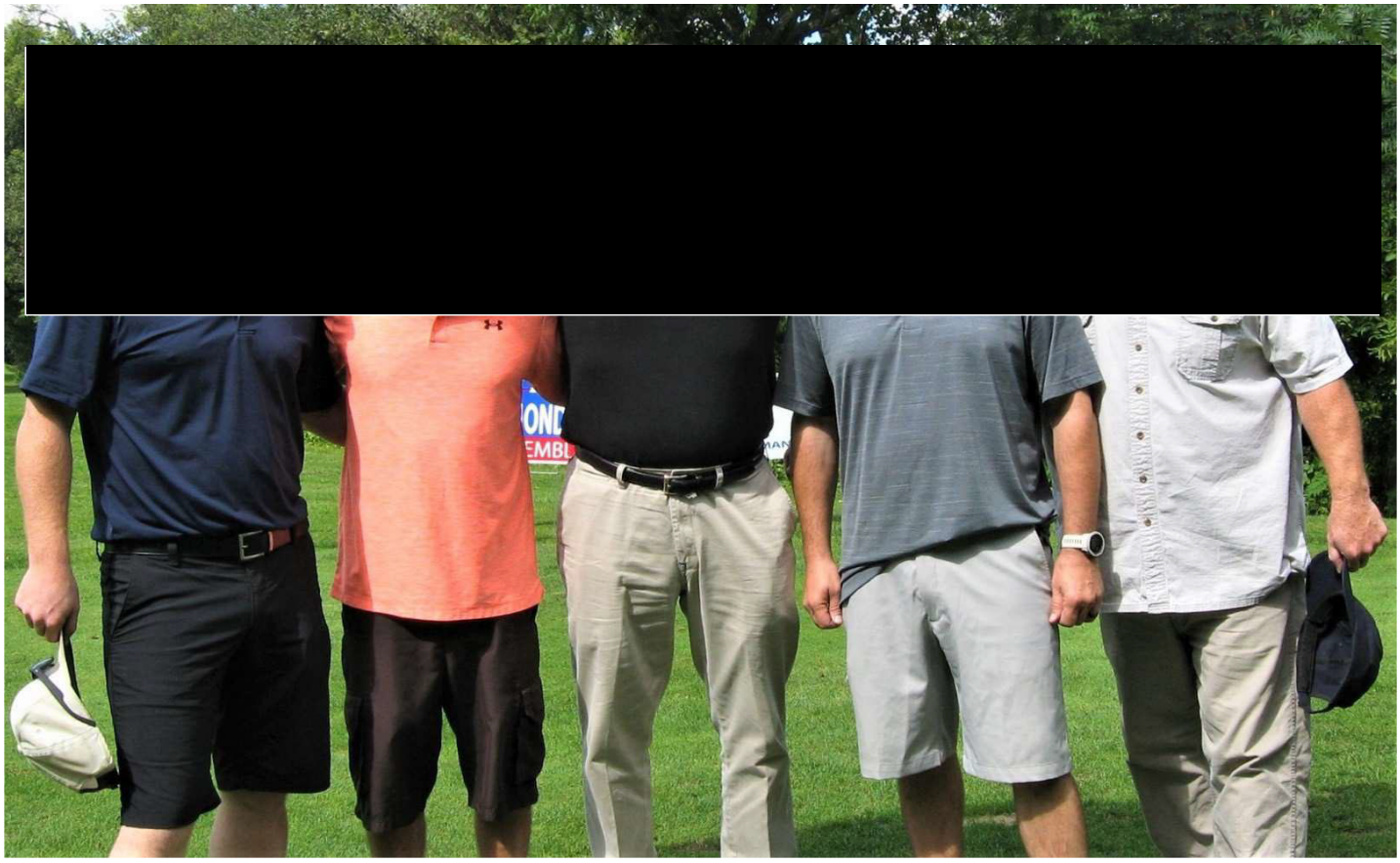
EXIT
21/07/2022

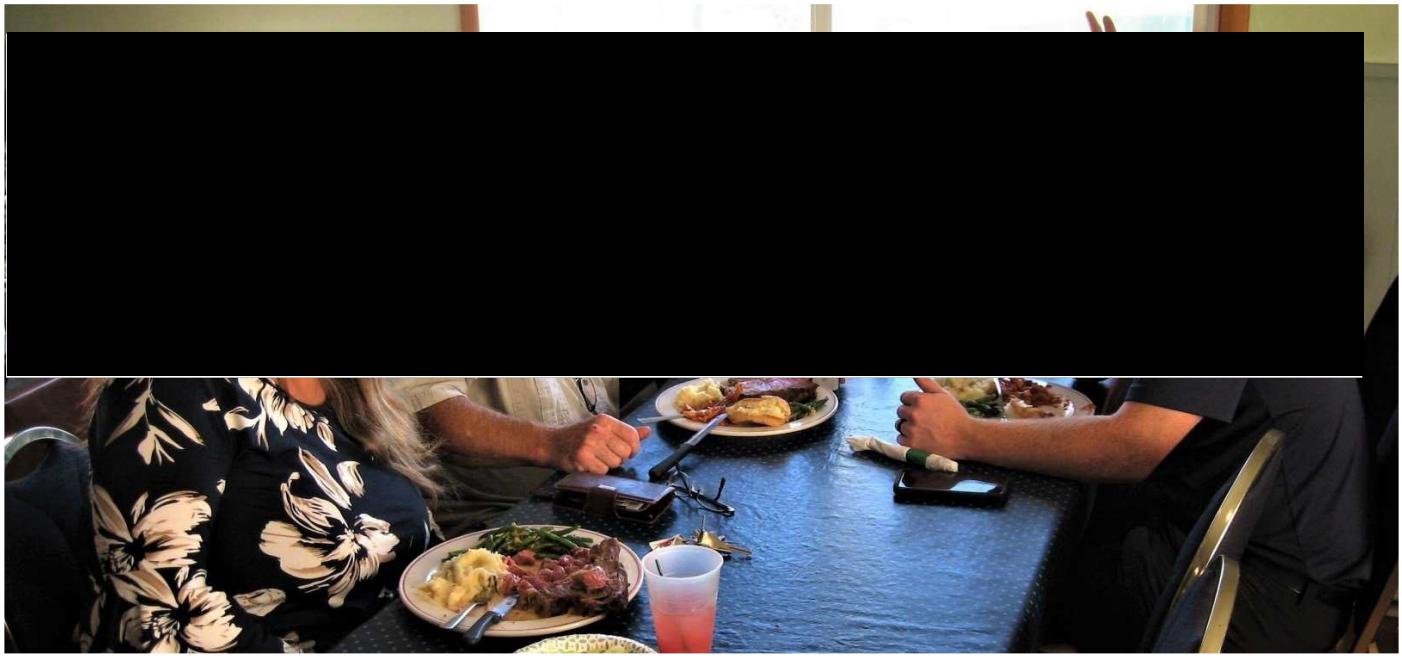
CAYUGA COUNTY TOWNS
HIGHWAY SUPERINTENDENTS
ASSOCIATION

Cayuga County

Women's Republica

[redacted]





CAYUGA COUNTY
NEW YORK
1860
REPUBLICANS
Please Join The
CAYUGA COUNTY GOP
For A
MEET & GREET
with
CONGRESSWOMAN CLAUDIA TENNEY
ASSEMBLY LEADER WILLIAM BARCLAY
ASSEMBLYMAN JEFF GALLAHAN
ASSEMBLYMAN JOHN LEMONDES
SHERIFF BRIAN SCHENCK
DISTRICT ATTORNEY BRITTANY ANTONACCI
JASON COOK FOR SUPREME COURT
JAMES VAZZANA FOR SUPREME COURT
JULIE ABBOTT FOR STATE SENATE
Sunday, September 25th
4:00 PM - 6:00PM
Hilton Garden Inn Auburn
74 State St, Auburn, NY 13021
Paid for by Claudia for Congress

RE-ELECT

FINGER LAKES CLASSICAL ACADEMY

Coming Soon...
Tuition-free,
Public Charter School

"I cannot remember the books I've read any more than the meals I've eaten; even so, they have made me."

~Ralph Waldo Emerson

Complete an "Expression of Interest" Form at:
fingerlakesclassicalacademy.com

www.facebook.com/Finger-Lakes-Classical

Classical education

- A content-rich core knowledge curriculum integrating literature, history, math, science, music, and the arts.
- Explicit phonics and latin to give your child a solid foundation in literacy.
- Ability-grouped Singapore math curriculum.
- Highly engaging, direct, teacher-led instruction.
- Cultivating independent and critical thought through methods such as Socratic seminar.
- A classical, liberal arts education that will help your child flourish and live a good and meaningful life.

SEEK the TRUTH
DO the GOOD
LOVE the
BEAUTIFUL

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Classical Academy
- Public Charter School
- Classical Education
- Tuition-FREE
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R-04e Evidence of Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Evidence of support should be concrete and specific to the proposed school. Generic support for charter schools or educational choice and innovation in general is not sufficient.
Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

The desire for school choice options has been expressed in the community for a long time. Our community has a hole where private school options are present only for those who can afford them. Yet, the enrollment, despite the socio-economic state of the area, shows the desire for parents to educate outside of the typical public school model. Families are struggling to choose between their child's education and the financial stability of their homes. We have spoken with many families who have chosen the homeschooling option post-pandemic, but would much prefer a classical charter. Where there were once thriving parochial schools, there are no longer any directly financially supported by the Rochester Diocese. We are missing a free option for economically disadvantaged members of the community, as well as the middle class. The cumulative need for an alternative public school option became clearer at a community gathering in February 2018 and has been significantly highlighted since the pandemic.

When it became apparent through much emotional and vocal expression that change was needed, community members met at a regular social event. Community members discussed the lack of strong foundational basics in reading, writing, and math, and the void of science and history. The three primary concerns repeated by our community have been the insufficient reading/writing programs, pushing children to the next grade regardless of their progress, and the many struggles in common core math with parents unable to help.

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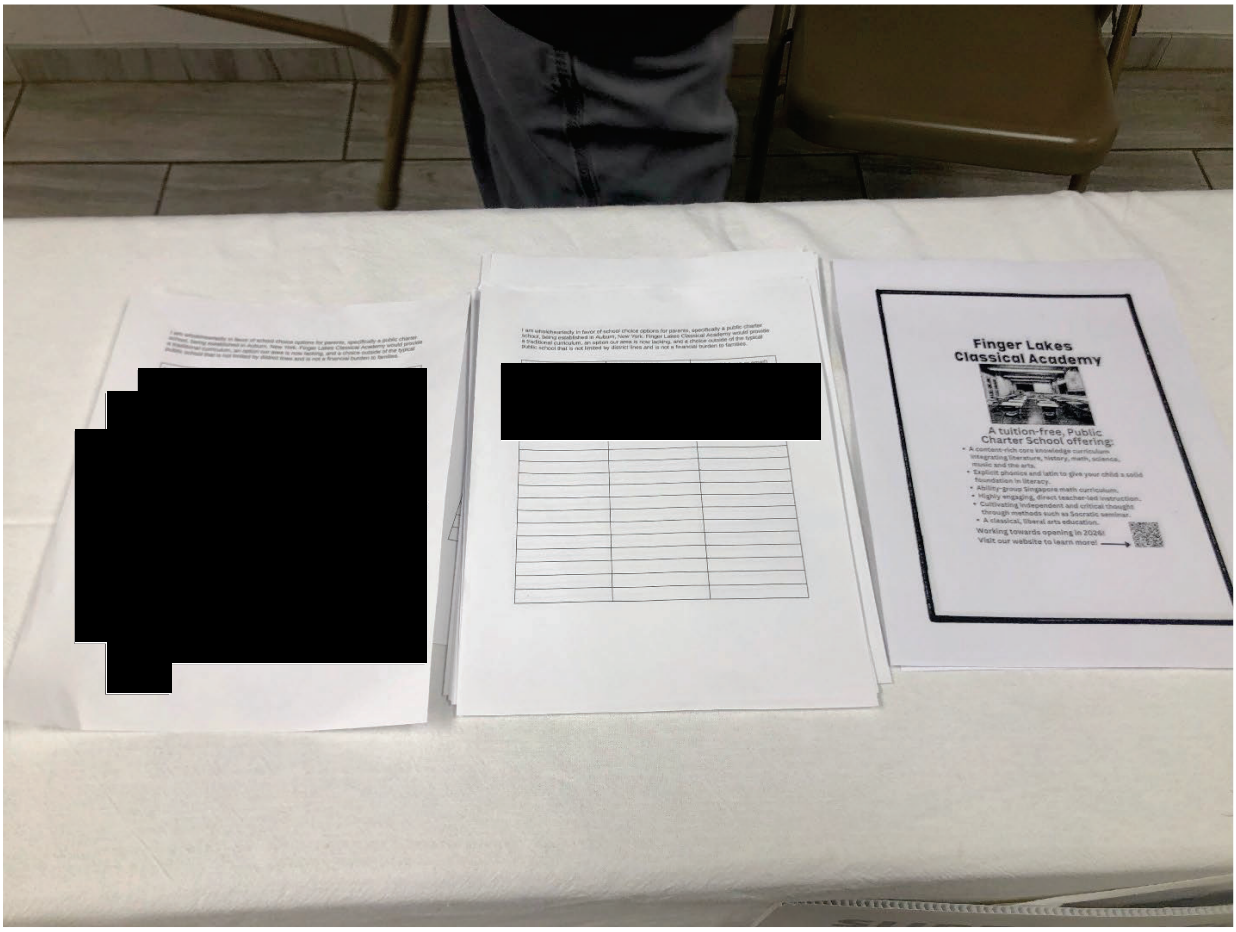
[redacted]
I am wholeheartedly in favor of school choice options for parents, specifically a public charter school, being established in Auburn, New York. Finger Lakes Classical Academy would provide a traditional curriculum, an option our area is now lacking, and a choice outside of the typical Public School that is not limited by district lines and is not a financial burden to families.
[redacted]
Finger Lakes Classical Academy
A tuition-free, Public Charter School offering:
• A content-rich core knowledge curriculum integrating literature, history, math, science, music and the arts.
• Explicit phonics and latin to give your child a solid foundation in literacy.
• Ability-group Singapore math curriculum.
• Highly engaging, direct teacher-led instruction.
• Cultivating independent and critical thought through methods such as Socratic seminar.
• A classical, liberal arts education.
Working towards opening in 2026!
Visit our website to learn more!

March 20, 2025

New York Charter School Authority:

I am in total favor of school choice options for parents, specifically a Public Charter School, being established in Auburn, N.Y. Finger Lakes Classical Academy, would focus on providing students with a classical education. I believe this is so needed in our country in general and particularly in this area of Central N.Y. As a retired School Nurse I see the decline more and more students dreadfully poor language and math skills and only a glancing acquaintance with history of our country. No country can survive with a semi-literate citizenry who has no understanding of founding principles. So while this can not be turned around immediately, the establishment of a Public Charter option with a Classical Education curriculum in Auburn, N.Y. is one thing we can do to begin to repair the damage ill-conceived education policies & Law in our society over the last several decades.

[redacted]

1/12/25 JUBILEE

I am wholeheartedly in favor of school choice options for parents, specifically a public charter school, being established in Auburn, New York. Finger Lakes Classical Academy would provide a traditional curriculum, an option our area is now lacking, and a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families.

NAME	SCHOOL DISTRICT	CONTACT (phone or email)
[redacted]		

1/17/25

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Date: 1/17/25

State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but the rest of the humanities, with a true emphasis on American history. It will also use the world's top rated Singapore Math program.

I believe this is sorely needed in our country in general and in particular in this area of central New York. More and more students have dreadfully poor language and math skills and only a glancing acquaintance with the history of our country and our civilization. This is not only detrimental to the individual students, but to our Republic as well. No country can survive with a semi-literate citizenry who has no understanding of the country's founding principles (and our country stands out among the nations of the world in actually having founding principles!) and even less regard for them. This is a dismal tide that is washing over school after school, child after child in our land.

So, while this floodtide cannot be turned back immediately, the establishment of a Public Charter option with a Classical Education curriculum in Auburn, is one thing we can do to begin to repair the damage ill-conceived education policies have had on our society over the last several decades. Thank you for your time.

Yours truly,

[redacted]

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Yours truly,

[redacted]

School Choice Questionnaire

When a student is preparing to graduate from high school, parents spend a great deal of time and money searching for a college or vocational training that will be the "right fit" for continuing their education. The academics and school culture are of primary importance. In contrast, our children's K-12 education is often taken for granted or accepted as defined by district lines. In New York State, it is determined by our address, not a parent's choice. How much thought do we put into whether our children are in a school that best meets their needs and reflects our values as parents, family members, and taxpaying citizens? Through this survey we aim to give you a chance to explore available options in education and to determine what you believe is important for children, the future of our communities.

Please rate in order from 1-10 the ideas that are most important to you when you think about a child's education.

- ○ Small class sizes
- ○ Content-rich curriculum
- ○ Strong arts and music programs
- ○ Strong sports programs
- ○ Foreign language offered in primary grades
- ☒ Emphasis on values and civic duty
- ○ Advanced Placement (AP) classes offered
- ☒ Highly qualified teachers
- ○ Ability to address special needs
- ☒ School ranking based on student achievement and test scores

Rate 1-5 the most important components of education you want to support with your tax dollars?

- ○ Staff salaries
- ☒ Staff training/development
- ○ Transportation
- ○ Computers and Classroom Technology
- ☒ Vocational learning
- ○ Sports Teams
- ☒ Language, art, and Music Education
- ☒ Books and materials

Please check the alternative schools in Cayuga County you are aware of?

- ○ Homeschool Co-ops
- ○ St. John Paul II Academy (Cayuga, NY)
- ○ Tyburn Academy of Mary Immaculate (Auburn, NY)
- ☒ Creative Minds Montessori School (Auburn, NY)

Date	**Stakeholder**	**Venue**	**Result**
7/5/2021	Bill Sherman, Town of Cayuga Mayor	Mrs. Henry Personal residence	
7/5/2021	Doreen Henry, Community Leader, Retired School Nurse	Mrs. Henry Personal residence	Helping with Application, already signed letter of support
7/1/2021	Maura DelFavaro & Conor O'Donnell	Tyburn Academy, Auburn, NY	Understanding of Charter School Initiative does not see as a threat
6/23/2021	Jeffery Gasper, Auburn School Board Member	Pheonix Bldg, Auburn, NY	Supportive of Charter School Initiative, willing to help
6/23/2021	Ann Marie Daum, Pres. Union Springs School Board	Auburn Eye Care, Auburn, NY	Supportive of Charter School Initiative, willing to help
6/3/2021	Budelmann for Court Judge Campaign Kickoff, Cayuga County DA (2007-present)	AT Wally's, Auburn, NY	Discussions with local officials regarding FLCACS
5/12/2021	Meeting with Jeff Pirozzolo, School Superintendent, and Sarah Cupelli, Assistant. Superintendent of Curriculum and Instruction	Auburn City School District, Harriet Tubman Building, Auburn, NY	Extremely supportive, willing to help with all items including special ed coordination, plus evaluating curriculum for compatibility

4/24/2021	Congressman Lee Zeldin Meet & Greet	Hilton Garden Inn, Auburn, NY	Discussions with various County Leadership about the Project as well as with Congressman Lee Zeldin, NY Governor Candidate
2/12/2021	Amanda Carder, Daycare Owner	Daycare Facility, Grant Ave, Auburn	Distributed flyers to families
2/10/2021	Erika Sennett, Owasco PTO President	phone	Wrote letter of support / distributed flyers to give to interested parents
1/30/2021	Presentation at meet and greet for Assemblyman John Lemondes	Octane Social House, Auburn, NY	Update Assemblyman on progress, had already received support letter
1/21/2021	Phone meeting with Dan Fessenden, former Assemblyman, Head of Emerson Foundation	Phone	Supportive of Charter School Initiative, willing to help
2/25/2020	Timothy Locastro, Auburn City Council	Dunkin' Donuts, Auburn, NY	Wanted more info, concerned with public school budget impacts
9/14/2019	Keith Batman, Cayuga County Legislator	phone/email	Supports school choice, but afraid of impact on public school budget
5/4/2019	Cayuga County Republican Women's Brunch	Springside Inn, Auburn, NY	Besides support, recruited Martha Rescigno to join board

3/27/2019	Roberta Massarini, Cayuga County Rep Party Chair	Roberta's home	Set up Presentation at Women's Brunch, eventually joined Board
3/26/2019	Cayuga County Legislature presentation	Cayuga County Building	Presentation to entire Legislature
3/11/2019	Patrick Mahunik, Cayuga County Chair, Auburn School Board	Panera Bread, Auburn, NY	Prepared ground for Presentation to Legislature
3/5/2019	Tucker Whitman, Cayuga County Legislator, Chair (2019)	Mr. Whitman's office	Set up time to present to entire Legislature
12/12/2018	Gary Finch	Mr. Finch's office	Verbally supported
11/27/2018	Patrick Cameron	Mr. Cameron's office	Supported idea and set up meeting with Assemblyman Finch
09/14/2018	Aileen McNabb-Coleman, Cayuga County Legislator, Chair (2020)	Prison City Restaurant, Auburn, NY	Supported school choice, but was unwilling to document support
03/08/2018	Pamela Helming, State Senator	NYS Senator Helming's office	Asked for more info, eventually wrote letter of support
1/10/2017	Jen Furnia, Head of JPII Academy	John Paul II Academy, Cayuga, NY	Understanding of Charter School initiative does not see as a threat

Below are some of the email interests we have received:

==========

February 8, 2024

Name: Suzanne Searing
Subject: I have a prespective student
Message: Is the opening for the school still planned for 2025? I would be interested in helping in some way.

==========

May 26, 2023

For those of you at last night's meeting and who heard Maureen Angotti speak on the Finger Lakes Classical Academy and charter schools in CNY and want more information about educational choice for Cayuga County, I am including some contact information.

For those of you who were unable to attend our meeting last night, you may well find this information to be of interest, especially if you are the parents or grandparents of young children.

Finger Lakes Classical Academy is working to establish a charter school in Cayuga County based on a classical curriculum. Finger Lakes Classical Academy would provide an alternative to public and private schools and be affordable for middle class residents.

For more information on this initiative please visit:

https://www.fingerlakesclassicalacademy.com

or email

fingerlakesclassicaledu@gmail.com

Jim Dishaw

==========

January 25, 2023

Hello,
I've been in contact with you before and was wondering if there was any update.

I was wondering if your board has considered a different location for this proposed charter school?
What about Canandaigua/Victor?

I know those are rated better schools however there is a bigger population/pool of potential students and homeschooling is growing greatly in these areas.

I know many want and wish to homeschool using the CC platform(that's growing massively in these locations) because they want a better education and one free of the sexual/political agendas now being pushed in public education. Yet that is not an option for them because of the financial and time constraints so a classical education charter school would fit perfectly.

Just had this thought to share.
Thanks to all of you for your efforts in this.

Sincerely a concerned parent
Lynsey Mandela
==========
September 16, 2022

Hello,

I am interested in the Fingerlakes Classical Education Academy. Please contact me with any information you may have this point. Thank you.

Regards,

Karen M Sheftic-Burns
==========
May 22, 2022

Hello,
I have filled out the forms and we are very interested, in fact hoping and praying this school opens for daughter when she's starts kindergarten Fall 2023.

Do you have any idea of a potential location?
Seneca Falls? Auburn?

We are in Geneva but look to move east due to my husband's job.

Thank you
Lynsey Mandela

==========
April 20, 2022

Hello! Congratulations on the exciting progress you are making on starting a new charter school. Auburn is a great location for an academically rigorous charter school.

I am a huge fan of the classical philosophy of education and have tried to incorporate as much as I can as a language arts and history teacher at a small private school near Ithaca. But the drive is really long. I'd love to pursue a similar teaching opportunity closer to home.

Would it be possible to chat with someone about future opportunities? Or perhaps I could attend the next board meeting to get a sense of what you're working on?

Thanks so much!
Alyssa
==========
December 2, 2021

Hello, I really want to put my daughter in a classical education charter school.
She would be entering kindergarten in 2023.
If the schools does indeed open in 2023 is it correct you would only be offering K4 at that time?
If you added a grade each year after that my daughter would then always be a year ahead correct and then unable to attend?
I appreciate the information. My husband and I have a lot to consider for her education and would really like her to attend this school.

==========
June 30, 2021
Hi, Is this school for elementary children only? What’s the highest level of education that you offer?
Denise Traver
==========
June 30, 2021

"I recently saw that this school was hoping to open soon and I am extremely interested in helping/being a part of it!"
"I am excited and eager to be a part of this school in any way I can! Looking forward to hearing from you! :)"

Laura Kowal

==========

June 11, 2021

Hello I am currently homeschooling my 6th and 9th whom I took out of Auburn City Schools 2020-2021 school year. They this far have been quite successful however socially they have lacked recently. I am tossing around the idea on continuing to homeschool or have them back in a school setting. What grade will Fingerlakes Classical Academy go to and what will the options be once they reach that grade level for their continued education? When is the school looking to open specifically- September 2022? I am very interested in any further information that can be given. Thank you so much,
Erin Isgar An excited parent of two in school 😊

==========

March 30, 2021

"I completed a form of interest for my three children a while back (Elizabeth, Jed and Joe McKellar), and just noticed that you have information sessions that people can attend. I was wondering when you are planning to have the school open, and if so, if a location has been determined?"
Thanks!

Katherine

==========

March 6, 2021

Where will you be located?

Cynthia Maloney

==========

March 3, 2021

Hello! We have a tremendous amount of interest. What grades do you plan to offer? And where do you plan to open your location? thanks!

Pennie Paylus

==========

February 27, 2021

Where will this school be located?

Heather Willis
==========
February 11, 2021

Fantastic! Would like to learn more.

Pastor Dennis and Sharon Grimes
==========
January 27, 2021

Please email me information about the school when you have time.

Tabatha Fleming-Weinerth
==========
January 14, 2021

Hi. I am interested in more information and considering applying my son for Kindergarten. My number is 315-418-6584. I look forward to hearing from you!

Erika Kuhlmann
==========
March 9, 2020

Hello,
Where will your school in the Finger Lakes be located?

Rebecca Lepp
==========
August 19, 2019

Hello! I have already filled out an interest form for my children, but I have a few more questions! Where will the academy be located? Also, will only certain children in certain school districts be eligible to apply? We are in Bloomfield school district, for example, and I didn't know if that mattered? We also love Hillsdale College and are so, so thrilled at the idea of a charter school in the Finger Lakes, as are many of our friends! Thank you so much.

Elisabeth Thomas
==========
August 8, 2019

Hi,
My family recently moved into the Finger Lakes area, and I'd love to meet and speak with someone about the work you all are doing. My children have been attending a Classical Christian school in the Atlanta area for years and we'd hoped to find something comparable here.
I'm currently working in the Rad Locals co-working space in Auburn and would be happy to meet most any day for coffee or lunch to learn more.
Feel free to call or email.
Thanks,

Buck
==========
July 23, 2019

Please send info on new schooling options in education.

Kathleen VanWormer
==========
July 23, 2019

Hello! We live in East Bloomfield. Are we eligible to attend Finger Lakes Classical Academy?
Thank you!

Erin Steele
==========
May 28, 2019

When is your projected opening date? Etc.

Message: I saw your organization in the 2019 Auburn Memorial Day Parade. My children attended charter schools in Utah, so I was thrilled to see that we may soon have this option. I look forward to hearing from you!

Jennifer Sova
==========

June 22, 2018

I am interested in learning more about the Academy.

Thank you.

Meg Walsh

==========

May 27, 2018

I would love to learn more about your school as both and educator and a parent.

Melanie Maher

==========

May 27, 2018

Add me to your mailing list.

Mike Brady

==========

March 26, 2018

Good afternoon. My name is Jessica Hunberstone. I have a daughter named Lucy Humberstone who is 6 and currently in first grade enrolled in Auburn NY public school. I've come across this page from a friend who has a daughter in a charter school setting and I've been very interested in more information on your school when it becomes available. If there is any information or some sort of list I can get our name on that would be amazing.

Thank you for your time.

Sincerely,

Jessica Humberstone

==========

On our website, we have a segment for people to fill out a "School Choice Survey" and an "Expression of Interest" specifically for parents. As of July 10, 2021 we have had 47 people fill out the "School Choice Survey" and 81 families fill out an "Expression of Interest." This is in addition to the people who signed Letters of Support and have emailed us.

We have also collected names, emails, and phone numbers from interested people at the various public events. Currently, our email base consists of over 850 contacts and continues to grow. People are hesitant to give out their email if they are not interested in the project, so having gathered that many emails shows a clear interest in the project. On the next page is an example of the survey. Expressions of Interest will be discussed in Request 04f - “Evidence of Demand”.

Susan M. Dwyer
[redacted]

February 9, 2021

To The State University of New York Charter School Authorizer:

Dear Madame/Sir:

As a lifelong resident of Auburn, and a very active and involved person in my community, and as serving in the elected position of Cayuga County Clerk for the past 17 years, I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance to me and my family. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society. With everything changing so quickly in our country, I believe one of the most important issues is that parents will be afforded choices in the way they raise their children. At the top of my list would be choices of how their children are educated.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I support the Board Members' intentions and their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

I strongly support that the Finger Lakes Academy be offered as an excellent choice of education to the families in our community.

Sincerely,

Susan M. Dwyer, Cayuga County Clerk

SHOP

NEW YORK STATE LEGISLATURE

February 16, 2021

Finger Lakes Classical Academy Charter School Board of Trustees
Auburn, N.Y. 13021

Dear Board Members:

Upon our review of information regarding your plans, we are impressed by your outreach efforts and resulting community support for establishing *the Finger Lakes Classical Academy Charter School (FLCACS).*

This is no small undertaking in this day and age in the midst of the COVID- 19 pandemic to rally community support and develop a path toward an alternative classical education format that has excited area residents. It is clear that the mission of the academy is to provide an innovative educational option to prepare our young people for a productive future.

We are sure that the trustees' application will receive careful review by the state, and the effort that has been poured into the application will secure the necessary approvals.

Continued community support for the establishment of the *Finger Lakes Classical Academy Charter School* is clear, and we extend our applause to those in the community who have labored toward this very end.

Sincerely yours,

[redacted]

PETER OBERACKER
State Senator

[redacted]

PAMELA A. HELMING
State Senator

[redacted]

JOHN LEMONDES
State Assembly

[redacted]

BRIAN MANKTELOW
State Assembly

PRINTED ON RECYCLED PAPER

February 11, 2021

To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. As a leader in my community, a parent, and an active member of the Parent Teacher Organization within my child's school, I am wholeheartedly in favor of parents being in charge of how their children are educated. School choice is important for children, parents, and the entire community. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all. Our community deserves a choice in our children's education, an opportunity to provide them with a different education.

Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children. An education that is not dictated by the state, one that can provide different ways to learn.

I fully support Finger Lakes Classical Academy.

Thank you,

Name: Erika Sennet

Title: Parent & Owasco Parent Teacher Organization President

January 2, 2021

To The State University of New York Charter School Authorizer:

I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I wholeheartedly agree with the Board Members' intentions that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you,

[redacted]

Daniel Massarini

ABCD Lead Teacher
Seneca Falls Head Start

January 15, 2021

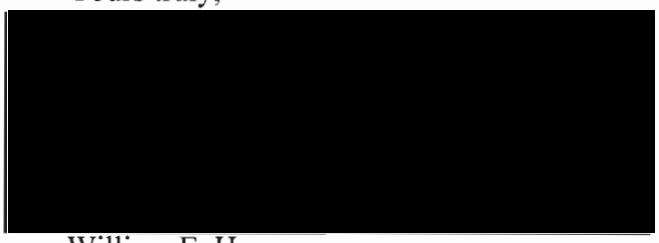
To The State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but also the rest of the humanities, as well as a true emphasis on American history. It will use the world top rated Singapore Math program.

I believe this is sorely needed in our country in general and in particular in this area of central New York. More and more students have dreadfully poor language and math skills, and only a glancing acquaintance with the history of our country and our civilization. This is not only detrimental to the individual students, but to our Republic as well. No country can survive with a semi-literate citizenry who has no understanding of the country's founding principles (and our country stands out among the nations of the world in actually having founding principles!), and even less regard for them. This is a dismal tide that is washing over school after school, child after child in our land.

So, while this floodtide cannot be turned back immediately, the establishment of a Public Charter option with a Classical Education curriculum in Auburn, is one thing we can do to begin to repair the damage ill-conceived education policies have had on our society over the last few decades. Thank you for your time.

Yours truly,



William E. Heary

CEO
Grant Management Associates, Inc.

January 27, 2021

To The State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but also the rest of the humanities, as well as a true emphasis on American history. It will use the world top rated Singapore Math program.

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Yours truly,

[redacted]

Date: 01/29/21

To The State University of New York Charter School Authorizer:

I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I have no questions as to the value of the Board Members' intentions nor their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you,

[redacted]

Date: 01/31/2021

To The State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but also the rest of the humanities, as well as a true emphasis on American history. It will use the world top rated Singapore Math program.

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Yours truly,

[redacted]

February 9, 2021

To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. School choice is important for children, parents, and the community as a whole. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all.

Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children.

I fully support Finger Lakes Classical Academy.

Thank you,

[redacted]

Name: Dina Drenner

Title: Parent of 3 children

Date: 2-11-21

To The State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but also the rest of the humanities, as well as a true emphasis on American history. It will use the world top rated Singapore Math program.

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Yours truly,

[redacted]

Date: 2/11/21

To The State University of New York Charter School Authorizer:

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The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I support the Board Members' intentions and their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you,

[redacted]

Date: 2/11/21

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Yours truly,

[redacted]

Date: 2/11/2021

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Thank you,

[redacted]

Date: 2/12/12

To The State University of New York Charter School Authorizer:

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Thank you,

[redacted]

Date: 2/13/21

To The State University of New York Charter School Authorizer:

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Yours truly,

[redacted]

Date: 02/13/2021

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Yours truly,

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Date: 2-13-21

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Yours truly,

[redacted]

Date: 2-14-21

To The State University of New York Charter School Authorizer:

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Yours truly,

[redacted]

Date: 2/14/21

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Yours truly,

[redacted]

Date: 5/7/21

To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. School choice is important for children, parents, and the community as a whole. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all.

Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children.

I fully support Finger Lakes Classical Academy.

[redacted]

Date: May 21, 2021

To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. School choice is important for children, parents, and the community as a whole. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all.

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I fully support Finger Lakes Classical Academy.

Date: 4/15/21

To The State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but also the rest of the humanities, as well as a true emphasis on American history. It will use the world top rated Singapore Math program.

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Yours truly,

[redacted]

Date: 6-15-21

To The State University of New York Charter School Authorizer:

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Yours truly,

[redacted]

Date: 6/15/21

To The State University of New York Charter School Authorizer:

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This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you,

[redacted]

Date: 06-15-2021

To The State University of New York Charter School Authorizer:

I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I support the Board Members' intentions and their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you,

[redacted]

Date: 6/15/2021

To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. School choice is important for children, parents, and the community as a whole. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all.

Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children.

I fully support Finger Lakes Classical Academy.

Thank you

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I fully support Finger Lakes Classical Academy.

Thank you,

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Date: 6/23/21

To The State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but also the rest of the humanities, as well as a true emphasis on American history. It will use the world top rated Singapore Math program.

I believe this is sorely needed in our country in general and in particular in this area of central New York. More and more students have dreadfully poor language and math skills, and only a glancing acquaintance with the history of our country and our civilization. This is not only detrimental to the individual students, but to our Republic as well. No country can survive with a semi-literate citizenry who has no understanding of the country's founding principles (and our country stands out among the nations of the world in actually having founding principles!), and even less regard for them. This is a dismal tide that is washing over school after school, child after child in our land.

So, while this floodtide cannot be turned back immediately, the establishment of a Public Charter option with a Classical Education curriculum in Auburn, is one thing we can do to begin to repair the damage ill-conceived education policies have had on our society over the last few decades. Thank you for your time.

Yours truly,

[redacted]

Date: 6/29/21

To The State University of New York Charter School Authorizer:

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Date: 6/24/21

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Date: 6-30-21

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Date: 2/2/2023

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Below are some of the email interests we have received:
==========

January 25, 2023

Hello,
I've been in contact with you before and was wondering if there was any update.

I was wondering if your board has considered a different location for this proposed charter school?
What about Canandaigua/Victor?

I know those are rated better schools however there is a bigger population/pool of potential students and homeschooling is growing greatly in these areas.

I know many want and wish to homeschool using the CC platform (that's growing massively in these locations) because they want a better education and one free of the sexual/political agendas now being pushed in public education. Yet that is not an option for them because of the financial and time constraints so a classical education charter school would fit perfectly.

Just had this thought to share.
Thanks to all of you for your efforts in this.

Sincerely a concerned parent
Lynsey Mandela
==========

September 16, 2022

Hello,

I am interested in the Fingerlakes Classical Education Academy. Please contact me with any information you may have this point. Thank you.

Regards,

Karen M Sheftic-Burns
==========

May 22, 2022

Hello,
I have filled out the forms and we are very interested, in fact hoping and praying this school opens for daughter when she's starts kindergarten Fall 2023.

Do you have any idea of a potential location?
Seneca Falls? Auburn?

We are in Geneva but look to move east due to my husband's job.

Thank you
Lynsey Mandela
==========

April 20, 2022

Hello! Congratulations on the exciting progress you are making on starting a new charter school. Auburn is a great location for an academically rigorous charter school.

I am a huge fan of the classical philosophy of education and have tried to incorporate as much as I can as a language arts and history teacher at a small private school near Ithaca. But the drive is really long. I'd love to pursue a similar teaching opportunity closer to home.

Would it be possible to chat with someone about future opportunities? Or perhaps I could attend the next board meeting to get a sense of what you're working on?

Thanks so much!
Alyssa
==========

December 2, 2021

Hello, I really want to put my daughter in a classical education charter school.
She would be entering kindergarten in 2023.
If the schools does indeed open in 2023 is it correct you would only be offering K4 at that time?
If you added a grade each year after that my daughter would then always be a year ahead correct and then unable to attend?

I appreciate the information. My husband and I have a lot to consider for her education and would really like her to attend this school.
==========

June 30, 2021
Hi, Is this school for elementary children only? What's the highest level of education that you offer?
Denise Traver
==========

June 30, 2021

"I recently saw that this school was hoping to open soon and I am extremely interested in helping/being a part of it!"
"I am excited and eager to be a part of this school in any way I can! Looking forward to hearing from you! :)"
Laura Kowal
==========

March 30, 2021

"I completed a form of interest for my three children a while back (Elizabeth, Jed and Joe McKellar), and just noticed that you have information sessions that people can attend. I was wondering when you are planning to have the school open, and if so, if a location has been determined?"
Thanks!
Katherine
==========

February 11, 2021

Fantastic! Would like to learn more.
Pastor Dennis and Sharon Grimes
==========

January 27, 2021

Please email me information about the school when you have time.
Tabatha Fleming-Weinerth
==========

January 14, 2021

Hi. I am interested in more information and considering applying my son for Kindergarten. My number is 315-418-6584. I look forward to hearing from you!
Erika Kuhlmann
==========

March 9, 2020

Hello,
Where will your school in the Finger Lakes be located?
Rebecca Lepp
==========

August 19, 2019

Hello! I have already filled out an interest form for my children, but I have a few more questions! Where will the academy be located? Also, will only certain children in certain school districts be eligible to apply? We are in Bloomfield school district, for example, and I didn't know if that mattered? We also love Hillsdale College and are so, so thrilled at the idea of a charter school in the Finger Lakes, as are many of our friends! Thank you so much.
Elisabeth Thomas
==========

August 8, 2019

Hi,
My family recently moved into the Finger Lakes area, and I'd love to meet and speak with someone about the work you all are doing. My children have been attending a Classical Christian school in the Atlanta area for years and we'd hoped to find something comparable here.
I'm currently working in the Rad Locals co-working space in Auburn and would be happy to meet most any day for coffee or lunch to learn more.
Feel free to call or email.
Thanks,
Buck
==========

July 23, 2019

Please send info on new schooling options in education.
Kathleen VanWormer
==========

July 23, 2019

Hello! We live in East Bloomfield. Are we eligible to attend Finger Lakes Classical Academy?
Thank you!
Erin Steele
==========

May 28, 2019

When is your projected opening date? etc.

Message: I saw your organization in the 2019 Auburn Memorial Day Parade. My children attended charter schools in Utah, so I was thrilled to see that we may soon have this option. I look forward to hearing from you!
Jennifer Sova
==========

January 14, 2019

We would love some more information about the upcoming school year. Could

someone please contact us directly?

Thanks so much!

Melissa

==========

December 5, 2018

Are you operational or still in the planning stages?

Michaelon Wright

==========

June 22, 2018

I am interested in learning more about the Academy.

Thank you. Meg Walsh

==========

I am wholeheartedly in favor of school choice options for parents, specifically a public charter school, being established in Auburn, New York. Finger Lakes Classical Academy would provide a traditional curriculum, an option our area is now lacking, and a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families.

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LAS

14

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NAME	SCHOOL DISTRICT	CONTACT (phone or email)
[redacted]		

Finger Lakes Classical Academy Charter School Sign in

[redacted]

On our website, we have a segment for people to fill out a “School Choice Survey” and an “Expression of Interest” specifically for parents. As of July 10, 2021 we have had 47 people fill out the “School Choice Survey” and 81 families fill out an “Expression of Interest.” This is in addition to the people who signed Letters of Support and have emailed us.

We have also collected names, emails, and phone numbers from interested people at the various public events. Currently, our email base consists of over 850 contacts and continues to grow. People are hesitant to give out their email if they are not interested in the project, so having gathered that many emails shows a clear interest in the project. On the next page is an example of the survey. Expressions of Interest will be discussed in Request 04f - “Evidence of Demand”.

R-04f Evidence of Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).
Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

Right from inception, FLCACS has received examples of demand from our targeted communities. At every event we have run, we have added more interested parents, grandparents, and family friends of young people to our growing contact list. With the help of a mailing agency, we have generated many emails, reaching parents from all our surrounding school districts. Since the email campaign, flyer distribution, and final lawn sign dissemination, the word has gotten out that we are making progress in the approval process. As such, we have seen a tremendous increase in demand from our targeted communities, as people realize the dream of a classical education and public charter school could become a reality. Free from most COVID restrictions, the summer of 2022 allowed us to get a significant number of petition signatures, and of course, this process allowed an opportunity for numerous conversations.

Our website has seen tremendous traffic over the past year. Since its inception in 2018, the website has had over 2200 hits, with just over 1500 being unique visitors. More than half of the traffic has been created in the last two years, as our advertising effort has increased. Since March of 2021, we have had 1,350 site sessions with well over 900 unique visitors. This is despite the fact that many community members were disappointed that we did not succeed with the last application.

Many people filled out the “School Choice Survey” (90 responses). These surveys, as a series of multiple-choice questions, have shown that over 70% are concerned with having a content-rich curriculum, while that same amount (71%) want a change in the existing educational philosophy. The surveys taken online, along with the commentary we receive, show that people have lost faith in the public schools, but they have also lost faith in the state bureaucracy getting out of the way and allowing alternatives to be presented.

We have also had handwritten surveys that people took, not only the time to answer, but many contained more than one-word responses. It is rare when someone will take the time to fill out a survey with pen and paper that goes into very open-ended questions, as we had on the handwritten ones. These handwritten surveys are attached at the end of this document.

More importantly, we have 134 families that have filled out an “Expressions of Interest” online. Differing from a survey, an expression of interest asks for parent contact information and children’s data. People who fill this out are interested in attending the school.

The specific questions asked are name, address, and contact information of the parent (or guardian); the names of each child in the family; the birthdate of each child; their intent to enroll; how they heard about us, and if they are willing to volunteer. They then finally complete the form by signing the following statement:

“*I am submitting a confidential, non-binding Intent to Enroll to have my child/children attend Finger Lakes Classical Academy. I certify that the information given by me in this document is true, complete, and correct. Please type your complete name below as your signature.”*

The people who fill these forms out are not window shoppers, they are serious about finding an alternative education for their children.

Of these 134 families, 64% came from the Auburn area, where most of our outreach effort has centered. In addition, 41% of families had two children, 19% had three children, and 4% had four children. When asked if they would like to help with their background and interests, 63 people shared their information.

Considering the fact that we are only expecting 78 children to enroll in our first year of operation, having so much interest online is a good start. When factored into the aspect that we have focused most of our outreach into the Auburn area, not heavily advertising into the other twelve districts yet, and having most families responding from Auburn, where we only expect to have 22 children enrolled, we feel confident in the amount of demand we will receive once the charter is approved.

In addition, it is the families that currently have children enrolled in public schools who are desperately searching for an alternative. This is not only shown through our outreach response, but also by the number of families who have children at higher grade levels looking for options and making great sacrifices for them.

It is the reality of charter approval that is the missing element. This cannot be stressed enough. Many people have shown interest and support, but because we have been out promoting the concept for several years now, even limitedly during Covid, the only negative reaction we receive is from the parents who don't believe that NY State will allow a charter alternative. It is for this reason, we are cautiously confident in making our enrollment numbers. If we can generate interest when many believe this is not likely to happen, once our charter is approved, the biggest problem we may have is too much demand.

In addition, once the concept has become a reality, many parents in Head Start or Pre-K programs will have a viable alternative and be much more willing to make that commitment. FLCACS has a positive rapport with many of these programs, and the administrators and teachers have been waiting to promote our program. They are simply waiting for our doors to be open.

The Table of Contents begins on the next page.

Table of Contents		
Title	**Description**	**Page Number**
Questionnaire	School Choice Questionnaire	5-6
Questionnaire	School Choice Online Survey (91 Responses)	7-20
Questionnaire	Online Expression of Interest Form (137 Responses)	21-23

School Choice Questionnaire

When a student is preparing to graduate from high school, parents spend a great deal of time and money searching for a college or vocational training that will be the "right fn" for continuing their education. The academics and school culture are of primary importance. In contrast, our children's K-12 education is often taken for granted or accepted as defined by district lines. In New York State, it is determined by our address, not a parent's choice. How much thought do we put into whether our children are in a school that best meets their needs and reflects our values as parents, family members, and taxpaying citizens? Through this survey we aim to give you a chance to explore available options in education and to determine what you believe is important for children, the future of our communities.

Please rate in order from 1-1O the ideas that are most important to you when you think about a childs education.

- o Small class sizes
- o Content-rich curriculum
- o Strong arts and music programs
- o Strong sports programs
- o Foreign language offered in primary grades
-)'(Emphasis on values and civic duty
- o Advanced Placement (AP) classes offered
- 'i_ Highly qualified teachers
- o Ability to address special needs
- "f School ranking based on student achievement and test scores

Rate 1-5 the most important components of education you want to support with your tax dollars?

- o Staff salaries
- 'f. Staff training/development
- o Transportation
- o Computers and Classroom Technology
- ·X_ Vocational learning
- o Sports Teams
- '-'1f-.. Language, art, and Music Education
- "'f.. Books and materials

Please check the alternative schools in Cayuga County you are aware of?

- o Homeschool Co-ops
- o St. John Paul II Academy (Cayuga, NY)
- o Tyburn Academy of Mary Immaculate (Auburn, NY)

Creative Minds Montesl;ori School (Auburn, NY)

- o Montessori School of the Finger lakes (Auburn, NY)
- f Peachtown Elementary School (Aurora, NY)
- o Frontenac Elementary School/Union Springs Academy (Union Springs, NY)
- o St Albert the Great (Auburn, NY)

Have you ever considered having (or do you have) a child in your family or extended family attend a school other than your local public school?

- o Yes, _____
- "No

If yes, please rate from 1-8 what were your reasons for considering an alternative option to the public school?

- o Smaller class sizes
- o Superior quality curriculum
- o Difference in education philosophy
- o Religious values
- o Special needs or concerns
- o There is too much emphasis on standardized tests in the public schools
- o Teaching methods used
- o Other: _____

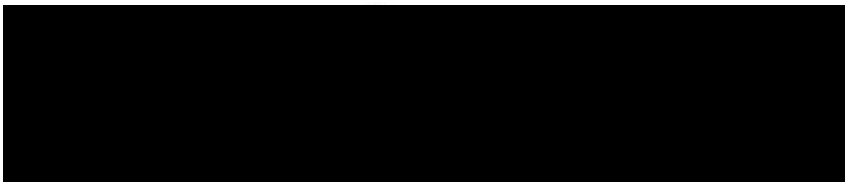
If no, what has been a barrier to considering other options?

- o I never knew there were other options to consider
- o Not affordable for me
- o I did not think transportation was available
- o I did not think the educational curriculum was as strong as the public school
- o I did not think the sports programs were as strong as the public school
- o I did not think the art and music programs were as strong as the public school
- o I did not think my child's special needs or concerns could be met outside of the public school
- o Other: _____

If a tuition-free, quality curriculum, public school alternative was available in Cayuga County would you consider sending your child to that school or recommending it to a parent?

- o Yes
- o No

Qualities of a "perfect" school for children?



Timestamp	Check the three ideas that are most important to you when you think about a child's education.	Choose the three most important components of education you want to support with your tax dollars?	Please check the schools in Cayuga County you are aware of?	Have you ever considered having (or do you have) a child in your family or extended family attend a school other than your local public school?	Which schools have you considered (or they go to/have gone)? Please list any, including those outside of Cayuga County.	Please select the options below that contributed to your consideration of an alternative to public schools?	What has been a barrier to considering other options?	If a tuition-free, quality curriculum, public school alternative was available in Cayuga County would you consider sending your child to that school or recommending it to a parent?
2020/09/27 5:59:26 PM AST	Content-rich curriculum;Emphasis on values and civic duty;Highly qualified teachers	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown	Yes	St John Paul II	Superior quality curriculum;Difference in education philosophy;Religious values;Teaching methods used		Yes
2020/09/27 6:06:16 PM AST			Peachtown Elementary School (Aurora, NY);Frontenac Elementary School/Union	No			I never knew there were other options to consider	Yes
2020/09/28 7:29:00 AM AST	Content-rich curriculum;Strong arts and music programs;Emphasis on values and civic duty	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds	Yes	CBA	Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests in the public schools;Teaching		Yes
2020/09/28 9:37:41 AM AST	Content-rich curriculum;Highly qualified teachers;School ranking based on student achievement and test scores	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn,	Yes	St. Josephs	Smaller class sizes;Superior quality curriculum;Teaching methods used		Yes
2020/09/28 10:51:54 AM AST	Small class sizes;Content-rich curriculum;Strong sports programs;Foreign language offered in primary grades;Emphasis on values and civic duty;Advanced	Staff salaries;Sports Teams;Language, art, and Music Education;Books and materials	Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn,	Yes	Montessori school of Syracuse / creative minds Montessori	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests in the public		Yes

2020/09/28 2:29:28 PM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes	Yes	Fl Christian Academy, FL Classical Academy	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;Religious values;Special needs or concerns;There is too much emphasis on standardized tests		Yes
2020/09/28 2:39:42 PM AST	Small class sizes;Highly qualified teachers;Ability to address special needs	Staff salaries;Computers and Classroom Technology;Language, art, and Music Education	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Montessori	Yes	Montessori of the finger lakes	Smaller class sizes;Difference in education philosophy;Special needs or concerns;Teaching		Yes
2020/09/28 7:56:27 PM AST	Small class sizes;Content-rich curriculum;Strong arts and music programs	Staff salaries;Computers and Classroom Technology;Language, art, and Music Education	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown Elementary School	No			Not affordable for me;I did not think the sports programs were as strong as the public school;I did not think the art and music programs were as strong as the public school	Yes
2020/09/28 9:15:10 PM AST	Content-rich curriculum;Advanced Placement (AP) classes offered;Highly qualified teachers	Staff salaries;Computers and Classroom Technology;Sports Teams	My local public school	No			I never knew there were other options to consider;Not affordable for me;I did not think transportation was	Yes
2020/09/29 2:03:19 AM AST	Small class sizes;Emphasis on values and civic duty;Ability to address special needs	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Montessori School of the	Yes		Smaller class sizes;Religious values;Teaching methods used		Yes
2020/09/30 2:13:52 AM AST	Small class sizes;Strong arts and music programs;Emphasis on values and civic duty	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn,	Yes	Peachtown, Montessori	Difference in education philosophy;There is too much emphasis on standardized tests in the public schools;Teaching methods used		Yes
2020/09/30 2:15:42 PM AST	Small class sizes;Content-rich curriculum;Ability to address special needs	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Montessori School of the	No				No

2020/10/01 7:48:54 PM AST	Content-rich curriculum;Strong arts and music programs;Foreign language offered in primary grades;Advanced Placement (AP) classes offered	Staff salaries;Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn,	No			Not affordable for me	Yes
2020/10/02 5:12:29 PM AST	Content-rich curriculum;Strong arts and music programs;Ability to address special needs	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn,	Yes	St. John Paul II	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;Special needs or concerns;There is too much emphasis on standardized tests		Yes
2021/02/10 10:05:38 AM AST	Content-rich curriculum;Advanced Placement (AP) classes offered;Highly qualified teachers	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Frontenac Elementary	Yes	Home School	Superior quality curriculum;Religious values;There is too much emphasis on standardized tests		Yes
2021/02/10 4:10:17 PM AST	Content-rich curriculum;Strong arts and music programs;Emphasis on values and civic duty;Highly qualified teachers;Ability to address special	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Montessori	Yes	St Josephs	Difference in education philosophy;Special needs or concerns;Teaching methods used		No
2021/02/10 7:30:26 PM AST	Small class sizes;Content-rich curriculum;Emphasis on values and civic duty	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY)	Yes		Smaller class sizes;Superior quality curriculum;Difference in education philosophy;Religious values;There is too much		Yes
2021/02/10 8:08:19 PM AST	Small class sizes;Content-rich curriculum;Emphasis on values and civic duty	Transportation;Computers and Classroom Technology;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown	Yes	Co ops	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests in the public schools;Teaching methods used		Yes

2021/02/10 8:23:08 PM AST	Content-rich curriculum;Emphasis on values and civic duty;Ability to address special needs	Staff salaries;Sports Teams;Language, art, and Music Education	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn,	No			I did not think the sports programs were as strong as the public school	Yes
2021/02/10 9:35:57 PM AST	Content-rich curriculum;Emphasis on values and civic duty;Highly qualified teachers	Staff salaries;Sports Teams;Language, art, and Music Education	My local public school;Montessori School of the Finger Lakes (Auburn, NY)	Yes	Montessori Auburn	Difference in education philosophy;There is too much emphasis on standardized tests		Yes
2021/02/10 9:36:34 PM AST	Small class sizes;Strong arts and music programs;Emphasis on values and civic duty	Transportation;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori	Yes	Montessori of the Fingerlakes	Smaller class sizes;There is too much emphasis on standardized tests in the public schools;Teaching methods used		Yes
2021/02/10 11:56:15 PM AST	Emphasis on values and civic duty;Advanced Placement (AP) classes offered;School ranking based on student achievement and	Staff salaries;Computers and Classroom Technology;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);St. Albert the Great	Yes	St Josephs	Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests in the public schools;Teaching		Yes
2021/02/11 5:00:00 PM AST	Content-rich curriculum;Highly qualified teachers;School ranking based on student achievement and	Transportation;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate	No			Not affordable for me;I did not think the art and music programs were as strong as the public school	Yes
2021/02/11 5:35:10 PM AST				No			Not affordable for me;I did not think transportation was available;I did not think the educational	Yes
2021/02/11 10:43:28 PM AST	Small class sizes;Strong arts and music programs;Emphasis on values and civic duty	Transportation;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori	Yes	Montessori of the Fingerlakes	Smaller class sizes;There is too much emphasis on standardized tests in the public schools;Teaching methods used		Yes
2021/02/12 12:02:24 AM AST	Content-rich curriculum;Emphasis on values and civic duty;Ability to address special needs	Staff salaries;Sports Teams;Language, art, and Music Education	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn,	No			I did not think the sports programs were as strong as the public school	Yes

2021/02/12 12:37:03 AM AST	Content-rich curriculum;Emphasis on values and civic duty;Ability to address special needs	Staff salaries;Sports Teams;Language, art, and Music Education	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn,	No			I did not think the sports programs were as strong as the public school	Yes
2021/02/12 10:19:29 PM AST	Content-rich curriculum;Emphasis on values and civic duty;Highly qualified teachers	Staff salaries;Sports Teams;Language, art, and Music Education	My local public school;Montessori School of the Finger Lakes (Auburn, NY)	Yes	Montessori Auburn	Difference in education philosophy;There is too much emphasis on standardized tests		Yes
2021/02/13 8:58:42 PM AST	Content-rich curriculum;Emphasis on values and civic duty;Ability to address special needs	Staff salaries;Sports Teams;Language, art, and Music Education	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn,	No			I did not think the sports programs were as strong as the public school	Yes
2021/02/13 10:53:16 PM AST	Small class sizes;Emphasis on values and civic duty;Highly qualified teachers	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds	Yes	Finger Lakes Christian School and Tyburn Academy	Superior quality curriculum;Religious values;There is too much emphasis on standardized tests		Yes
2021/02/14 9:30:44 AM AST	Small class sizes;Emphasis on values and civic duty;Highly qualified teachers;School ranking based on student	Staff salaries;Computers and Classroom Technology;Books and materials	Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);St. Albert the Great (Auburn, NY)	Yes	St Alberts	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;Religious values;Special needs or		Yes
2021/02/14 8:33:50 PM AST	Content-rich curriculum;Emphasis on values and civic duty;Highly qualified teachers	Staff salaries;Computers and Classroom Technology;Language, art, and Music	My local public school	Yes	Montessori school	Smaller class sizes;There is too much emphasis on standardized tests in the public		Yes
2021/02/15 9:44:30 AM AST	Content-rich curriculum;Strong arts and music programs;Emphasis on values and civic duty	Staff salaries;Language, art, and Music Education;Books and materials	Peachtown Elementary School (Aurora, NY)	Yes	Peachtown elementary, Ithaca waldorf	Difference in education philosophy;There is too much emphasis on standardized tests		Yes
2021/02/19 11:12:48 AM AST	Small class sizes;Content-rich curriculum;Emphasis on values and civic duty	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Montessori	Yes	Baldwinsville Christian Academy	Smaller class sizes;Difference in education philosophy;Religious values		Yes
2021/03/01 9:22:36 PM AST				No			My children are adults and grandkids go to	Yes
2021/03/25 1:53:48 PM AST	Small class sizes;Content-rich curriculum;Strong arts and music programs;Strong sports programs;Foreign language offered in primary	Staff salaries;Computers and Classroom Technology;Language, art, and Music Education	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori	No			Not affordable for me	Yes

2021/04/02 4:59:26 AM AST	Small class sizes;Content-rich curriculum;Emphasis on values and civic duty	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown Elementary School	Yes	Peachtown	Smaller class sizes;Difference in education philosophy;Teaching methods used;Nonstandard school		Yes
2021/04/09 10:02:40 AM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Staff salaries;Transportation;Books and materials	My local public school	Yes	Bryn Mawr Carver Sherwood Forest Academy Columbia Montessori Canandaigua Primary School Seton Keough La Petite Academy Headstart	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;Special needs or concerns;There is too much emphasis on		Yes
2021/04/20 10:12:27 AM AST	Small class sizes;Content-rich curriculum;Emphasis on values and civic duty;Highly qualified teachers	Staff salaries;Sports Teams;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School	Yes	Tyburn Academy	Smaller class sizes;Superior quality curriculum;Difference in education philosophy		Yes
2021/04/21 11:25:11 AM AST	Strong arts and music programs;Emphasis on values and civic duty;Ability to address special needs	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the	Yes	St. Joseph, and local public	Smaller class sizes;There is too much emphasis on standardized tests in the public schools		Yes
2021/04/26 10:39:44 PM AST	Content-rich curriculum;Emphasis on values and civic duty;Highly qualified teachers	Staff salaries;Sports Teams;Language, art, and Music Education	My local public school;Montessori School of the Finger Lakes (Auburn, NY)	Yes	Montessori Auburn	Difference in education philosophy;There is too much emphasis on standardized tests		Yes
2021/05/06 9:34:28 PM AST	Content-rich curriculum;Emphasis on values and civic duty;Ability to address special needs	Staff salaries;Transportation;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds	Yes	Finger Lakes Christian School, Tyburn Academy	Difference in education philosophy;Religious values;Value our history		Yes
2021/06/11 6:09:20 PM AST	Small class sizes;Strong sports programs;Highly qualified teachers	Staff salaries;Transportation;Language, art, and Music Education	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes	Yes	I am currently homeschooling	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;Special needs or concerns;There is too much emphasis on standardized tests		Yes

2021/07/02 11:53:07 PM AST	Small class sizes;Highly qualified teachers;Ability to address special needs	Staff salaries;Transportation;Computers and Classroom Technology	St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori	Yes	John Paul 2, Albert the Great	Smaller class sizes;Superior quality curriculum;Special needs or concerns;Teaching methods used		Yes
2021/07/03 11:54:13 AM AST	Small class sizes;Highly qualified teachers;Ability to address special needs	Staff salaries;Transportation;Computers and Classroom Technology	St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori	Yes	John Paul 2, Albert the Great	Smaller class sizes;Superior quality curriculum;Special needs or concerns;Teaching methods used		Yes
2021/07/05 7:00:32 PM AST	Content-rich curriculum;Emphasis on values and civic duty;Highly qualified teachers	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Frontenac Elementary School/Union	Yes	Southern Cayuga	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;Religious values;Special needs or concerns;There is too much emphasis on		Yes
2021/07/07 2:28:49 PM AST	Small class sizes;Content-rich curriculum;Advanced Placement (AP) classes offered	Computers and Classroom Technology;Language, art, and Music Education;Books	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);St.	Yes				Yes
2021/08/22 9:24:30 PM AST	Small class sizes;Content-rich curriculum;Foreign language offered in primary grades;Advanced Placement (AP) classes offered	Staff salaries;Computers and Classroom Technology;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn,	Yes	Creative minds Montessori and St. Albert the great	Smaller class sizes;Difference in education philosophy;Religious values;There is too much emphasis on standardized tests in the public schools		Yes
2021/08/28 1:21:59 PM AST	Small class sizes;Strong arts and music programs;Ability to address special needs	Staff salaries;Computers and Classroom Technology;Language, art, and Music Education	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori	Yes	St. Albert the great academy & Creative minds Montessori	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests		Yes
2021/09/08 12:59:51 PM AST	Foreign language offered in primary grades;Emphasis on values and civic duty;Highly	Staff salaries;Language, art, and Music Education;Books and materials	My local public school	Yes		Difference in education philosophy;Religious values;There is too much		Yes

2021/09/19 1:08:57 AM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown	Yes	St.Albert	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests in the public schools;Teaching methods used		Yes
2022/01/24								
2022/01/24								
2022/01/25								
2022/02/03 8:13:40 AM AST	Small class sizes;Strong arts and music programs;Emphasis on values and civic duty	Transportation;Computers and Classroom Technology;Language, art, and Music Education	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School	Yes	Anything other than public	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests in the public		Yes
2022/02/03 8:16:18 AM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Staff salaries;Language, art, and Music Education;Books and materials	Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the	Yes	Montessori	Smaller class sizes;Teaching methods used		Yes
2022/02/03 12:05:20 PM AST	Content-rich curriculum;Advanced Placement (AP) classes offered;Highly qualified teachers	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Frontenac Elementary	Yes	My brother went to the Christian Academy in Seneca Falls and my niece went to a private school in the area.	Smaller class sizes;Difference in education philosophy;I donâ€™t say this to â€œbragâ€, but my daughter is advanced in multiple subjects and I feel that she is being hindered doing work thatâ€™s â€œboringâ€and		Yes
2022/02/04 5:58:41 PM AST	Small class sizes;Content-rich curriculum;Emphasis on values and civic duty	Computers and Classroom Technology;Language, art, and Music Education;Books and materials		Yes	St. Rose Elementary, Bishop Ludden Jr/Sr High	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests		Yes

2022/03/05 12:37:23 PM AST	Content-rich curriculum;Strong arts and music programs;Emphasis on values and civic duty;Ability to address special needs	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the	Yes	Sy. Joseph	Difference in education philosophy;There is too much emphasis on standardized tests in the public schools;Fewer "special interests" leading to my children questioning their identity		Yes
2022/03/12 10:06:54 PM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn,	Yes	Montessori of fingerlakes (for preschool), considering a Christian academy that's 45 mins away from from auburn	Smaller class sizes;Difference in education philosophy;Religious values;There is too much emphasis on standardized tests in the public schools		Yes
2022/04/11 11:55:25 PM AST	Small class sizes;Content-rich curriculum;Foreign language offered in primary grades;Advanced Placement (AP) classes	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);St. Albert the Great (Auburn, NY)	Yes		Smaller class sizes;Superior quality curriculum;Difference in education philosophy;There is too much emphasis on		Yes
2022/04/29 12:46:48 PM AST	Small class sizes;Strong sports programs;Emphasis on values and civic duty	Transportation;Computers and Classroom Technology;Sports Teams	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown Elementary School (Aurora,	Yes	Southern Cayuga Central School, peachtown	Difference in education philosophy;There is too much emphasis on standardized tests in the public schools		Yes
2022/05/07 8:27:49 AM AST	Content-rich curriculum;Emphasis on values and civic duty;Highly qualified teachers	Staff salaries;Sports Teams;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown	Yes	Tyburn, John Paul II	Superior quality curriculum;Difference in education philosophy;Religious values;There is too much emphasis on standardized tests in the public		Yes
2022/05/07 8:41:00 AM AST	Small class sizes;Strong arts and music programs;Highly qualified teachers	Staff salaries;Computers and Classroom Technology;Language, art, and Music	My local public school;Peachtown Elementary School (Aurora, NY);St. Albert the Great	No			Not affordable for me;I did not think transportation was available	Yes
2022/05/07 8:41:43 AM AST	Small class sizes;Content-rich curriculum;Strong arts and music programs;Ability to address special needs	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School	No			Not affordable for me;I did not think transportation was available;I did not think my child's special needs or concerns could be met outside of the public school	Yes

2022/05/07 8:44:37 AM AST	Content-rich curriculum;Highly qualified teachers;Ability to address special needs	Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown	Yes	St. Joseph	There is too much emphasis on standardized tests in the public schools;Morals, value parents		Yes
2022/05/07 8:47:06 AM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown Elementary School (Aurora, NY);Frontenac	No			All available are religion based	Yes
2022/05/07 8:51:36 AM AST	Foreign language offered in primary grades;Advanced Placement (AP) classes offered;Highly qualified teachers	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown Elementary School (Aurora, NY);St. Albert the Great	Yes	St. Alberts, Peach Town	Superior quality curriculum;There is too much emphasis on standardized tests in the public schools;Exposure		Yes
2022/05/07 9:04:45 AM AST	Small class sizes;Highly qualified teachers;Ability to address special needs	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown	Yes		Smaller class sizes;Superior quality curriculum;Difference in education philosophy;Religious values;Special needs or concerns;There is too much emphasis on standardized tests in the public schools;Teaching methods used		Yes
2022/05/07 9:24:59 AM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Staff salaries;Computers and Classroom Technology;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown Elementary School (Aurora, NY);Frontenac	Yes	Peachtown	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests		Yes
2022/05/07 9:27:44 AM AST	Content-rich curriculum;Strong sports programs;Highly qualified teachers	Staff salaries;Transportation;Sports Teams	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown	No			I love our school and district and donâ€™t have interest in my children attending elsewhere.	No

2022/05/07 9:36:55 AM AST	Small class sizes;Emphasis on values and civic duty;School ranking based on student achievement and test scores	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Montessori School of the Finger Lakes (Auburn,	Yes	St. Alberts	Possiblr vaccine mandate		Yes
2022/05/07 12:25:52 PM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Staff salaries;Transportation;Computers and Classroom	My local public school;Peachtown Elementary School (Aurora, NY)	No			Not affordable for me;I did not think transportation was available	Yes
2022/05/07 1:17:12 PM AST	Content-rich curriculum;Strong sports programs;Ability to address special needs	Staff salaries;Sports Teams;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown Elementary School (Aurora, NY);Frontenac	No			I never knew there were other options to consider;I did not think transportation was available;I did not think the sports programs were as strong as the public school	Yes
2022/05/07 1:24:10 PM AST	Small class sizes;Content-rich curriculum;Strong sports programs;Emphasis on values and civic duty	Transportation;Computers and Classroom Technology;Sports Teams	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown	Yes		Superior quality curriculum		No
2022/05/07 1:24:22 PM AST	Small class sizes;Content-rich curriculum;Strong sports programs;Emphasis on values and civic duty	Transportation;Computers and Classroom Technology;Sports Teams	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown	Yes		Superior quality curriculum		No
2022/05/07 1:35:58 PM AST	Content-rich curriculum;Ability to address special needs;School ranking based on student achievement and test scores	Staff salaries;Computers and Classroom Technology;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown Elementary School (Aurora, NY);Frontenac	Yes	Union springs tyburne, st. Alberts, Moravia and lansing	Superior quality curriculum;Difference in education philosophy;Teaching methods used		Yes

2022/05/07 1:48:54 PM AST	Strong arts and music programs;Advanced Placement (AP) classes offered;School ranking based on student achievement and test scores	Staff salaries;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown	No			I did not think the educational curriculum was as strong as the public school;I did not think the art and music programs were as strong as the public school	Yes
2022/05/07 3:42:59 PM AST	Content-rich curriculum;Advanced Placement (AP) classes offered;Highly qualified teachers	Staff salaries;Computers and Classroom Technology;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown Elementary School (Aurora, NY);Frontenac	Yes	Tyburn Frontenac Cayuga	Superior quality curriculum;Difference in education philosophy;Religious values;There is too much emphasis on standardized tests in the public schools		Yes
2022/05/07 4:06:13 PM AST	Strong sports programs;Foreign language offered in primary grades;Highly qualified teachers	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown	Yes	Tyburn	Difference in education philosophy;There is too much emphasis on standardized tests in the public schools		Yes
2022/05/07 6:40:08 PM AST	Strong arts and music programs;Strong sports programs;Ability to address special needs	Transportation;Sports Teams;Language, art, and Music Education	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Frontenac Elementary	No			Not affordable for me;I did not think my child's special needs or concerns could be met outside of the public school	Yes
2022/05/07 10:12:09 PM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Staff salaries;Transportation;Computers and Classroom Technology	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown Elementary School (Aurora, NY);Frontenac Elementary	No			Distance	Yes

2022/05/07 10:23:37 PM AST	Content-rich curriculum;Emphasis on values and civic duty;Highly qualified teachers	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Peachtown Elementary School (Aurora,	Yes		Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests in the public schools		Yes
2022/05/08 6:48:28 AM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Staff salaries;Computers and Classroom Technology;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown Elementary School	Yes	St Josephâ€™s and Tyburn	Superior quality curriculum;Religious values		Yes
2022/05/08 10:22:18 AM AST	Small class sizes;Emphasis on values and civic duty;Ability to address special needs	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn, NY);Peachtown	Yes	Has gone to frontenac elementary Considered st albert	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;Religious values;Special needs or concerns;There is too much emphasis on standardized tests in the public schools;Teaching methods used		Yes
2022/06/14 8:50:07 PM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori	Yes	Currently public school. Wanting the charter school	Superior quality curriculum;Difference in education philosophy;There is too much emphasis on standardized tests in the public schools		Yes
2022/08/02 8:50:25 AM AST	Small class sizes;Emphasis on values and civic duty;Ability to address special needs	Transportation;Sports Teams;Language, art, and Music Education	My local public school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the Finger Lakes (Auburn,	Yes	Christian Brothers Academy, Homeschooling	Smaller class sizes;Superior quality curriculum;Difference in education philosophy;Religious values;Special needs or concerns;There is too much emphasis on standardized tests		No

2022/10/26 6:42:55 PM AST	Small class sizes;Content-rich curriculum;Strong arts and music programs;Strong sports programs;Foreign language offered in primary grades;Emphasis on values and civic duty;Advanced Placement (AP) classes offered;Highly	Computers and Classroom Technology;Language, art, and Music Education;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Peachtown Elementary School (Aurora, NY);St. Albert the Great	Yes	St. Albert the Great	Smaller class sizes;Superior quality curriculum;Religious values;Special needs or concerns		Yes
2023/03/25 6:59:20 PM AST	Small class sizes;Content-rich curriculum;Highly qualified teachers	Staff salaries;Computers and Classroom Technology;Books and materials	My local public school;St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn,	No			I did not think the educational curriculum was as strong as the public school;Charter schools by design are not inclusive and I don't want my child missing out on the diversity of	No
2024/05/23 1:09:21 PM AST	Small class sizes;Content-rich curriculum;Strong arts and music programs;Emphasis on values and	Staff salaries;Language, art, and Music Education;Books and materials	St. John Paul II Academy (Cayuga, NY);Tyburn Academy of Mary Immaculate (Auburn, NY);St.	Yes				Yes
2025/02/09 1:20:04 PM AST	Small class sizes;Highly qualified teachers;School ranking based on student achievement and test scores	Staff salaries;Language, art, and Music Education;Books and materials	school;Tyburn Academy of Mary Immaculate (Auburn, NY);Creative Minds Montessori School (Auburn, NY);Montessori School of the	Yes	Montessori school of fingerlakes	Smaller class sizes;Superior quality curriculum;Teaching methods used		Yes

Parent First Name	Parent Last Name	Zip code	Fall 2026 Grade	How did you hear about Finger Lakes Classical Academy?
[redacted]			K	
			2	I am a founding board member.
			7	Google search for local charter schools
			8	Facebook group
			2	From a friend in a homeschool group
			8	
			4	A friend posted it in Facebook :)
			3	My wife
			2	Facebook
			7	Co worker
			2	Hoopes park
			7	CCC Craft Fair
			6	
			7	Memorial Day Parade
			1	Step-Mother, Roberta Massarini
			1	Parent at library program
			3	Word of Mouth
			K	The citizen
			1	The citizen article
			8	I stumbled upon the website while researching educational options for my children.
			2	Memorial Day Parade
			3	Saw a sign on a fence and looked up the school.
			2	During the summer at hoopes park a couple years ago
			2	Saw a sign on the side of a fence and have been looking for info about it since.
			K	Email
			K	Internet
			K	Internet
			1	Email
			2	Advertising
			7	I saw a sign about the school
			K	Friend
			2	Event at hoopes park
			3	My boyfriend
			7	Yard sign
			1	Facebook
			K	Facebook
			6	Saw a sign in someone's yard
			2	Word of mouth
			2	Word of mouth
			1	Someone had a yard sign. I also think I heard at a Christmas event maybe
			2	Google search for charter schools in ontario county
			5	From friends
			6	Sign, then internet
			K	Email
			8	Friend
			K	A sign
			7	Drove by a house with a sign posted on their fence ðŸ˜Š
			1	Word of mouth
			6	Facebook
			7	Facebook
			5	Facebook
			5	Friend
			7	FB
			5	Friend
			6	Facebook
			1	internet
			K	Facebook
			6	Yard sign
			5	Facebook
			5	Facebook
			5	Social media
			2	Hoopes park event years ago
			1	Facebook
			2	Facebook
			1	Facebook

K	Signs on home ownerâ€™s fence - corner of Franklin & Seward
1	Facebook
4	Friend with similar interest in education
K	Friend- Laura Kowal
1	From a friend
5	Online
K	Facebook
4	Facebook
2	Online
1	Facebook
7	Facebook
8	Facebook
8	Social Media
8	Facebook
K	Facebook
8	Social Media
5	Laura Kowal
1	Online
7	Facebook
1	Google
3	Word of mouth
8	Word of mouth
1	Family
K	word of mouth
K	Facebook
1	A sign posted on the corner of Franklin and Seward st.
1	Other interested parents
K	Saw a sign in someones yard
1	Friends
K	Facebook
2	From a friend and online
5	Facebook
2	Facebook page
2	Homeschooling Facebook group
3	Friends/ Facebook
1	Facebook
K	
K	Social media/local paper
K	Facebook
1	Erin B
3	Hoopes Park event years ago
K	Facebook
2	Facebook
K	Maureen angotti
1	Yard signs, Facebook, newspaper
K	Fb
2	Facebook
K	a sign
3	Online
1	Friends
7	Facebook
2	Read about it on a SUNY Charter School communications
3	On Facebook
1	A friend
1	Friend
K	Yard sign
3	Sign posted on the corner
1	Online search
K	Sign on corner of Franklin
K	Friend
K	Lawn signs
K	A sign in someone's yard
K	Sign
3	Signs in a yard
K	Sign
K	social media
K	Internet search
4	Google search for charter schools

[redacted]

K	Through The Website
K	Pancake breakfast
4	Flyer in a barber shop
K	Family

R-05ac Enrollment

a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- ***The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;***
- ***Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;***
- ***The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students (i.e., the proposed school's "backfill" policy); and***
- ***A statement about any growth that the applicants may seek in a future charter period if the school is renewed.***

NOTES:

• A charter school may not open serving only Kindergarten unless it is an existing SUNY authorized education corporation seeking to open an additional school.

• Unless there is a compelling reason, a charter school must enroll a minimum of 50 students at a single site by its second year of operation. If you believe there is a compelling need for an exemption to this requirement, contact the Institute before submitting your application.

• If a school's enrollment at any point in its first two years of operation exceeds 250 students, all employees of the school would be deemed members of a separate bargaining unit of the same employee organization that represents similar employees of the school district of location.

• The school district of location or NYSED reviews applications for pre-K programs. Applicants may not submit an application for pre-K until the SUNY Trustees approve the charter.

Initial Enrollment Plan:

The Finger Lakes Classical Academy Charter School grade opening and grade sizes reflect the small city of Auburn and the surrounding rural agricultural areas. We intend to open with grades K-4, adding a grade each year until reaching 12th grade over the subsequent years. The Auburn Enlarged City School District consists of five Primary Schools (K-6), one Middle School (7-8), and one High School (9-12). Our first three years will be focused on primary school-aged children, with years four and five expanding to Middle school-aged children. Some of the other school districts within our 15-mile radius consider 6th grade as Middle School, as does the SUNY Charter Institute, but the classification of 6th grade as Primary or Middle School will not impact curriculum and also will not be likely to affect enrollment, as

most middle school students will be composed of already existing students. There may be slightly higher numbers for the sixth-grade opening, accounting for parents wanting to make a transition before their child enters their local district's Middle School building.

Rationale:

- Some schools begin K-2 so they can better prepare students for state testing in third grade. In the Auburn district, the 2023 third-grade ELA testing resulted in 24% proficiency, 26% in fourth grade, and 22% in fifth grade. Their math proficiency was 37% in third grade, 40% in fourth grade, and 31% in fifth grade. By starting K-4, even the third and fourth-grade students will be introduced to and benefit from the Orton-based literacy program. Third and fourth-grade students will require a two-week "Orthography Camp" for two hours each morning, or a total of 10-20 hours of instruction. The goal is to teach the 72 phonograms with handwriting and the spelling analysis and marking system needed for daily spelling lessons. Third and fourth-grade Students will all be placed for Singapore Math.
  https://www.syracuse.com/schools/2023/12/2023-ny-school-test-scores-search-new-english-math-results-for-every-district.html
- The value of having 3rd-grade teachers and students in the building cannot be overstated. State testing starts in Grade 3. Our 2nd-grade and 3rd-grade teachers will take the tests with our third-grade students and be able to immediately begin evaluating the efficacy of our program and ensuring it is meeting the needs of our students. The 3rd-grade teachers will also immediately respond by meeting with the K-2 teachers to share input and discuss potential areas for growth. When test results come back to us, we will analyze those results, address the needs of individual students, and differentiate instruction as needed. Having 3rd Grade in the building will greatly enhance our assessment process and accountability to the most important people in the building, our students.
- Research shows that if a student is not reading at grade level by the end of 3rd grade, their academic future is greatly compromised. In the Auburn district, the 2024 proficiency in ELA was 21% in 3rd grade and 26% in 4th grade. Their math proficiency in 3rd grade was 41%, and in 4th grade it was 41%. Our literacy program (Access

Literacy) is a K-3 program, and we believe a school building should contain the beginning, middle, and end of a program. With the potential of 74% of 4th-grade students reading below grade level (Auburn results), the 4th-grade test results will be analyzed to address the needs of individual students and differentiate instruction as needed. Fourth-grade teachers will be taking the tests with the students so they can immediately begin evaluating (with the 3rd-grade teachers) the efficacy of our program and ensuring it is meeting the needs of our students. This is where the cohesion of the 3rd and 4th-grade teachers in the same building will benefit the students in both grade levels, providing an opportunity and greatly improving the possibility for a successful academic future. Our charge is to have students reading at grade level. We realize this may be an unrealistic goal to have 100% at grade level by 3rd grade, but by having the first State Assessment results of our 4th graders (from the 3rd-grade assessment), we have challenged ourselves with having all students at grade level by the end of 4th Grade.

- Due to the limited population size of our rural area, the school would only open with one classroom per grade level. The financial viability of sustaining three classrooms with a K-2 opening would be a tremendous and unnecessary burden, potentially affecting optimal staffing.
- It has been expressed by many families who have more than one child that they would want to have all their children in one school. A K-4 range of grades at opening provides a greater probability of having this interest met.
- A school with more than just K-2 grades at opening is more attractive to the highly talented candidates for the school principal, needed to lead a great school.
- A school that opens with grades K-4 brings a new faculty together in the first year in a way that overcomes a natural subgrouping that occurs between the K-2 teachers and the 3rd and 4th teachers. Instead, the teachers develop a common commitment to the school's mission and one another as one school and not two schools.
- By grade 7, at year four, a school with upper schoolteachers who are specialists in curriculum subjects can assist the elementary school teachers in subjects that they, as generalists, may seek support from those specialists.
- A school that opens as a K-4 school overcomes a potential problem that other schools face, which open with fewer grades, that problem being the temptation to delay opening

the high school due to its perceived difficulty and the tendency to wait until all the challenges of the first few years are past. This can stifle the school's movement toward fulfilling its mission.

- A classical school delivers instruction from a challenging and serious curriculum. Teachers find it professionally stimulating, whilst simultaneously difficult, although time in the curriculum will strengthen the teachers intellectually. A school that opens as a K-4 will permit the teachers to grow in this fashion with the students and learn about the content delivered in grades below the one they teach. Without this feature, new teachers who arrive in years subsequent to school opening may be in a difficult catch-up mode as they teach students who have been learning in this curriculum for several years.

If the SUNY Charter Institute does not believe in our viability of a K-4 opening, we are prepared to adjust to a K-2 opening grade span. We are submitting fiscal plans for both K-2 and K-4 opening grade spans.

FLCACS plans to expand into the high school level of education. This will occur after we have a proven track record with our curriculum, and our staff is prepared to move up. Our goal is to eventually offer classical education from K through 12th grade. Our enrollment plan aligns with the Auburn district. We are minimizing disruption by establishing our initial entry level at kindergarten. This allows students to benefit from their classical foundation at the onset of their education, which, of course, builds on itself with each consecutive year. This also minimizes achievement gaps between students coming from different socioeconomic backgrounds, IEP, and ELL status, which are often discovered in the earliest grades and widen as time goes on. By starting with the youngest students and identifying achievement gaps early, we plan to minimize and eventually eliminate them.

Our School Leader and Special Education / Academic Success Coordinator (SEAC) will work closely with the classroom teachers, continually assessing, especially through the first three years, to confirm all students are on target with appropriate grade placement and academic growth. In year one, we will enroll 78 students, grades K-4. We will continue to foster and build our relationship with HeadStart and the local preschools in the ongoing outreach process.

Differences in Age:

Our eligibility and minimum age requirements for students are aligned with and are the same as the local district schools. Kindergarteners must be 5 on or before December 1 of the year they wish to enroll.

Pattern of Growth:

Student enrollment will come with challenges. Being new to the community, FLCACS will market itself without the benefit of support from existing students and their family members but will be able to promote the Classical Education model and its academic success. Initial efforts will focus on following the school's plan to increase awareness and build relationships within the community.

A strong social media presence will be essential, along with signage, participation in various community activities and meetings, and door-to-door canvassing. Once a final (or temporary) site has been selected, FLCACS will implement a robust community awareness plan, including onsite opportunities for face-to-face meet and greet. Direct mail and billboards will be considered to raise brand and location awareness.

First-year recruitment will be the biggest challenge as enrollment drives funding. Essential to success is maximizing efficiencies by ensuring that teacher-to-student ratios are on target with a full complement of teachers to meet student's needs at the beginning of the first school year. In addition to the ACAM Startup Plan, the school's board knows that a community engagement and awareness campaign must begin immediately. The community outreach identifies the various community members, local businesses, nonprofits, childcare facilities, and churches that the founding board will contact in the coming months.

Our initial anticipated grade size is small, with a long-term ultimate maximum of two classes per grade level. Based on our current projections, we do not anticipate needing two classes per grade level. However, if enrollment exceeds our current projections, the expansion to a second classroom, to maintain proper student-to-teacher ratios, will be easy to accomplish.

This will result in a minimal programmatic and fiscal impact on Auburn and surrounding districts. We have developed a slow growth model in accordance with a more rural area, adding minimally 20 - 24 students each year (primarily at the kindergarten level). Our focus will be on our academic program and each student's academic growth, as well as school management and culture.

Other charter schools tend to have an attrition rate of 7-10%, as per the following study: https://www.wnyc.org/story/nyc-charter-school-attrition-rates/. Because of our marketing, public awareness, and branding, along with the poor performance of the local districts, the desire for our charter school should increase. We expect to be increasing attendance until we have multiple, full classrooms at each grade level. Being in a charter desert, and having such limited school choice options, attrition, while existent, will not be as high as we anticipate our attrition rate to be, no more than 5%.

According to a February 22, 2023, New York Post article, "In terms of third through eighth-graders, students whose performance is specifically looked at by the state as a predictor of student success, 83 percent of charter pupils outperformed their public-school counterparts in both ELA and math in 2021-22, according to a new analysis conducted by SUNY's Charter Schools Institute."

Similar classical schools around the country, such as Bronx Classical and Ascent Classical, have experienced rapid growth and minimal attrition. We hope to follow in their footsteps. "Charter students outperformed their public-school peers in English Language Arts proficiency by 55% to 49% and math proficiency by 46% to 38% in 2021-22, according to data compiled by NYC Charter Center." Considering the high performance of charter schools and no other tuition-free school options in the area, we do not anticipate high rates of attrition.

This lack of standard attrition, as well as the anticipated desire for an alternative option in the Charter School desert that we will be operating in, should allow us to easily "backfill" any attrition. Regardless of the 5% anticipated rate (4-6 students per year) we expect to experience, or the 10% attrition rate found nationally (8-12 students per year), the numbers

are so small when spread over multiple grades that filling in these spots will consist of nothing more than working off of our waiting list.

Our intake policy consists of having no more than 22 children in a classroom. This will result, unfortunately, in a waiting list. As openings occur, students from the waiting list, provided they match the charter's policies for prioritizing economically disadvantaged students, will take priority over new requests. If openings occur in the middle of a school year (due to relocation or other unforeseen circumstances), students on the waiting list will be offered those seats in order of waiting list preference. Once the 2nd marking period is closed, "backfilling" will occur in the following school year.

If our attrition rate is greater than anticipated, we will adjust our budget accordingly. We would only eliminate classroom teachers as a last resort. We would first consider changing the maintenance position to part-time or removing one of the two office positions. A third consideration would be eliminating the .5 special education teacher (with the Special Education/Academic Success Coordinator meeting IEP needs in the classroom).

Future Growth in Enrollment:

We have considered doing a Pre-K program. However, since working with the existing local programs in the communities, we want to focus on the strength of our own academics and solidify the working relationship we have with both HeadStart and the local preschools with which we already have a rapport.

Since our growth model is based upon building from the lower grade levels and up and maintaining the existing class sizes as the students' progress, we expect the initial growth from one class to two classes to occur originally at these lower grade levels. Any limitation in our growth will be a factor of building size and hiring capacity, as we do not wish to increase the teacher-student ratio beyond the established success rates proven by prior school histories. Long term, considering the limited population size of our area, we do not anticipate more than two classrooms per grade level.

Other growth and retention considerations are student activities and sports. Much of a child's education happens outside the classroom. It occurs through things like sports teams, clubs, art/music lessons, dance, and theater. To that end, we will build our offerings of quality athletics and extracurriculars as quickly as we are able.

What we offer first will depend, in part, on student interest and the availability of coaches, sponsors, and volunteers. Clubs may include, but are not limited to: Musical Theater, Gardening, Photography, Chess, Robotics, Web Design, and Coding. Many offerings, such as dance and theater, tend to come from outside sources, such as local drama clubs, and not necessarily from the various school districts. It is our intention to partner with these organizations to both promote and offer opportunities for our students to grow outside of the classroom.

A similar situation arises with sports programs. Since competitive school sports programs tend to involve children at higher grade levels, we should not have to provide actual team membership offerings until we have entered the high school realm, where Section rules apply. The Auburn and surrounding areas are filled with numerous sporting club opportunities. However, as both a means of promotion and enrollment, as well as offering options to our younger students, specific sponsorships of local club teams, such as hockey, soccer, or little league baseball teams, will be pursued, and those organizations' offerings will be presented to our student body and their parents.

In addition, we believe in the importance of fitness and physical education. This belief is reflected in our commitment to frequent recesses and physical education throughout the early grades. It is also reflected in our commitment to building an athletics program that gives students opportunities to grow in fitness and virtue. The spirit and culture of FLCACS should exhibit its foundational virtues of prudence, justice, fortitude, and temperance. Both in the classroom and on the playing field, we believe that nurturing and practicing virtuous behavior is crucial for individual growth and a quality school.

b. Target Population Enrollment
Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- ***Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found on our website;***
- ***Describe the recruitment strategies the school will employ to attract each target population to the school;***
- ***Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;***
- ***Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup; and,***
- ***Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.***

NOTE: Including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding

FLCACS will be within enrollment targets and retention of students with disabilities, English language learners, and students who are eligible applicants for the Free and Reduced-Price Lunch (FRPL) by utilizing unique recruitment and retention strategies that have been built into our marketing plan. As described below, FLCACS has and will continue to reach out to all cross-sections of the Auburn community and the outlying districts.

Based on the SUNY Charter Institutes' retention calculator, FLCACS will be within target variances for the area. As shown in the Enrollment Table below, our numbers match those of the calculator. These numbers were generated based on a cross-section of all thirteen districts we plan to serve. The Economically Disadvantaged students and the FRPL student population will probably be higher and may exceed the ERT Calculations, however, FLCACS kept an extremely conservative number for budgeting purposes and as such has a running 10% variance.

The same holds true for students with disabilities, where our conservative estimate of 10% of the student population runs below the 14% student with disabilities makeup of the districts, we are servicing. As we build a reputation, we believe this number will increase with the confidence level of parents in this classification.

Based on the cross-section data, the ERT Calculator does not come up with any ELL students, as the general student population in these districts comprises only 1.6% under the ELL classification. Our estimates are small, and reality will probably place those numbers much higher, due to the migrant population we have and will continue to target, but they will exceed the general population for our service area.

Enrollment	Percent	K-4	K-5	K-6	K-7	K-8
Total years 1-5	100%	110	132	184	224	264
FRPL students	40%	44+	59+	74+	90+	106+
Discrepancy w/ ERT Calc		-11.1%	-10.6%	-10.7%	-10.4%	-8%
students w/disabilities	10%	11+	13+	18+	22+	26+
Discrepancy w/ ERT Calc		-12.5%	-28.5%	-29.4%	-21%	-19%
ELL students	1%	2+	2+	2+	3+	3+
Discrepancy w/ ERT Calc	N/A					

Recruitment Strategies:

As stated earlier in Request 04abc - “Community Outreach, Support, and Demand” along with the rest of Request 04 (d,e, and f) detailing the evidence, we have emphasized bringing the concept of Classical education to the masses, eliminating the ticket price that prohibits many in the community from taking advantage of this curriculum which is only available (in a limited capacity) through tuition-based private schools.

Our emphasis has been and will continue to be displaying the effectiveness of classical

education on not only the general population, but also specifically on the three stated groups: students with disabilities, English language learners, and economically disadvantaged students.

As we continue reaching out to the community, we will highlight the impacts that our Academy can provide to these groups as follows:

a) Students with disabilities will be served by highly skilled special education teacher(s) knowledgeable of special education law and trained in the Access Literacy program. Administrators, special education teachers, therapists, and families will be invited to a forum(s) to learn more about the effectiveness of the classical curriculum with students with special needs. Our advertisement for these informational meetings has included the Gavras Center in Auburn, whose mission includes providing support for children with special needs and their families through an array of quality programs and services.

b) English language learners will be sought out with flyers and communication with local farms and their migrant workers by FLCACS physically going to their farms, churches, and communities. Spanish language and culture will be part of informal and formal instruction. The embrace of Latin into our curriculum will make the transition from Spanish to English and back that much easier as these students progress through the grade levels.

c) Economically disadvantaged students and students eligible for the FRPL will be recruited with flyers and information nights at community centers and churches, low-income housing projects, social work programs, and food pantries. Since such a large majority of our overall population is considered “economically disadvantaged” (54% in the four main districts we will be serving), providing a tuition-free option for quality education will continue to be the draw that it already has been. Pointing out the fact that charter schools are not only FREE to families but will include the free and reduced lunch program, will reduce any anxiety over missing out on some basic needs that the public schools currently provide.

Risk Admission Factors:

Due to our recruitment strategies in the targeted at-risk school districts and while maintaining our compliance with the rules of New York State charter school admissions policy (specifically giving preference to returning students, district students, and siblings of enrolled students), enrollment will encompass many of the at-risk students. ELL students and economically disadvantaged students (of which FRPL students are a subset) will likely come from the same area and possibly from the same family. As such, this will increase the likelihood of enrolling targeted students. The random process lottery will only be applied once the grade-level seats are filled.

Retention Strategies:

Student Retention will be addressed with open communication with families, fidelity to our rigorous curriculum, and a strong school culture that celebrates student success. The targeted population and their needs will naturally require attention. FLCACS will develop a partnership with parents and teachers based on honesty, respect, and compassion. Regular communication and events will include open houses, conferences, celebrations, and performances. Individual student needs will be supported through a multidisciplinary team approach that includes the family. Retention in each specific targeted area breaks out as follows:

a) Students with Disabilities: To retain special education students, FLCACS will hire highly skilled special education teachers to ensure instruction is provided in accordance with NYS law and fidelity to the students' IEPs. The Special Education Teacher/Coordinator will work closely with classroom teachers to assess and monitor student growth. As a team, they will have regular and consistent communication with parents concerning their student's progress, discuss and address their concerns, and discuss potential IEP modifications needed to stimulate continued student growth when necessary.

b) English Language Learners: When the population deems needed, FLACS will hire an ENL bilingual teacher who will work in collaboration with classroom teachers to help ELL students learn English and, in turn, teach non-Spanish speaking students to learn Spanish.

All language teachers will be trained in the Riggs literacy program. Communications with families will be offered in their home language, but families will be encouraged to incorporate both languages at home when possible, to help reinforce the lessons learned at the Academy. Depending on time and educational value, specific cultural events may be acknowledged, taught, and celebrated within the school setting.

c) Economically disadvantaged students and students eligible for the FRPL: FLCACS will provide regular and respectful communication to address student and family needs and their effects on the student's academic progress. Any achievement gaps not being addressed by the rigor of the curriculum will be discussed, and resolutions will be put into place. Resolutions will be continually monitored as to their effectiveness. Building relationships based on trust and a sense of belonging will take priority with these families. This relationship will begin with a face-to-face introduction, followed by regular communication via phone, email, conferences, and school events. Mental health referrals can be made if the student, parents, teachers, or administrators vocalize concern. The School Leader will be apprised of any referrals made.

c. Student Enrollment Table
Complete the student enrollment table provided in the budget template and include a copy of it with this request. The proposed enrollment should be entered in exact absolute numbers (e.g. 135) and not as a range (e.g. 130-140).

Year		2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
Grade Level		K-4	K-5	K-6	K-7	K-8
Primary	Auburn	22	32	40	48	56
Secondary	Port Byron	16	18	22	28	34
Other Dist 3	Clyde-Savannah	8	10	12	14	16
Other Dist 4	Jordan-Elbridge	5	8	10	12	14
Other Dist 5	Seneca Falls	5	6	8	10	10
Other Dist 6	Cato-Meridian	4	6	8	10	10
Other Dist 7	Weedsport	4	6	8	8	8
Other Dist 8	Southern Cayuga	3	4	4	5	6
Other Dist 9	Union Springs	3	4	4	5	6
Other Dist 10	Moravia	3	4	4	4	5
Other Dist 11	Skaneateles	2	3	3	3	3
Other Dist 12	Marcellus	2	2	2	2	2

Other Dist 13	West Genesee	1	1	1	1	2
Total		**110**	**132**	**184**	**224**	**264**

R-05d Admissions Policy

d. Admissions Policy
Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of the location of the proposed school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. The admissions policy should also indicate in which grades the school would admit students, whether it would fill seats vacated by enrolled students (i.e. "backfill"), and if applicable, the date after which the school would no longer accept students.

Enrollment will be executed without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services, in compliance with federal, state, and local laws. Admission shall not be limited based on a student's intellectual ability, measures of achievement or aptitude, athletic ability, or disability. Any student eligible for admission to a public school under the laws of New York State is eligible for admission to FLCACS.

Interested families will be required to submit an FLCACS Enrollment Application. The application will be made available on January 1st, and the submission deadline will be March 31st. For current students, letters of intent to return for the following year will also be distributed. To account for nondiscriminatory application availability, applications will be available for pick-up at the school, on the school's website, and at any additional venue opportunities.

Families are encouraged to visit the school, talk to instructional, administrative, and other staff, visit classrooms, and meet currently enrolled students when deciding to enroll their children. Every effort will be made to assist families with language or other barriers in completing the application, including providing a Spanish version for ENL families. There will be no fee for making an application, nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools. FLCACS will not impose any arbitrary requirements for the application beyond the completion of the

FLCACS application. Practices such as requiring parents or guardians to attend an open house, submit to an interview, or tour the school will not be a condition for accepting an application. FLCACS welcomes all students, including those with disabilities, ELL learners,4 and students eligible for FRLP, to enroll in the charter school.

Enrollment Eligibility

Only applicants living in New York State may apply for, enroll in, or attend the school, and all New York State residents are so entitled.

Compliance with Applicable Laws: As a public school, FLCACS will be open to children who are eligible under the laws of New York State for admission to a public school. The school will follow all applicable State and Federal laws in admitting students. Enrollment will take place without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services, in compliance with federal, state, and local laws.

A child will be eligible for initial admission to the school for kindergarten if the child reaches the age of five years old on or before December 1st. All students admitted as provided above will be required to submit completed application forms and information by the date specified in the notice of admission.

If interest in a grade is beyond capacity, a student will be placed on a waitlist. Wait-listed students will complete application forms upon selection for admission. An admitted student will be subject to the forfeiture of his or her right to enroll or remain on the waiting list if the enrollment form is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to the school's admissions policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application.

The intentional provision of untruthful information at application, admission, or enrollment will entitle the school to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend. Wait lists will not be carried over from year to year.

The school will give preferences to the following pupils, in the following order of priority:

***Founder Preference*:** Those children whose parents/guardians were active in the planning process by serving on the founding interim governing board, an advisor to the founding interim governing board, or other criteria established by the Governing Board beneficial to the successful founding of the school, will receive priority for admission if their applications are received by the application deadline. Said families must have been designated a "founding family" by FLCACS and will not exceed 15% of the grade capacity. These families will taper off throughout the existence of the school as their children graduate. The Founding Family status will no longer be given after the opening day of the school.

***Priority 1*:** Returning Students: After the founding year, first priority will be given to pupils returning to FLCACS. To confirm the intent to maintain enrollment, the school will send an Intent-to-Return letter home to parents of all current students before the lottery every school year. The letter requests written confirmation that the child will return the following school year and indicates that the signed form must be returned for the school to hold a seat for the student. After these reasonable efforts to contact the family to confirm enrollment, the school may elect not to enroll students who have not confirmed.

***Priority 2*:** Sibling/Household Preference: It is the intent of FLCACS to support whole families and create a cohesive and inclusive school community. Siblings of enrolled students will receive priority for admission if their applications are received by the designated deadline. Families may also apply for household priority. Household priority is given when a child, who is not a sibling, lives with a currently enrolled or admitted family.

In this situation, custody papers or other legal documentation must be provided to claim priority. Siblings of multiples, such as twins or triplets, will be grouped within their respective priority categories. The drawing of the name of an applicant will be deemed the drawing of the name of the applicant's siblings participating in the lottery for the same grade or a lower grade, as long as there are places available in the siblings' respective desired grades when the applicant's name is drawn or will entitle the siblings to the next places on the waitlist for the desired grade. However, FLCACS will have the right, but not the obligation, to add places in a grade on a nondiscriminatory basis in compliance with applicable laws for a sibling under these circumstances, even if the grade is otherwise closed. Filling classroom vacancies that remain or occur beyond March 1 of a given year will be addressed by the School Leader in conjunction with the Board of Trustees on a student-by-student basis, but are generally discouraged.

Priority 3**:** Staff Preference: Children of staff members who work 20 or more hours per week will receive priority for admission. The total number of students enrolled under the priority Founder/Staff policy will not exceed 15% of the school's population. If there are fewer spots than the number of priority applicants, then a separate lottery is held for these applicants with priority status. Any student falling under the Founder/Staff policy who is not eligible for priority due to exceeding the 15% threshold will be designated to the next highest applicable priority level.

Priority 4**:** All pupils who live within the Auburn City School District will be given a Priority 4 level.

General Lottery: The content-rich curriculum, instructional style, and culture at FLCACS contribute to creating a learning environment where children with various needs and backgrounds can thrive.

To attract and serve families not otherwise served with quality education options, FLCACS will offer a weighted lottery, where pupils identified as students with disabilities, English language learners, and/or qualify for Free and/or Reduced Lunch Program

(FRLP) eligible children are given a weight of one within the general lottery. This is intended to increase the chances for these children to obtain an offer through the lottery. In accordance with The New York Charter Schools Act of 1998 (as amended, the "Act") and regulations of the New York State Education Department ("NYSED"), 8 NYCRR § 119.5, only one weight can be offered per student even if that student qualifies under two categories.

Once priority seats have been filled, the general lottery will be held. Seats will be assigned randomly. At the conclusion of the lottery for each grade level, applicants will be placed on a waitlist for each grade. The random selection lottery will be open to the public. The school will notify all applicants of the time and place, which will generally be between April 1st and April 15th, subject to circumstances beyond the reasonable control of the school. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish waiting lists to be used to fill openings during the school year for which the student applied. After all eligible names have been drawn, the school will add the names of applicants who submitted applications after the 5:00 PM deadline on March 31st. All post-deadline applicants will be added in the order in which they are received. As spaces become available, FLCACS will make enrollment offers in the order of placement on the waiting list.

Lotteries for all grades for an academic year are expected to be conducted on the same day and will be publicized in a manner consistent with the requirements of Section 104 of the Public Officers Law and will be open to the public. Lotteries are expected to be conducted from the highest grade to the lowest grade for each year. Families of students admitted or waitlisted as provided above will be notified in writing. Openings for places in a grade after the admission and enrollment processes are complete will be backfilled based on the waitlist order.

Applications will clearly state the enrollment deadline. It is the policy of FLCACS to encourage and support the development and strength of its student and family community

as far in advance of the new student enrollment deadline as practically possible. The application deadline will be March 31st for the following school year.

R-06af-Curriculum and Instructional Design

The Board of FLCACS believes that the curriculum should be integrated. The world continues to evolve, especially in the field of technology, and as technological advances redefine business operations, employers seek out individuals with strong “soft skills.” They need people with the ability to adapt quickly and seamlessly to changing roles and responsibilities. To keep pace with these changes, and to ensure students are adequately prepared for the real world, our goal is to adopt a curriculum that produces creative problem solvers capable of succeeding across many different disciplines. Integrated curriculum is an ideal model for addressing these needs as it produces the following benefits:

- Reduces content duplication across subjects
- Makes learning more relevant and connected to the real world
- Enables students to examine situations or problems holistically
- Better equips students to apply their skills across disciplines

Board member Bruce MacBain was the NYS Middle School Principal of the Year in 2012, largely because of his leadership with interdisciplinary units and Project-Based Learning. He presently teaches the Supervision of Curriculum course at SUNY Cortland. His experience will be valuable in interviewing and choosing a School Leader who will ensure the integration of the curriculum throughout the year.

History will be the trunk, or spine, of our studies. The other subject areas will branch off of History. As we move through time, literature and the appreciation of art and music will be matched up with the era we are studying. Other subject areas will also be influenced by the current History study as appropriate. Not everything will match every day, but there will be a cohesive stream of history flowing through the days, months, and years.

An example of a 2nd-grade integrated curriculum unit is:

Topic: Greece and Rome

- **History: Our Little Spartan Cousin of Long Ago is an Engaging account of the life of children in ancient Sparta, where patriotism, heroism, and strength in battle are the highest ideals.**
- **Literature: Here are the greats of ancient Greece, gods and goddesses, heroes and monsters, as freshly described in words and pictures as if they were alive today with D’Aulaires’ Book of Greek Myths**
- **Science: Building and presenting water aqueducts**
- **Math: Appreciation of the architecture of the ancient world can be emphasized by recognizing 3D figures by sight and feel**
- **Art: Second graders learn how to use perspective to create the illusion of space and depth on a flat surface, emphasizing realism, proportion, and harmony - Raphael School of Athens**

- **Music: Students learn about line and space notes, measure, bar line, and repeat signs with the Lines and Spaces Notes**
- **PE: Archery**

Several more examples of integrated curriculum can be found within the Core Knowledge integrated curriculum plan. A sequence summary can be found at https://www.coreknowledge.org/wp-content/uploads/2022/10/CK_Sequence-2023_AtAGlance_W2.pdf
According to the Core Knowledge site, their curriculum "thrives on interdisciplinary connections, where various subjects are intertwined to create a holistic learning experience… encouraging students to read texts related to the subject they're studying. For example, if the science unit is about animals, provide reading materials on the same topic. If the history class is exploring ancient civilizations, provide reading materials that align with the historical period, building a deeper understanding of the era while honing literacy skills. This not only reinforces literacy skills but also deepens students' understanding of the subject matter."

Our leadership team will ensure vertical alignment (progression of skills and knowledge across grade levels) and horizontal alignment (connections across subjects within a grade). Faculty collaboration will play a key role in achieving this integration, supported by shared planning time and professional development. Teachers will tailor instruction to meet diverse learning needs, ensuring that all students, including ELLs and those with disabilities, can access and benefit from the curriculum. To enhance learning, we will use technology tools that support curriculum delivery, such as interactive platforms for Singapore Math and digital resources for history and science.

CURRICULUM SELECTIONS

Finger Lakes Classical Academy Charter School (FLCACS) will provide students with a full and complete education that will challenge them to excel both in learning and in character. This classical education program will succeed through the academy's high standards and curriculum. The goal is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community.

English Language Arts

One of the primary jobs of an elementary teacher is to teach a wide variety of students to be great readers, writers, and thinkers. With those skills, students can tackle any academic challenge. English is a beautiful yet complicated language. Therefore, learning how to teach it, completely, and efficiently is a critical skill for teachers. Access Literacy was built to improve literacy through writing curriculum, training and coaching teachers, and supporting school administrators.

We began to research our chosen program, Access Literacy, because of its connection to BCSI schools. As we researched the program and had several conversations with the founders of Access Literacy, we concluded that it was both solid in its alignment with

current understandings of the Science of Reading and innovative in its approach, particularly in its unique approach to building reading on spelling, instead of vice versa.

These excerpts (https://www.accessliteracy.com/leaders) are intended to help you understand the key elements of Literacy Essentials and how the elements of the program differ from most other reading/literacy programs. *Access Literacy's Literacy Essentials: The Journey From Spelling to Reading*® teaches children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics), as well as the rules and consistencies governing their use in English words (orthography).

"Students who begin the program in Kindergarten are taught to spell a word to learn how to read it. Research reveals that children who can spell a word can always read it, but the reverse is not true. Many of us adult users of English may be skilled in reading and horrible in spelling. Therefore, this method begins with teaching children the information they need to spell, explicitly teaching a specific set of new words four days each week. These words are then practiced to achieve automaticity for spelling and ultimately automaticity for reading. From my 25+ years of teaching, I am convinced that children perish educationally for lack of information, not because the information is too difficult. This is especially true in spelling and reading. Curriculums used in most schools today do not give children the complete body of information they need to successfully navigate the complexities of the phonetics and orthography (spelling system) of English. Many children come to school with thousands of words they can understand and use when speaking and listening. What they desire is the ability to as quickly as possible read and write with that set of words. When we give children the information, they need to be able to do that, the result is excited, engaged readers who willingly write about the interesting things they are learning. Once the young children have a set of words they can spell accurately, they begin simple sentence writing. In Kindergarten, their early sentence writing is their first reading."

"During the K-2 years, students are taught basic grammar which supports sentence writing that is used to support reading comprehension. Students are writing sentences daily for the purpose of supporting reading. If students have the knowledge and tools to be able to decode the words in a text, the next barrier to comprehension is often sentence structure. Sentences in texts become longer and more complex as reading levels increase and some students do not have the tools to navigate the sentence. Writing sentences allows students to slow their thinking and create mental space to better understand how the order of words and phrases develops meaning. The goal in K-2 is to have students write sentences with a level of complexity that will lead them easily into the texts at their reading level. *Literacy Essentials: The Journey From Spelling to Reading*® differs from other phonics-based programs in several ways. The primary difference is the order in which literacy skills are taught. Typically, reading programs start by teaching "sight words." Children are given a list of words that they see repeatedly and are asked to just commit to "visual memory." This is much like learning hundreds of phone numbers. In contrast, this approach uses basic information about English phonetics and orthography to help children code and analyze

the spelling and decoding of more than 2000 words between Kindergarten and 3rd grade. As the title of the program indicates, the order of teaching is from spelling to reading. The children first learn to write and say the sounds of the 72 common English spelling patterns in isolation, so they can then combine them to spell words. With the words they are learning to spell, they will be able to write sentences. These sentences become their first reading. This process wires children's brains to think deeply and analyze how words work individually, in combination to form thoughts and ideas, and creatively to express ideas in a rich, clear manner. Words are powerful and to wield them well allows individuals an appropriate way to influence the world around them."

"So, the order of teaching literacy skills is a primary difference, but in tandem with the reordering of skills is the scope and pace of "what" is taught. For example, all 72 common English spelling patterns (phonograms) and the basic rules of orthography are introduced by the end of the first semester of 1st grade. From that point forward (through 3rd grade), the information introduced is practiced with more than 2,000 words, until it is internalized and can be used by older students to independently learn new vocabulary. Other programs stretch the teaching of a much smaller set of spelling patterns (maybe half the number) over grades K-5 with little or no explanation of rules governing how they are used. Thus, other programs must resort to using visually memorized "sight words" to begin reading and most often memorize spelling words by calling out letter names for spelling. Both sight words and calling out letter names for spelling teach children wrong information about how the English code works. Literacy Essentials reorders the teaching of literacy skills, increases the breadth of information provided to children, and paces the teaching of those skills to make them available to children early in Kindergarten and first grade."

"The final significant difference with the Literacy Essentials program is how the information is taught. Each lesson is multisensory. Under the overarching umbrella of multisensory, the lessons use direct instruction, with interactive analysis and graphic organization to teach and practice skills. The skills and information are taught using a multisensory approach so that the different areas of the brain that are used in writing and reading are wiring code information simultaneously. As the students are learning the spelling patterns and vocabulary, they "see it, hear it, say it and write it." Each time they learn or practice new vocabulary they will simultaneously engage different neurological areas of the brain and wire them together. Another aspect of the curriculum is directly instructing through an interactive analysis that leads the children through the thought processes necessary to understand how each word works. As the students engage in this analysis over the course of more than 2,000 words, their brains develop cognitive categories for analysis that eventually result in student independence in learning new vocabulary."

Finally, coming alongside the "write it" piece of multisensory, students are provided a notebook, My Orthography Notebook, which is structured to help them graphically organize the complicated information they are learning about the English code. As students complete the graphic organizers each year with a new set of

words (1st – 3rd), the pages provide practice and serve as a reference when questions arise with new vocabulary.

Access Literacy will cover phonemic awareness, spelling, handwriting, not literature (school's choice). Examples of Literature used for reading comprehension are as follows:

K— Nursery Rhymes Aesop's Fables Fairy Tales Tall Tales, Beatrix Potter, Winnie the Pooh

1— Fairy Tales, Pinocchio, The House at Pooh Corner, Aesop's Fables, The Tale of Peter Rabbit, The Tale of Br'er Rabbit

2— Greek Mythology, Asian Folktales, Classic Folktales, A Christmas Carol, Native American Tales, Tall Tales, Little House in the Big Woods, Charlotte's Web, Peter Pan

3— Short Stories, Greek, Roman, & Norse Mythology, Fantastic Mr. Fox, The Courage of Sarah Noble, Farmer Boy, Stuart Little

4— Robin Hood, The Magician's Nephew, The Lion, the Witch, & the Wardrobe, Johnny Tremain, Anne of Green Gables

5— The Wind in the Willows, The Secret Garden, Comedy of Errors, The Adventures of Tom Sawyer, Narrative of the Life of Frederick Douglas

6— The Children's Homer, The Giver, A Midsummer Night's Dream, The Scarlet Pimpernel, The Prince & the Pauper

7— Alice's Adventures in Wonderland, Adventures of Sherlock Holmes, The Wind in the Willows, Across Five Aprils, The Wizard of Oz

Handwriting:

Printed lettering will be taught in Kindergarten, and then will turn quickly to beginning cursive in the 3rd grade. Cursive improves the continuity and fluidity of thought in written communication, improves neural connections in the brain, graphically illustrates the development of fine motor skills, and can be particularly effective for students with dyslexia or dysgraphia.[1]

Handwriting lessons will come from our Access Literacy curriculum.

If the handwriting program embedded in Access Literacy is not a great fit, our second choice was Handwriting Without Tears. It has not been ruled out as a supplement if students need additional support or as an alternate program if we need a change.

Writing:

After seeing the curriculum from the Institute for Excellence in Writing successfully help many homeschool students, the Board of FLCACS has made the decision to add this program to our curriculum suggestions. It is both a successful program and a draw for homeschool families who may be interested in rejoining the school system once a charter option becomes available in the Auburn area.

[1] http://www.newamericancursive.com

The following is pulled from the Hillsdale College website and does an excellent job of explaining what we have seen IEW accomplish.

Addressing the Challenge of Composition: k12.hillsdale.edu/Curriculum/IEW/

Learning to write is one of the most challenging skills in a student's education. Composition combines many different foundational skills, and each contributes to the end product—handwriting, reading, comprehending, summarizing, synthesizing, and creating cohesive thought, to name a few. Often, students struggle to understand the individual components of writing (i.e., how and what to write about) and thus struggle to feel successful.

The Institute for Excellence in Writing (IEW®) is a proven program that helps students to become confident and competent writers through:

Systematic Learning: Students benefit from a carefully structured approach that builds writing skills progressively over several years. The first third-grade resource became available in the summer of 2023.

Skill Development: The program focuses on essential writing techniques, helping students learn how to express their thoughts with clarity and creativity.

Engaging Content: Through source texts with interesting content pulled from the Hillsdale K-12 Program Guide, students explore nine different ways to format compositions and discover stylistic techniques that elevate their writing.

Learning to write is a central skill because it is fundamentally about thinking, and then transferring that thought from one person to the next. The writer must analyze, synthesize, and structure their thoughts so someone else can understand them and be informed, entertained, moved, or persuaded. The Hillsdale K-12 Office sought a writing program to cultivate these purposes in students and help teachers support their development.

How the IEW® Method Benefits Students:
Confidence Building: The step-by-step approach helps students know both how to write and what to write.

Skill Transferability: Students learn to apply writing techniques across various subjects and contexts.

Thinking Skills Enhancement: The process of asking questions and outlining thoughts fosters independent, analytical writing abilities

Andrew Pudewa, the founder of IEW®, emphasizes the connection between thinking and asking good questions, which ultimately informs the writing process, stating, "You can't get something out of a brain that isn't in there to begin with. If you want to think of something, you have to ask yourself a question."

By providing a structured framework and encouraging critical thinking through learning to ask pertinent questions, IEW® transforms writing education into a predictable and enjoyable process for students of all skill levels.

Curriculum Collaboration:
Because writing is wrapped up in thinking about specific content, the Hillsdale K-12 Education Office has collaborated with IEW® to pair their method and presentation with our recommended content in disciplines like history, science, and literature. The following chart shows the currently available collaborative texts and those which are forthcoming:

Book Titles with publication dates:

3rd Grade, Fall 2023: Adventures in Writing: Implementing the Structure and Style Method
4th Grade, Fall 2024: Discoveries in Writing: Implementing the Structure and Style Method
5th Grade, Fall 2024: Frontiers in Writing: Implementing the Structure and Style Method
6th Grade, Fall 2025: Investigations in Writing: Implementing the Structure and Style Method
7th Grade, Fall 2026: Journeys in Writing: Implementing the Structure and Style Method
8th Grade, Fall 2027: Voyages in Writing: Implementing the Structure and Style Method

These texts are intended to complement the IEW® Structure and Style for Students curriculum, and new schools should purchase the relevant Structure and Style for Students resources in Grades 4-8 to guide the first year or two of program implementation. With this curriculum comes invaluable resources to support teachers as they learn and navigate the program for the first time.

Literature
Literature will be a cornerstone of FLCACS. The literature itself will be a form of curriculum. Literature has, in recent years, been forgotten in favor of learning just the skills of reading; content has been overlooked. WHAT a child reads matters. Literature alone can make an enormous difference in the future of a child. Rich literature furnishes the mind and children should be exposed to quality books as early as possible. Quality literature lends to great discussion of the stories such as; ask and answer questions, retell, identify details and demonstrate understanding of their central message or lesson (1st grade- 2011 ELA standard 1R1). Literature at FLCACS has been chosen with great care from past and modern authors of quality. Based on the scientific research found in *The Enchanted Hour* by Meghan Cox Gurdon, it will be read aloud throughout the elementary grades and will be read by students as they progress in literacy.

Because great literature can be above a child's ability to read, it can be read aloud or listened to on audiobooks. Many of the great classical children's pieces are also found with online read-aloud as a tool for possible virtual learning. This practice need not end when the child can read on their own. Listening to books gives children with learning disabilities, such as dyslexia, a break from the struggle to read. It can give children who are new to English a chance to listen while holding a physical copy to follow along. It will give all children a rich vocabulary, improved structure in their writing, and a strong imagination.

When suitable, the timing of literature selections will align with the historical period being studied. This will often mean reading simpler versions of classics in younger grades. For example, when studying Ancient Greece, simple child-appropriate myths can be learned at the same time. Every effort will be made to align both the history curriculum and the age-appropriateness of the texts. Susan Wise-Bauer did an excellent job of choosing selections in this way in The Well-Trained Mind.

Grammar

Well-Ordered Language: The Curious Student's Guide to Grammar from Classical Academic Press will be used starting in the 3rd grade. Grammar is necessary for a clear understanding of the English language and the ability to study foreign languages. It gives students a clear and comprehensive analysis of the English language, making the writing process smoother. It will be introduced in the 3rd grade so that reading with phonics will already have been established. Classical Academic Press strives both to awaken curiosity and to challenge the eager learner.

Mathematics

The world displays order, patterns, and relationships. To provide a foundation in numeric literacy, FLCACS has chosen Singapore Math. Singapore has consistently set itself apart in math education for many years. The tiny island city-state leads the entire world in math achievement. Singapore Math has been adapted to the needs of American schoolchildren and made readily available to our populace. It is detailed in instruction, questions, problem-solving, and visual and hands-on aids such as blocks, cards, and bar charts and ensures mastery.

Singapore Math will help students meet and surpass NYS standards for math education. The success of this program will exceed The New York State Next Generation Mathematics Learning standards in less time and with more student curiosity and engagement. It will exceed what is being accomplished by Next Generation math in the surrounding districts. Next Generation appears to have made a feeble attempt to replicate the success of Singapore but failed to accomplish the results. FLCACS will go to the source and use the tried and found-to-be-worthy curriculum of Singapore.[2] This program is challenging and effective for learners from a variety of backgrounds.[3]

[2] https://factsmaps.com/pisa-2018-worldwide-ranking-average-score-of-mathematics-science-reading/

[3] https://nces.ed.gov/timss/results19/index.asp#/math/intlcompare

Singapore Math will be the primary curriculum used at FLCACS. The standard sequence for Singapore Math Dimensions is listed below. This is the ideal pace, but it will be adjusted for each student based on placement tests given before instruction begins. A daily math block will be scheduled for the purpose of content mastery grouping students in K-4 (eventually through middle school) grades, to address the needs of both mathematically-competent students as well as struggling learners.

Students will be grouped according to ability since math education is ineffective if the foundation has not been properly laid. Our students will be drawn from many backgrounds (private, public, and home schools). It is unlikely that many will be familiar with this exact curriculum. Each child will begin where they need to regardless of actual grade placement. This curriculum has been shown to be very effective in raising standardized test scores across the board and the students should show improvements on those tests. There are many more activities and resources provided in the teacher's manual than could ever be used in a single lesson, so the extra activities can be used by assistants or parent volunteers to help students who are struggling. These activities are intentionally multi-sensory so that students from various learning styles can all find a path to success.

Singapore Math will satisfy state standards, for example, Singapore Dimensions Math-Grade 3 Contents: Numbers to 10,000, Addition and Subtraction, Multiplication and Division, Multiplication, Division, Graphs, and Tables, aligning with NYSED standards 3.OA.1-7.

The daily process steps: (https://kateshomeschoolmath.com/dimensions-math-review/)

1. Think: During this phase of the lesson, students work through a real-life problem with hands-on materials. This problem introduces the type of thinking that the students will do throughout the lesson.
2. Learn: In this stage, the teacher explains the new concept, either with manipulatives or by referring to pictures in the book.
3. Do: Next, the students complete exercises from the textbook to practice the new concept. They will usually need active guidance during this part of the lesson.
4. Activities: The Teacher's Guide provides several optional activities the teacher can use to further reinforce the lesson.
5. Workbook: Finally, the students practice the new concept independently in the workbook.

Spanish/Latin

Our commitment to learning languages at a young age is based on many things. We wish to bring back the study of the ancient language of Latin for its many learning benefits. We also wish to offer a bridge between English and Spanish to connect different populations in our area. Languages are quickly absorbed by young children and young children have an advantage in hearing the sounds of secondary languages while the brain is most receptive.

The Finger Lakes region is home to a number of Spanish-speaking people who migrated to the area (many from Guatemala) to work on local farms. While many of the school-age students reside outside the Auburn District, they are quite close by in the neighboring Southern Cayuga District. FLCACS will strive to offer an excellent education to this population which has been historically underserved by local public schools.

At this time, in the current political climate, we are not sure what the fate of some of these families will be. Whatever happens on the political scene, we remain committed to serving all students in our community well, and this underserved population in particular.

Aequora is a program from the Paideia Institute in NYC that blends Latin, Spanish, and English into an instructional program that helps students from Spanish-speaking backgrounds learn English and Latin and helps English-speaking children learn Spanish and Latin. First devised and implemented in the early 1980s, the Paideia Program is grounded in a desire to provide the same rigorous quality of education to all students regardless of background or perceived ability. As noted in this 2021 scholarly essay, numerous reviews demonstrate Paideia's potential to improve educational outcomes and thus help to equalize educational opportunities across demographic lines.
https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1650&context=jerap

The languages are deeply connected, as Latin is the parent language of Spanish and approximately half of our English vocabulary is derived from it. Students will come together, beginning in the third grade, to help one another build a bridge between languages and cultures. An additional benefit is the finding that the student of ancient texts, particularly those of Greek mythology can have a positive social and emotional impact on children, particularly those from a traumatic background. In *The Theater of War*, Brian Doerries shows a strong correlation between the use of the performances of Ancient Greek tragedies and the improvement of PTSD in soldiers. While this particular study did not directly address children and mythology, it parallels the thinking. The population we seek to serve comes from a combination of disadvantages that would raise the likelihood of trauma, such as poverty, isolation, and transplantation into a foreign culture.

Spanish and Latin are also worthy pursuits in their own right. Roughly two-thirds of the English language derives from Latin. Spanish is very useful for communicating with the ever-growing Spanish-speaking population in the United States. Many jobs look for proficiency in a second language and Spanish is one of the most useful. Latin builds solid logic, thinking, and reasoning skills, as well as expanding and clarifying English vocabulary and supporting English grammar. Latin is still used today in the practice of law, medicine, and the sciences. It is also the key to unlocking the Romance languages (Spanish, Italian, Portuguese, and French are the best-known of the list). Translating Latin demands careful and logical thought. The memory, discipline, and focus required by the study of Latin provide the sort of mental conditioning that makes students more

capable in every other course of study they undertake. Students who study Latin consistently score higher on the SAT and outperform their peers in other fields of study.

One of the innovative qualities of FLCACS is the study of Latin, which will begin informally in the elementary grades. Students will learn Latin roots, which improves reading comprehension and vocabulary. As stated above, students will study history mainly through primary source documents to promote analytical skills and essential insight into their culture and heritage.

Another unique aspect is the instruction in character education and the classical virtues. These will be integrated throughout the curriculum and in all grade levels. High academic achievement, personal discipline, ethics, and personal responsibility will consistently be reinforced through the study of subjects in the classical tradition. Classical education upholds a standard of excellence and has proven itself over time. We believe high standards and a research-based curriculum will provide students with a rigorous and well-rounded education that will challenge them to excel not only in learning but in character development. Students will graduate as highly literate and responsible citizens who are well-prepared to uphold America's founding principles.

Physical Education

PE will have a three-tiered focus: safety, skills, and participation. Students will be introduced to skills in a developmentally progressive manner, using tools such as ball handling, hops, jump ropes, scarves, and scooters. Students will learn basic physical movements such as squats, push-ups, and lunges. Students will also have the opportunity to engage in cultural dancing and movement connected to areas of learning in the classroom. PE will be taught outdoors as much as possible, weather permitting. Depending on the school location, the use of community resources may be possible, fitness facilities, etc.

Core Knowledge

Several of the following sections draw from the Core Knowledge Foundation. Studies on Core Knowledge and its effect on standardized test scores and long-term well-being are found here: https://www.coreknowledge.org/wp-content/uploads/2016/12/How-Do-We-Know-This-Works1.pdfhis-Works1.pdf

We chose Core Knowledge based on several factors. Martha Rescigno was able to take a course on E. D. Hirsch at Hillsdale College, the only class offered in the country at the time. It made such a strong impression that it influenced her choices for her children and their co-op friends for the last 20 years.

With its cumulative and sequenced curricula, Core Knowledge provides equity so beneficial to the segments of the population at a disadvantage. Along with the content-rich core subjects its focus on music and art also fosters social-emotional development and promotes visual/auditory learning.

We have chosen to use Core Knowledge based on personal use and now long-term data. Studies on the efficacy of the program can be found in the link above.

One of the benefits of using such a content-rich program is its effectiveness in leveling the playing field for the socio-economically disadvantaged child. Much of the population in the area we are working with has this disadvantage.

We were also influenced by the work of Natalie Wexler, who has made inroads in the practical application of some of the ideas of E.D. Hirsch. Some quotes from *The Knowledge Gap* by Natalie Wexler follow.

"One study found that children living in high-poverty neighborhoods get "a double dose of disadvantage" as compared to their higher-income peers: the language they hear is less sophisticated both at home and school."

"Whatever the causes, it's clear that children with certain risk factors begin school with skills almost a year behind those of their peers. And the gap only widens over time. The more knowledge a child starts with, the more likely she is to acquire yet more knowledge. She'll read more and understand and retain information better, because knowledge, like Velcro, sticks best to other related knowledge."

"The implication is clear: abstract "reading ability" is largely a mirage constructed by reading tests. A student's ability to comprehend a text will vary depending on his familiarity with the subject; no degree of "skill" will help if he lacks the knowledge to understand it."

"The bottom line is that the test-score gap is, at its heart, a knowledge gap."

We, as the board of FLCACS believe that knowledge is a key to equity and thereby justice in an economically disadvantaged area, such as Auburn, NY. Leveling the knowledge playing field improves the chances that a child has to aspire to higher education and a more fulfilling life.

History and Geography

Core Knowledge focuses on cultural literacy. History will seek to prepare students for the responsibilities of citizenship in a free society by introducing students to the accumulated wisdom and experience of our intellectual and social traditions. Our culture's roots are predominantly Western. And so, while we study non-Western cultures as well, particular emphasis will be put on our own country. By the time students reach middle school, they will have studied virtually every major civilization, ancient and modern, Western and non-Western. Meanwhile, they will have engaged in the importance of geography within the historical context and an examination of American history, literature, philosophy, and politics.

World history will be taught chronologically and sequentially, telling the story of time. Through the history of our country, students will learn the basic facts that led to the

creation of the American Republic and our continuous efforts to maintain liberty and justice for all, along with the first principles of our constitutional order. Geography is taught across all history lessons as a guide to the resources that have provided for the survival, progress, and accomplishments of mankind. Civic education, teaching concerning the political order and the individual's rights and responsibilities begins in Kindergarten. Core Knowledge Foundation will be used for the curriculum. This is a comprehensive program in World and American history and geography, integrating topics in civics and the arts. Core Knowledge Integrated History and Geography help students build knowledge of the diverse civilizations, cultures, and concepts specified in the *Core Knowledge Integrated Sequence.*

The material is arranged in four rotating themes that will be studied in unit studies with projects, lapbooks, and read-aloud: Chronological World History, American History, Geography, and Civics.

Science

Science at FLCACS will be based on Core Knowledge and the importance of building a sequential, coherent, and cumulative knowledge base. Our teachers will emphasize developing the literacy and vocabulary to successfully navigate increasingly complex scientific texts.

Science will be taught in unit studies. One to three topics will be covered each month. Hands-on projects, stories, lapbooks, etc. will be used to enhance the learning of each topic. The curriculum provides students with factual knowledge of the sciences. Additionally, this program has been informed by many positive aspects of the Next Generation Science Standards (NGSS). Next Generation Science identifies three dimensions to convey their core ideas. Crosscutting concepts unify the study of science through their common application across science and engineering.

CK Science exposes students at an early age to the vocabulary and factual knowledge needed for conceptual understanding later. CKLA lays a foundation of knowledge and literacy about a topic so that students are later able to use and grasp scientific practices and crosscutting concepts. It covers many of the same topics as CK Science such as light, sound, habitats, and astronomy, specifically to build background knowledge and literacy with informational texts. CK Science purposely builds background knowledge and literacy with informational texts in the core ideas of the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science.

Students benefit from both reading about concepts and ideas, and from hands-on experiences, supporting a student's learning progression toward an ever more complex understanding of science and allowing students to build and deepen their knowledge grade by grade and making cross-curricular connections across subjects. "Crosscutting Concepts help students explore connections across the four domains of science,

including Physical Science, Life Science, Earth and Space Science, and Engineering Design."[4]

When appropriate and as often as possible, Science will be aligned with History. The biographies of scientists and their discoveries can easily be aligned with the History topic currently being studied. Not everything will seamlessly align with History, at times topics need to be covered for just their importance to science, but as suitable we will make an effort to keep scientific discoveries on the timeline.

Fine Arts

Studying music and the visual arts will instill a love of beauty and equip students with important core knowledge about their culture. In keeping with a classical education, FLCACS will teach music and art largely through the study of works and techniques of the great masters, such as Bach, Mozart, Beethoven, Raphael, Michelangelo, and Monet. Beginning in Kindergarten, students will take up a study of the fine arts, following a defined curriculum that spans not only performance but also the history and theory of art and music. Students will develop a discriminating ear and eye as they analyze masterworks from every era. This experience will be made richer by cross-curricular connections. Many of the topics covered in music and art connect to what students will be reading in literature or history.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges. Music students will participate in activities on musical instruments, singing, learning to read music, learning about the orchestra, etc.

Art instruction will occur once each week. It will have two major themes: the creation of art by the students including a variety of elements such as drawing, sculpture, portraits, still life, landscapes, photography, architecture, expression, and abstraction; and the study of great artists of the past, Greek and Roman Art, Medieval Art, the Renaissance, Impressionism, Post Impressionism, Asian Art, African Art, and American.

Art periods will be aligned with whatever historical period is being studied at the time.

Research-Based Evidence of Effectiveness

Classical education has been proven effective in multiple studies and several schools have been able to successfully implement this format in NYS. The Bronx Classical Charter Schools are a 4-time National Blue Ribbon award winner and ranked the #1 highest performing charter network in NY on the 2022-23 state tests.

The Core Knowledge Language Arts™ (CKLA) program was piloted in 10 public schools in New York City and an additional 7 schools throughout the country, including rural and suburban schools. These diverse schools comprised 172 classrooms, 200

[4] https://www.nextgenscience.org/

teachers, and 4,466 students. Across these schools, the percentage of students receiving free and reduced lunch ranged from 30 to 99%, and the percentage of students for whom English is a second language ranged from 15 to 60%.

Pilot teachers participated in extensive professional development prior to implementing the program. This training ensured that teachers had a clear understanding of the synthetic phonics at the heart of CKLA's Skills strand. The training also provided teachers with techniques for building students' background knowledge and vocabulary during read-alouds, which are at the heart of the CKLA Listening & Learning strand.

Results from the three-year pilot of CKLA in Kindergarten through second grade in 10 New York City public schools show that students in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies.

Addressing the impact of Core Knowledge integrated curriculum on 3rd-grade reading, writing, English, and math achievement, Dave Grissmer and Thomas White, research professors at the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia, have been conducting IES-funded, longitudinal research regarding the impact of Core Knowledge integrated curriculum in Colorado charter schools. Read more about this six-year investigation into student achievement from the researchers themselves:

> *The Core Knowledge Sequence is the result of a lengthy and rigorous process of research and consensus-building undertaken by the Core Knowledge Foundation, an independent, nonpartisan, nonprofit organization dedicated to excellence and fairness in early education. To achieve a consensus on the topics to be included in the Core Knowledge Sequence, in 1986, the Foundation first analyzed the many reports issued by state departments of education and by professional organizations, such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science, which recommend general outcomes for elementary and secondary education. We also examined the knowledge and skills specified in the successful educational systems of several other countries, including France, Japan, Sweden, and Germany. In addition, we formed an advisory board on multiculturalism that proposed the inclusion of diverse cultural traditions that American children should all share as part of their school-based common culture. We sent the resulting materials to three independent groups of teachers, scholars, and scientists around the country, asking them to create a master list of the core knowledge children should have learned by the end of Grade 6. About 150 teachers, including college professors, scientists, and administrators, were involved in this initial step. These items were combined into a draft Sequence, and additional groups of teachers and specialists were asked to agree on a grade-by-grade sequence of the items. That draft sequence was then sent to some one hundred educators and specialists who participated*

> *in a national conference that was called to hammer out a working agreement on core knowledge for the first six grades; Kindergarten, grades 7 and 8, and preschool were subsequently added to the Sequence. This important meeting took place in March 1990. The conferees were elementary school teachers, curriculum specialists, scientists, science writers, officers of national organizations, representatives of ethnic groups, district superintendents, and school principals from across the country. A total of twenty-four working groups decided on revisions to the draft Sequence. The resulting provisional Core Knowledge Sequence was fine-tuned during a year of implementation at a pioneering school, Three Oaks Elementary in Lee County, Florida. Also, the Visual Arts and Music sections of the Sequence were further developed based on the research of the Core Knowledge Foundation, with the assistance of advisors and teachers.*[5]

FLCACS has also been influenced by the highly successful Barney Charter School Initiative when making initial curriculum choices. The BCSI model has proven to be successful for students from a wide variety of locations, urban (i.e. Atlanta, GA) and rural (i.e. Fruitland, ID), across the United States. The BCSI model takes into account both the tried-and-true methods of the past (classical education has existed for approximately 2500 years) and the current science of the brain as we understand it today.[6]

Hillsdale College (the organization behind the Barney Charter School Initiative) was an early leader in rigorous, classical, and inclusive education, opening without discrimination due to sex, race, or creed in 1844. Today, Hillsdale College, through the Barney Charter School Initiative, is offering a well-rounded education to elementary students who otherwise may not be able to afford private education, but deserve a solid one nonetheless. “At the primary level, instruction will focus on the explicit teaching of the basic principles and rules of reading, writing, grammar, speaking, and math. A mastery of these principles and rules provides a strong foundation for all subsequent thought, without which the child will struggle in every subject in future years.”[7]

Alignment to NYS Standards

The literature component of the FLCACS curriculum will stem from Core Knowledge Language Arts which is 100% aligned to both the knowledge-building spirit of NYS standards and to each of the individual NYS standards. At the individual standard level, the alignment is explicit: it is present at the domain level and unit level, as well as the lesson level. This explicit alignment is detailed in the teacher materials for the given domain or unit. Alignment to specific state standards is given, line by line, in the curriculum map found at the end of this section.

Core Knowledge Language Arts Pilot Study: In 2012, the CKLA Foundation successfully responded to the New York State Education Department’s request for proposals for

[5] https://www.coreknowledge.org

[6] http://players.thelegendstour.com/SLIDES/BarneySchoolInitiative.pdf

[7] https://www.ascentcolorado.org

innovative curricula aligned with the Next Generation English language arts and literacy standards in preschool – second grade. The Foundation was eager to apply, and thrilled to win, in light of New York's commitment to making the materials available for free download at www.engageny.org. This commitment aligned perfectly with the Foundation's longstanding efforts to make its materials readily available to all children, teachers, and parents.

Alignment with Educational Philosophy

The underlying academic philosophy is that effective ELA instruction revolves around meeting the needs of the students in ways that heed two essential findings from cognitive science: decoding (and encoding) must become automatic and fluent, and broad background knowledge and vocabulary are essential to comprehension in all content areas.

The curriculum of FLCACS was chosen to reflect the school's mission, including forming an educational environment that will give all students a solid foundation in core subjects, factual information and the ability to process it, critical thinking skills, and a love for learning. The Board of FLCACS believes that an aspect of long-term justice in a community begins with equal access to quality elementary education.

FLCACS will use as its foundation the virtues of prudence, justice, fortitude, and temperance. We believe that nurturing and practicing virtuous behavior is a crucial aspect of individual growth and a quality school. A culture of character is closely tied to academic performance and the success of the learning environment. Teaching and coaching in the classical virtues will be integrated throughout the curriculum and in all grades, specifically through student exposure to stories of self-mastery found in classical literature and history. FLCACS will train students in good personal and study habits, such as time management, organization, note-taking, and research. High academic achievement, personal discipline, ethics, and responsibility will consistently be reinforced. Teachers and staff will be expected to model these core virtues in all behaviors inside and outside the classroom.

The underlying philosophy is that effective ELA instruction revolves around meeting the needs of the students in ways that heed two essential findings from cognitive science: decoding (and encoding) must become automatic and fluent, and broad background knowledge and vocabulary are essential to comprehension.

Curriculum Implementation:

Content is taught to the whole class, but the practice is differentiated - scoop low and launch high - more practice opportunities are the only difference. Centered on the belief that content knowledge is a key component in successful literacy instruction, The Core Knowledge integrated approach emphasizes three main areas:

- The curriculum is specific and sequenced, providing more than general goals and objectives. The Core Knowledge integrated curriculum specifies, in a clear grade-by-grade sequence, what students need to know.

- The curriculum is designed to offer excellence and equity to all students. “Only by specifying the knowledge and skills that all children should share can we guarantee equal access to that knowledge. Educational excellence and equity require that every child in a democracy have access to important shared knowledge and language.”[8]
- Success means starting early. An early and strong foundation is key to providing the groundwork for language development and therefore future success.[9]

The following pages provide an outline of the K-6 curriculum, with specific examples for each of the major subjects. A significant amount is drawn from the Core Knowledge Sequence. The Core Knowledge focuses on specific content and building background knowledge, which is especially beneficial for students with learning challenges, struggling students, the socio-economically disadvantaged, and ELLs. The Core Knowledge Sequence provides teachers a specific outline of the skills and content to be learned grade by grade, thereby eliminating the possibility of gaps or repetition and also exposing children to shared knowledge needed to be included in a shared literate culture. This does not in any way imply that the Barney Charter School Initiative and the Core Knowledge Foundation endorse this work. The BCSI Scope and Sequence and FLCACS differ most significantly from the Core Knowledge Sequence in ELA, languages, and Math. For the sake of time and space, only the highlights are included in this document.

Teachers will be provided a curriculum map, broken down by month, and will be expected to meet in teams and individually with the School Leader to match those goals. As the school grows and there are more teachers per grade, the teachers of each grade level will be expected to meet and coordinate plans before each quarter, so that their class schedules are in line with one another.

Starting in the 7th grade, the content areas will be departmentalized and students will work with separate teachers for each subject area instead of working with the same classroom teacher throughout the day.

Curriculum Development/Oversight

While the Core Knowledge and BCSI models will be helpful with our foundation, it does not mean that FLCACS will not deviate from it should a particular piece of curriculum fail to be satisfactory. Parent and teacher satisfaction and student success will be weighed into the decision to keep or discard a given piece of curriculum.

Board member Martha Rescigno graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5 teaching certificate. While a student at Hillsdale, she worked as a research assistant in the History Department. She studied E.D. Hirsch (founder of the Core Knowledge Foundation), explicit phonics instruction, problems in education, educational philosophy, and educational psychology. She will be an integral

[8]https://www.coreknowledge.org/

[9] https://fcrr.org/resources/research-comprehension-and-content-rich-literacy-instruction-sonia-cabell

part of the curriculum team. The school's teachers and staff will meet regularly to discuss the efficacy of the curriculum as experienced in the classroom.

If there are concerns about a component of the curriculum, the School Leader may reach out to the Core Knowledge Foundation, Singapore Math, the creators of Access Literacy, or to other classical schools. The board of FLCACS has already established relationships with other BCSI schools so that those schools may be used as mentoring resources. Changes to a program would be a serious undertaking and the advice of other classical schools would be weighed in before such changes would be made. Only after consulting with other successful users of a particular curriculum for advice, and attempting to follow their lead, would changes be made. Changes would only be made between school years, not during, barring an emergency, such as another global shutdown. In skill-based subject areas (especially Literacy and Math), this guidance may need to be tailored for specific students.

We recognize that our students may have lost significant developmental opportunities as babies and toddlers during the COVID-19 pandemic. We are aware we will likely have some students behind in language, social, and sensory development.

Alignment with state standards will be the responsibility of the School Leader, Curriculum Leader, and the Special Education / Academic Success Coordinator (SEAC). Assessment criteria, evaluation methodologies, and maintaining New York State standards are addressed in Request 08ad "Specific Populations" and Request 09ad "Instructional Leadership".

Assessment System

Student progress needs to be monitored frequently so teachers know how to adjust individual learning needs. We will be using the FastBridge assessment system, which is a Research-based universal screening and progress monitoring for academics and social-emotional behavior (SEB) with intervention recommendations. FastBridge's curriculum-based measures are supported by significant educational research from Dr. Theodore J. Christ and his research team at the University of Minnesota to ensure validity and reliability. FastBridge's valid and reliable assessments help educators identify students' academic and social-emotional behavior (SEB) needs faster, align the right interventions at the right time, and measure whether interventions are helping students catch up, all in one platform and in up to half the test time. It assesses students and gives teachers specific standards to support learning. It also individualizes instruction for students to work on the skills they struggle with. FastBridge assessment results will allow us to intervene with student needs immediately and before learning gaps occur. The early interventions provided in kindergarten and grade 1 are crucial so that learning gaps are not developed and established, with the need to be addressed in higher grades. Using FastBridge's screening tools will provide teachers with data to support all students.

FastBridge measures reading ability. Developed for students in grades K–5, it targets concepts of print, phonological awareness, phonics, vocabulary, and comprehension and aligns with national reading standards. It also provides student Lexile® scores derived

from a large-scale Lexile® linking study. FastBridge also measures broad mathematics skills. It identifies students in need of additional instruction and predicts performance on state accountability measures.

FastBridge monitors trends over time and disaggregates results by different groups of students to ensure that growth is happening equitably for all learners. It examines patterns to identify areas in which specific groups of students are struggling to align more targeted schoolwide or whole group supports.

Our students will be screened three times per year: fall, winter, and spring. After each screening, our teachers will meet to analyze each student's results and plan for any modifications needed to keep our students on track to excel on state assessments.

State testing starts in Grade 3. Our 2nd and 3rd-grade teachers will take the tests with our 3rd-grade students and be able to immediately begin evaluating the efficacy of our program and ensuring it is meeting the needs of our students. The 3rd-grade teachers will also immediately respond by meeting with the K-2 teachers to share input and discuss potential areas for growth. When test results come back to us, we will analyze those results, address the needs of individual students, and differentiate instruction as needed. Fourth-grade teachers will be taking the tests with the students so they can immediately begin evaluating (with the 3rd grade teachers) the efficacy of our program and ensuring it is meeting the needs of our students. This process of having teachers take the tests alongside the students provides immediate feedback for our teachers on present students instead of having to wait several months to finally receive test results from the state the following fall. Tests cannot be copied so that teachers can enhance instruction, but teachers can take them and make observations that will inform their teaching immediately. These methods were successfully implemented by board member Bruce MacBain, to great success, during his 21-year tenure as a middle school principal in the area.

At the end of each year of operation, audits will be performed to evaluate the overall success of FLCACS. Ongoing student assessment is important to reach the goal of graduating confident, capable students with both the intellectual training to prepare students for college and their future careers and the cultivation of moral purpose, and to give them a solid foundation in moral character and virtue that will enable them to flourish and live happy lives.

If a student is identified as needing Tier 2 or 3 interventions, they can receive tailored instruction from the Special Education teacher or teacher assistant provided to them. Tier 2 students will have progress monitoring once every two weeks. Tier 3 students' progress monitoring will be weekly. Progress monitoring provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum.[10] At any point throughout the school year, a Support Team, consisting of the classroom teacher, Special Education/ Assessment Coordinator (SEAC), and any

[10] https://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model

related service providers, can convene to discuss, identify, and plan for stronger support services and to tailor the student's overall educational program as needed.

Academic Assessment Purpose: FLCACS will define clear and attainable goals to ensure the school remains focused on its mission.

Growth: Students grow academically in reading, writing, and math at a rate that ensures they are at or above grade level by 3rd grade, and stay at or above grade level through 10th grade.

Proficiency: Students meet or exceed state and district standards for mastery in reading, writing, and math. Student Growth Gaps will narrow at a rate meeting or exceeding state and district standards.

Academic Assessment Design: The process of academic audit involves stages of self-reflection, collaboration, teamwork, and peer feedback. Due to our focus on basic skills and any necessary interventions, we anticipate steady growth in standardized test measures. These predictions are based in part on the success of the BCSI schools, which we have used as a model.

Year-end standardized testing: FLCACS will be accountable for student progress in the academic areas of the New York State assessments, the Terra Nova will be used as long as it is available (which was an issue during the pandemic).

Regular testing: During the year, we plan to use FastBridge assessments for reading and math and Acadience DIBELS.

Academic Assessment Format: The chosen assessment format will be specific, measurable, attainable, and relevant to the FLCACS mission.

Academic Assessment Rationale: The purpose of assessment is to gather relevant information about student performance and their progress/gaps and make judgments about their learning process, determining future needs and modifications.

State Testing: New York State-mandated testing: Alignment with state standards will be the responsibility of the School Leader and the Special Education / Academic Success Coordinator (SEAC). FLCACS will comply with all NYS-mandated testing, including ELA in 3rd-8th, Math 3rd-8th, and Science 4th and 8th.

Diagnostic: Because we begin in Kindergarten, it is critical to obtain reliable testing data before the grade progression and to ensure that students are readily progressing in reading, the most important early aspect to a child’s development as a student. Literacy skills will be tested three times per school year (September, January and June) using Acadience (DIBELS), an assessment recommended and used by the Bronx Classical Charter School. These tests will be administered by SEAC or a Special Education teacher.

Running Records: Classroom teachers will keep an ongoing account of their students' reading levels and abilities.

Evaluation: FastBridge, will be used to evaluate student ability levels and spot learning disabilities. Assessment will also be provided via the Fast Bridge system, which can be used for not only identification and creating a comprehensive support plan, but for evaluation as well. The combination of regular assessment, FastBridge assessment, and continual review of the ongoing support programs will provide ample data for proper evaluation and mid-stream adjustments if needed.

Formative: Rubrics for writing and projects, class participation, math tests, etc. will be used more often than the tests given above. Teachers will use the provided curriculum tests and quizzes, as well as utilizing programs such as Prodigy to create formative assessments using technology-making review games like KAHOOT.

Access: Parents will be notified in writing when testing will occur and they will have timely written access to their child's results. Diagnostic testing will be documented in a software program/ spreadsheet that saves and plots the student's scores as well as their progress. This information will then be summarized and given as a report to the School Leader and SEAC. FLCACS is accountable to its students, families, and community to which it will offer its transparency using end-of-year school testing results and parent surveys. Results will be communicated prior to the start of the school.

Instructional Methods

FLCACS will use the successful methods established by BCSI schools[11], as indicated below:

- **Lecture/direct instruction/dictation**: teacher presents information; students listen. A storytelling style is used when possible. Direct instruction for the lesson, differentiated for practice. Scoop low, launch high, and more practice opportunities for those who need it.
- **Modeling/demonstration**: teacher illustrates how something is done, using objects to communicate.
- **Read aloud:** teacher reads from text, preferably with sources that use a storytelling style. Asking questions stimulates critical thinking and is a powerful teaching method leaving the learner hungry to find answers.
- **Singing/chanting/rhymes**: students learn a song, a memorable saying, or a chant that tells about the information they are to know while enjoying the learning experience.
- **Explicit and Systematic Phonics Instruction**: the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Students will be required to "sound out" words based on the rules of phonics, not to guess at them, and spelling will be taught by applying phonetic rules.
- **Literature Instruction**: reading of classic literature rich in language; fairy tales, fables, poetry, including memorization of famous lines and poems. Children are particularly adept at memorization and can learn songs, rhymes, and recite facts with relative ease. Because young children are so eager to memorize, we challenge them by providing substantial subject matter for them to memorize.
- **Numeracy Instruction**: learning and memorizing arithmetic facts, and also understanding the concepts behind numerical relations. For example, what is a fraction? What does it mean to multiply two threes (2 x 3)? What is place value? When students learn only the algorithm, they do not understand the mathematics behind the equation. No calculators. Premature use of calculators undermines numeracy or "number sense." The human mind is the original calculator. When

[11] Credit to Ascent Classical, a successful BCSI school in Colorado, for this section

human beings forget this, they become no more than appendages to their machines.

- **Instruction in the Power of Memory**: FLCACS will place instructional value on learning beautiful words by heart, and will bring back the lost art of recitation. The memorization of great poems and lines from literature and speeches is the key to actually "owning" them – capturing the beauty of language in a student's soul to draw on for the rest of his or her life.
- **Instruction in Moral Literacy**: the development of good character in our students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. The components of the discipline plan will be made clear elsewhere.
- **Introduction to instruction In the Socratic Method**: while most instruction will be direct; the idea of the Socratic Method will be introduced with increasing intensity as students advance through the elementary grades.

In addition, FLCACS will utilize the vast resources offered by the Core Knowledge Foundation. "The Core Knowledge Foundation is ready and able to assist states, districts, and individual schools who want to join the ranks of those who are successfully implementing Core Knowledge. The Core Knowledge website offers a wealth of information on how to get started, accessing support materials, professional learning opportunities, as well as many free online resources."[12]

We have just begun a study of what the Goyen Foundation has available, after discovering this organization which was founded by Natalie Wexler, one of our more recent inspirations.

"Today, hundreds of thousands of teachers across the country are being asked to change the way they teach reading and adopt new curricula. Yet the professional development that they receive is usually theoretical and disconnected from classroom practice. Like students, teachers need models that show them what to do and how to do it. The GLF's real-world video content provides these models, while also creating a powerful network of teachers helping teachers."
(https://www.goyen.io/goyenliteracyfellowship)

Should remote instruction need to return, laptops and internet access would be necessary for students. Instruction methods would turn to more video and online learning instead of the methods described above. Zoom could be used for live content. Because of internet limitations in some rural areas, students might need to use local public spaces such as library parking lots to get service (many libraries in our area began to offer internet parking lot internet connectivity in the wake of 2020).

Course or Subject Overview

[12] https://www.coreknowledge.org/

Assuming a K-4 opening and adding one grade each year, FLCACS will have K-8 in the 5th year of operation. Below will address the K-8 curriculum.

English Language Arts:

https://hillsdale.app.box.com/s/0czcybwnai4vkot6gh48paagyzfswjts

- **Literacy**: Literacy will begin with the foundations of language and phonics, and will progress until students are fluid, confident readers. Access Literacy will be used for Literacy from approximately Kindergarten to 3rd grade, longer if a student would benefit. This particular program will be helpful to students delayed by the pandemic or with learning disabilities. It has been proven to benefit the brain since it was originally used to retrain soldiers to read after wartime brain injuries. This course will be based on ability as well, not automatic age or grade level. It will also be adjusted for a first-year school. For example, it is recommended that 3rd graders entering a classical school for the first time be supplemented with Access Literacy resources instead of entering at the traditional 3rd-grade level. This will adjust as subsequent years pass.
- **Orthography:** After literacy skills are solidly established, around the 4th grade, Access Literacy will move from Literacy to Orthography. Root words will be used to teach spelling patterns.
- **Handwriting/Cursive**: During Kindergarten printed writing will be taught and during 3rd-grade, cursive will be introduced. Cursive has recently been scientifically found to improve learning. It also allows students to read old family and historical documents.
- **Literature**: Literature will be used throughout all years at FLCACS. It will be read aloud, and as students are able, read by students. Literature has been chosen from the best the world and time have to offer. Great literature provides for imagination, character development, connections to other times and cultures, and social development. As Brian Doerries and the Paideia Institute have both found, ancient literature, particularly mythology, can have social/emotional benefits. Literature will include poetry at all levels, starting with nursery rhymes in Kindergarten. There is an excellent theater company in the area, Merry-Go-Round Playhouse, that performs for local schools. A relationship will be established so that the children can see some of their favorite literature acted out and perhaps encourage participation.
- **Grammar**: “Grammar for comprehension, not grammar’s sake.” Grammar will be taught starting in the third grade and will continue through the 8th. Students will learn parts of speech, parts of a sentence, and identifying types of sentences through analyzing and writing or rewriting examples of the four types of sentences. This process will progress in difficulty and content per grade level advancing to sentence diagramming.
- **Writing**: Sentences and simple paragraphs will be incorporated as students are ready, K-2, in 3rd grade more formal instruction will be conducted using the Institute for Excellence in Writing. This program intentionally provides content for students to write about, which builds knowledge and prevents students from “freezing” when asked to think of something to write about.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

History and Geography: History will have two main themes: global and chronological history (starting in the first grade) and American studies (starting in Kindergarten).

- **Global/Chronological:** Students will be given an outline of geography and human history from around the world to add growing knowledge to as they age. This method is encouraged by classicists to give students a chronological "series of pegs" on which to hang further knowledge in the future.
- **American Studies**: Students will study American history from a young age so that they can eventually understand and evaluate their own history and make good decisions as future leaders. Geography will systematically move through time. Children will memorize states, cities, rivers, etc. Civics will also be blended into American History so that students will have training in citizenship.

FLCACS will also make use of the astounding amount of history available right in Auburn, NY. Figures such as Harriet Tubman, William Seward, Emily Howland, Theodore Case, and Louis Comfort Tiffany left their mark on the area and many wonderful field trips are readily available. The geography of the region is also significant and the Finger Lakes themselves will be featured.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Mathematics: All students K-8 will have a mathematics course. In K-7 they will use Singapore Math. In 8th grade, the study of Algebra will begin with The Key to Algebra by King and Rasmussen. Major emphasis in the early years will include an understanding of the meaning of math operations, memorization of basic facts, and excellent computation skills in basic operations; time, money, measurement; order of operations, fractions, and decimals. Math will be studied according to ability, not by age or grade. A struggling student can be placed appropriately and get the support they need and an accelerated student can also move ahead, allowing for growth and challenge. Singapore Math uses classroom manipulatives, games, and activities to reinforce the curriculum alongside teacher-led instruction and workbook time. There are internal assessments within Singapore math that can be used to determine the placement of each student.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/

Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Science: Science will be taught at every grade level. Through the elementary grades, age-appropriate Earth Science, Biology, Chemistry, and Physics will be covered in preparation for in-depth study in high school. Science will be taught to awaken wonder and curiosity about the world. It will be taught using projects, experiments, lap books, and reading aloud. The biographies of scientists will be studied throughout so that students can be better informed about history and also inspired by the accomplishments of scientists from various backgrounds and walks of life.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Languages: Spanish/English/Latin: The program *Aequora* will be used weekly, starting in the 3rd grade. It will cover vocabulary, history, mythology, and language study while moving between Spanish, Latin, and English. It will help children coming from Spanish or English backgrounds to connect in a common study of Latin and each other's home languages. Central New York is home to a growing population of Spanish-speaking farm workers who often come with very little familiarity with English. This program will be an opportunity for the local and immigrant populations to deepen a sense of community with one another, over the common roots of language.

In the 6th grade, an in-depth study of Latin will begin. Wheelock's Latin will be used. The study of Latin is rich in vocabulary and logical thinking. It is used today in science, medicine, and law. Students will learn the vocabulary, grammar, and orderliness of Latin.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Fine Arts: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/2017-implementation-guide_update_final.pdf

The Artistic Processes are shared by all arts disciplines including Creating, Performing/ Producing/ Presenting, Responding, and Connecting. These processes are further divided into eleven Anchor Standards, which continue to be commonly shared by all 5 arts disciplines.

Studying music and the visual arts will instill a love of beauty and equip students with important core knowledge about their culture. In keeping with a classical education, FLCACS will teach music and art largely through the study of works and techniques of

the great masters, such as Bach, Mozart, Beethoven, Raphael, Michelangelo, and Monet.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges. Music students will participate in activities on musical instruments, singing, learning to read music, learning about the orchestra, etc.

Art instruction will occur once each week. It will have four artistic processes: the creation of art by the students including a variety of elements such as drawing, sculpture, portraits, still life, landscapes, photography, architecture, expression, and abstraction; responding to the great artists of the past, Greek and Roman Art, Medieval Art, the Renaissance, Impressionism, Post-impressionism, Asian Art, African Art, and American; connecting student artwork to both contemporary and classic artworks; Presenting student work in various formats in order to increase student confidence, public speaking and writing skills.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Physical Education: The physical education curriculum offers guidance for teaching physical activity knowledge and skills to students, as well as a framework to help instructors plan in-class physical activities that align with both New York State and national learning standards. FLCACS will help students achieve the New York State Physical Education mandates regarding time and days to receive the recommended 60 minutes of daily physical education.

PE will have a three-tiered focus: safety, skills, and participation. Students will be introduced to skills in a developmentally progressive manner, using tools such as ball handling, hoops, jump ropes, scarves, and scooters. Students will learn basic physical movements such as squats, push-ups, sit-ups, and lunges. Students will also have the opportunity to engage in cultural dancing and movement connected to areas of learning in the classroom. PE will be taught outdoors as much as possible, weather permitting. Depending on school location, use of community resources may be possible--trails, fitness facilities, etc.

FLCACS Physical Education will be assessed using both formative and summative assessments including demonstration of specific skills; knowledge-based testing; out-of-school assignments that support learning and practice; and assessments of progress in motor skills.

When assessing students with special needs, the physical education teacher should review each student's Individualized Education Plan (IEP) and coordinate with the

Special Education/Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Course Outlines by Subject and Grade Level
Below are further details on each Grade's content and the resources needed for them. The sources for the information include the Core Knowledge website and the K-12 Academic Program Guide: Scope and Sequence from Hillsdale College's Barney Charter School Initiative Version 1.1, April 2018 as well as updates and adjustments of our own.

***KINDERGARTEN**: What Your Kindergartner Needs to Know, E.D. Hirsch, Jr.*

Phonics & Literacy:
Resources:

- *Writing and Spelling Road to Reading and Thinking*, Level I, Teacher's Edition
- Box of Phonogram Cards
- Update/Enhancement Packet from Access Literacy
- Grammar/Writing Lessons from Access Literacy
- Kindergarten Scope & Sequence (Access Literacy)
- The ABCs and All Their Tricks
- Wall Charts
- *Primary Phonics*, sets 1, 1A, 2, 2A, 3-6, by Barbara Makar
- K-3 Orton-based literacy program Literacy Essentials: *Journey From Spelling to Reading.*
- Teacher training manual with a 4-day training.
- Set of 5 X 7 phonogram cards used for introducing the 72 most common spelling patterns of English.
- K-2 guides, providing detailed daily and weekly guidance for planning and instruction which integrates spelling, writing, grammar, and reading.
- Copy Masters is used with the teacher guides in K-2 to provide easy-to-copy resources for teachers and students. Copies of anything needed for the week are provided in a weekly Prepare section. Examples of resources include: teacher references, student handwriting practice sheets, progress monitoring and assessments, spelling word lists, and reading homework supports.
- Large lined and reusable Wall Charts for each classroom. The K-1 box contains 20 charts. The box for 2+ contains 5 charts, one of which is cursive letter formation. The charts are used to display graphically organized literacy content for easy student reference throughout the day.
- The 3rd-grade guide provides only daily and weekly lessons to teach spelling/vocabulary and continue instruction in orthography.
- My Orthography Notebook is the student component that graphically organizes the content taught and is used by the children as a reference to all that is learned in literacy and orthography. The notebook contains the child's record of all the words taught in spelling/vocabulary each

English Language Arts:

Resources: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf

- *Listen, My Children*, Core Knowledge Foundation
- The Children's Book of Virtues, William J. Bennett
- American Tall Tales, Mary Pope Osborne

I. Listening and Speaking (KR1, KR2, KR3)
    A. Classroom Discussion (KSL1a-c, KSL2, KSL3)
    B. Presentation of Ideas and Information (KSL4-6)
    C. Comprehension and Discussion of Read-Alouds—All Texts (KW6-7, KSL1-3)
    D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry (KW6-7, KSL1-3)
    E. Comprehension and Discussion of Read-Alouds— Nonfiction and Informational Text (KW6-7, KSL1-3)
II. Reading
    A. Print Awareness (KRF1a-e),
    B. Phonological and Phonemic Awareness (KRF2a-e)
    C. Phonics: Decoding and Encoding (KRF3a-d)
    D. Oral Reading and Fluency (KRF2 & KRF4, KW1-4)
    E. Reading Comprehension—All Texts (KSL1-KSL3)
III. Writing
    A. Handwriting and Spelling (KW1-4)
    B. Narration (KSL4)
    C. Simple journaling with single sentences paired with illustrations(KW1-3)
IV. Language Conventions (Anchor Standards L1 & L2)
    A. Handwriting and Spelling (Anchor Standard L2)
    B. Parts of Speech and Sentence Structure (Anchor Standard L1)
    C. Capitalization and Punctuation (Anchor Standard L2)
V. Poetry
    A. Mother Goose and Other Traditional Poems
    B. Other Poems, Old and New
VI. Fiction
    A. Stories
    B. Aesop's Fables
    C. American Folk Heroes and Tall Tales
    D. Literary Terms
VII. Sayings and Phrases

History and Geography:

Resources:

- Core Knowledge Tell It Again! Read-Aloud Anthologies and Flipbooks
- A History of the United States and Its People, Edward Eggleston
- Kids' World Atlas: A Young Person's Guide to the Globe, Karen Foster

World History and Geography

V. Geography: Spatial Sense
II. An Overview of the Seven Continents

American History and Geography
V. Geography
II. Native American Peoples, Past and Present
III. Early Exploration and Settlement
    A. The Voyage of Columbus (Cristoforo Colombo) in 1492
    B. The Pilgrims
    C. July 4, “Independence Day”
IV. Presidents, Past and Present
V. Symbols and Figures

Mathematics:
Resources:

- Essential Math, Kindergarten A, Singapore Mathematics
- Essential Math, Kindergarten B, Singapore Mathematics

Same	Numbers to 5	Patterns	Capacity
Different	Numbers to 10	Length	Equal Sets
Sets	Number Order	Size	More
Count to 5	Shapes	Weight	Less

A. Same/Different (NY PK.CC), (NY K.CC)
B. Sets (NY K.CC)
C. Count to 5 (NY K.CC)
D. Numbers to 5 (NY K.CC)
E. Numbers to 10 (NY K.CC)
F. Number Order (NY K.CC)
G. Shapes (NY K.G)
H. Patterns (NY K.OA), (NY K.G)
I. Length (NY K.MD)
J. Size (NY K.MD)
K. Weight (NY K.MD)
L. Capacity (NY K.MD)
M. Equal Sets (NY K.CC)
N. More/Less (NY K.CC)
O. Ordering (NY K.CC)
P. Counting On/Counting Back (NY K.CC), (NY 1.OA)
Q. Compare Numbers (NY K.CC)
R. Addition/Subtraction (NY K.OA)
S. Number Bonds (NY K.OA)
T. Tens and one (NY K.NBT), (NY 1.NBT)
U. Part (NY K.NBT)
V. Even/Odd (NY 2.OA)

Science:

Resources:

- Science Explorer series (Teachers Editions): Animals, Electricity and Magnetism, Environmental Science, From Bacteria to Plants, Human Biology and Health, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate

I. Pushes and Pulls
    A. Pushes and Pulls are Forces
    B. Pushes and Pulls can Change an Object's Motion
    C. Magnetism is a Force
II. Needs of Plants and Animals
    A. Plants and Animals
    B. Plants, Their Needs, and Their Environments
    C. Animals, Their Needs, and Their Environments
    D. Humans, Their Needs, and Their Environments
III. Changing Environments
    A. Ecosystems
    B. Plants in Ecosystems
    C. Animals in Ecosystems
    D. Human Changes in Ecosystems
    E. People Design Solutions to Reduce Human Impact
IV. Weather Patterns
    A. Sunlight
    B. Patterns in Weather Conditions
    C. Severe Weather
V. The Human Body: Our Five Senses
    A. Vision and Hearing
    B. Smell, Taste, and Touch
    C. Taking Care of Your Body
VI. Science Biographies

Visual Arts:

Resources:

- *Art Resources*, (Kindergarten), Core Knowledge Foundation
- *Text Resources for Kindergarten,* Core Knowledge Foundation
- *Children's Book of Art*, DK Eyewitness
- *Getting to Know the World's Greatest Artists*, series by Mike Venezia

Artistic Processes: Creating, Connecting, Responding, Presenting

I. Elements of Art
    A. Color
    B. Line
    C. Artworks
II. Sculpture

III. Architecture

Music:
Resources:

- Core Knowledge Music Collection, Preschool and Kindergarten, Core Knowledge Foundation
- Text Resources, Kindergarten, Core Knowledge Foundation

III. Elements of Music
II. Listening and Understanding
III. Songs

FIRST GRADE: *What Your First Grader Needs to Know, E.D. Hirsch*

Phonics & Literacy:
Resources:

- *Writing and Spelling Road to Reading and Thinking*, Level I, Teacher's Edition
- Grammar/Writing Lessons from Access Literacy
- Box of Phonogram Cards
- Update/Enhancement Packet from Access Literacy
- Wall Charts
- The ABC's and All Their Tricks
- Primary Phonics, by Barbara Makar
- *My English Orthography Notebook*, Access Literacy

English Language Arts:

Resources:

- *Text Resources, Grade 1*, Core Knowledge Foundation
- *Listen, My Children, First Grade*, Core Knowledge Foundation
- The Children's Book of Virtues, William J. Bennett

I. Listening and Speaking
    A. Classroom Discussion (1SL1, 1SL1a-d, 1SL2, 1SL13)
    B. Presentation of Ideas and Information (1SL4, 1SL5, 1SL6, 1W6, 1W7)
    C. Comprehension and Discussion of Read-Alouds—All Texts (1SL1, 1SL1a-d, 1SL2, 1SL13, 1R1, 1R2, 1R3)
    D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry (1SL1, 1SL1a-d, 1SL2, 1SL13, 1R1, 1R2, 1R3)
    E. Comprehension and Discussion of Read-Alouds— Nonfiction and Informational Text (1SL1, 1SL1a-d, 1SL2, 1SL13, 1R1, 1R2, 1R3)
II. Reading
    A. Print Awareness (1RF1, 1RF1a)
    B. Phonological and Phonemic Awareness (1RF2, 1RF2a-c)
    C. Phonics: Decoding and Encoding (1RF3, 1RF3a-g)

D. Oral Reading and Fluency (1RF4, 1RF4a-b)
E. Reading Comprehension—All Texts (1L4, 1L5)
F. Reading Comprehension—Fiction, Drama, and Poetry (1L4, 1L5)
G. Reading Comprehension—Nonfiction and Informational Text (1L4, 1L5)

III. Writing
A. Narrative Writing B. (1W3)
B. Informative/Explanatory Writing C. (1W2)
C. Persuasive Writing (Opinion) (1W1)

IV. Language Conventions (Anchor Standards L1 & L2)
A. Handwriting and Spelling (ANCHOR STANDARD L2)
B. Parts of Speech and Sentence Structure (ANCHOR STANDARD L1)
C. Capitalization and Punctuation (ANCHOR STANDARD L1)

V. Poetry

VI. Fiction
A. Stories
B. Aesop's Fables
C. Different Lands, Similar Stories
D. Literary Terms
E. Sayings and Phrases

History and Geography:

Resources:

- *Core Knowledge Tell It Again! Read-Aloud Anthologies and Flipbooks*
- A History of the United States and Its People, Edward Eggleston
- A History of US, Book 1: The First Americans, Joy Hakim

World History and Geography

I. Geography
A. Spatial Sense
B. Geographical terms and features

II. Early World Civilizations
A. Mesopotamia: the "cradle of civilization"
B. Ancient Egypt
C. History of World Religions

III. Modern Civilization and Culture: Mexico
A. Geography
B. Culture

American History and Geography

I. Early People and Civilizations
A. The Earliest People: Hunters and Nomads
B. Early American Civilizations

II. Early Exploration and Settlement
A. Columbus

B. The Conquistadors
C. English Settlers

III. From Colonies to Independence: The American Revolution
IV. Early Exploration of the American West
V. Symbols and Figures

Mathematics:

Resources:

- *Primary Mathematics Textbooks 1A & 1B*, US Edition, Singapore Mathematics
- *Primary Mathematics Workbooks 1A & 1B*, US Edition, Singapore Mathematics
- *Primary Math HOME Instructor Guides 1A & 1B*, US Edition, Singapore Mathematics

a. Numbers 0 to 10: counting (NY 1.OA)
b. Number bonds: making number stories (NY 1.OA)
c. Addition: addition stories; addition with number bonds (NY 1.OA)
d. Subtraction: making subtraction stories; methods of subtraction (NY 1.OA)
e. Ordinal Numbers: naming position
f. Numbers to 20: counting and comparing; addition and subtraction (NY 1.OA)
g. Shapes: common shapes
h. Length: comparing length; measuring length (NY 1.MD)
i. Weight: comparing weight; measuring weight (NY 1.MD)
j. Comparing numbers: comparing numbers; comparison by subtraction
k. Graphs: picture graphs (NY 1.MD)
l. Numbers to 40: counting; tens and ones; addition and subtraction; adding three numbers
m. Multiplication: adding equal groups; making multiplication stories; multiplication within 40
n. Division: sharing and grouping
o. Halves and quarter: making halves and quarters (NY 1.G)
p. Time: telling time (NY 1.MD)
q. Numbers to 100: tens and ones; order of numbers; addition within 100; subtraction within 100 (NY 1.NBT)
r. Money: bills and coins; shopping (NY 1.MD)

Science:

Resources:

- Science Explorer series (Teachers Editions): Animals, Astronomy, Chemical Building Blocks, Earth's Changing Surface, Earth's Wates, Electricity and Magnetism, Environmental Science, Human Biology and Health, Inside Earth, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate

I. Sun, Moon, and Stars
A. The Sun and Its Predictable Patterns
B. Annual Patterns of Sunrise and Sunset

C. The Moon and Its Predictable Patterns
D. Stars and Their Predictable Patterns

II. Plant and Animal Survival
A. Structure and Function in Plants and Animals
B. Information Processing: Plant and Animal Stimulus and Response
C. Growth and Development
D. Parents and Offspring

III. Exploring Light and Sound
A. Sound and Vibration
B. Light
C. Light and Materials
D. Solving Problems with Light or Sound

IV. Simple Machines
A. Simple Machines
B. Compound Machines

V. The Human Body: Human Body Systems
A. Skeletal and Muscular Systems
B. Respiratory and Circulatory Systems
C. Nervous System
D. Taking Care of your Body

VI. Science Biographies

Visual Arts:

Resources:

- *Art Resources, Grade 1*, Core Knowledge Foundation
- *Children's Book of Art*, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

I. Art from Long Ago II. Elements of Art
A. Color
B. Line
C. Shape
D. Texture

III. Kinds of Pictures
A. Portrait
B. Still Life
C. Murals

IV. Architecture

Music:

Resources:

- *Core Knowledge Music Collection, Grades 1 and 2*, Core Knowledge Foundation
- *Text Resources, Grade 1*, Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia

I. Elements of Music

II. Listening and Understanding
    A. Musical Terms and Concepts
    B. Music Can Tell a Story
    C. American Musical Traditions
III. Songs

SECOND GRADE*: What Your Second Grader Needs to Know, Core Knowledge Foundation*

Phonics & Literacy:

Resources:

- *Writing and Spelling Road to Reading and Thinking, Level I* Teacher's Edition
- *Writing and Spelling Road to Reading and Thinking, Level II* Teacher's Edition
- Box of Phonogram Cards
- Update/Enhancement Packet from Access Literacy
- Grammar/Writing Lessons from Access Literacy
- The ABC's and All Their Tricks
- *My English Orthography Notebook*, Access Literacy

English Language Arts:

Resources:

- *Listen, My Children, Second Grade*, Core Knowledge Foundation
- Classic Myths to Read Aloud, William F. Russell
- D'Aulaire's Book of Greek Myths, Ingri d'Aulaire and Edgar Parin d'Aulaire
- Well-Ordered Language, Level 1A, Coupland and Peters

1) Listening and Speaking
    a) Classroom Discussion (2SL1, 2SL1a-d, 2SL2, 2SL3)
    b) Presentation of Ideas and Information (2W6, 2W7, 2SL4. 2SL5, 2SL6)
    c) Comprehension and Discussion of Read-Alouds—All Texts(2SL1, 2SL1a-d, 2SL2, 2SL3)
    d) Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry (2SL1, 2SL1a-d, 2SL2, 2SL3)
    e) Comprehension and Discussion of Read-Alouds— Nonfiction and Informational Text (2SL1, 2SL1a-d, 2SL2, 2SL3)
2) Reading
    a) Phonics: Decoding and Encoding (2RF3, 2RF3a-e)
    b) Oral Reading and Fluency (2RF4. 2RF4a-b)
    c) Reading Comprehension—All Texts (2L3, 2L4, 2L5, 2R1, 2R2, 2R3)
    d) Reading Comprehension—Fiction, Drama, and Poetry (2L3, 2L4, 2L5)
    e) Reading Comprehension—Nonfiction and Informational Text (2L3, 2L4, 2L5)
3) Writing
    a) Narrative Writing (2W3)
    b) Informative/Explanatory Writing (2W2)
    c) Persuasive Writing (Opinion) (2W1)

4) Language Conventions
    a) Spelling (Anchor Standards L2)
    b) Parts of Speech and Sentence Structure (Anchor Standards L1)
    c) Capitalization and Punctuation (Anchor Standards L1)
5) Poetry
6) Fiction
    a) Stories
    b) Mythology of Ancient Greece
    c) American Folk Heroes and Tall Tales
    d) Literary Terms
7) Sayings and Phrases

History and Geography:

Resources:

- A History of the United States and Its People, Edward Eggleston
- *Core Knowledge Tell It Again! Read-Aloud* Anthologies and Flipbooks

World History and Geography

I. Geography
    A. Spatial Sense
    B. Geographical Terms and Features
II. Early Asian Civilizations
    A. Geography of Asia
    B. India
    C. China
III. Modern Japanese Civilization
    A. Geography
    B. Culture
IV. The Ancient Greek Civilization

American History and Geography

I. American Government: The Constitution
II. The War of 1812
III. Westward Expansion
    A. Pioneers Head West
    B. Native Americans
IV. The Civil War
V. Immigration and Citizenship
VI. Fighting for a Cause
VII. Geography of the Americas
    A. North America
    B. South America
VIII. Symbols and Figures

Mathematics:
Resources:

- *Primary Mathematics Textbooks 2A & 2B*, US Edition, Singapore Mathematics
- *Primary Mathematics Workbooks 2A & 2B*, US Edition, Singapore Mathematics
- *Primary Math HOME Instructor Guides 2A & 2B*, US Edition, Singapore Mathematics

a. Numbers to 1000 (NY 2.OA)
b. Addition and Subtraction (NY 2.OA)
c. Length (NY 2.MD)
d. Weight (NY 2.MD)
e. Multiplication and Division (NY 3.OA)
f. Multiplication Tables of 2 and 3 (NY 3.OA)
g. Mental Methods Addition and Subtraction (NY 2.OA)
h. Multiplication and Addition (NY 3.OA)
i. Money (NY 2.MD)
j. Fractions (NY 3.NF)
k. Time (NY 2.MD)
l. Capacity (NY 3.MD)
m. Graphs: Picture graphs (NY 2.MD)
n. Geometry (NY 2.G)
o. Area: Square Units (NY 3.MD)

Science:
Resources:

- Science Explorer series (Teachers Editions): Animals, Cells and Heredity, Earth's Waters, Electricity and Magnetism, From Bacteria to Plants, Human Biology and Health, Integrated Lab Manual, Motion, Forces and Energy

I. Properties of Matter
    A. Introduction to Matter
    B. Properties and Uses of Matter
    C. Heating and Cooling Matter
    D. Building with Matter
II. Organisms and Their Habitats
    A. Plant Needs
    B. Plant Diversity
    C. Animal Needs
    D. Animal Diversity
    E. Ecosystems: Plant and Animal Relationships
III. Exploring Land and Water
    A. Landforms
    B. Earth's Water
    C. Effects of Wind and Water on Land
IV. Electricity and Magnetism
    A. Electricity

B. Magnets and Magnetism
C. Designing and Engineering Useful Devices
D. Safe Use of Electricity and Magnetism

V. The Human Body: Cells and Digestion
A. Cells, Tissues, and Organs
B. Digestive and Excretory Systems
C. Taking Care of Your Body 52

VI. Science Biographies

Visual Arts:

Resources:

- *Art Resources, Grade 2*, Core Knowledge Foundation
- *Children's Book of Art,* DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

I. Elements of Art
II. Sculpture
III. Landscape
IV. Abstraction
V. Architecture

Music:

Resources:

- *Core Knowledge Music Collection, Grades 1 and 2,* Core Knowledge Foundation
- *Text Resources, Grade 2,* Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia

I. Elements of Music
II. Listening and Understanding
A. The Orchestra
B. Keyboard Instruments
C. Composers and Their Music

III. Songs

***THIRD GRADE**: What Your Third Grader Needs to Know, Core Knowledge Foundation*

Phonics & Literacy:

Resources:

- *Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition*
- *Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition*
- *Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition*
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- *My English Orthography Notebook*, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet

- *Adventures in Writing*: Implementing the Structure and Style Method

English Language Arts:

Resources:

- Well-Ordered Language, Level 1A and 1B, Coupland and Peters
- Classic Myths to Read Aloud, William F. Russell
- D'Aulaire's Book of Greek Myths, Ingri d'Aulaire and Edgar Parin d'Aulaire

I. Listening and Speaking
    A. Classroom Discussion (3SL1, 3SL1a-e, 3SL2, 3SL3)
    B. Presentation of Ideas and Information (3SL4, 3SL5, 3SL6)
II. Reading
    A. Phonics: Decoding and Encoding (3RF3, 3RF3a-d)
    B. Oral Reading and Fluency (3RF4, 3RF4a-b)
    C. Reading Comprehension and Response—All Texts (3R9, 3RF4, 3SL2, 3SL3, 3R1, 3R2, 3R3)
    D. Reading Comprehension—Fiction, Drama, Poetry (3R9)
    E. Reading Comprehension—Nonfiction and Informational Text (3R9)
III. Writing
    A. Writing to Reflect Audience, Purpose, and Task
    B. Conducting Research (3W6, 3W7)
    C. Narrative Writing (3W3, 3W3a-d)
    D. Informative/Explanatory Writing(3W2, 3W2a-e)
    E. Persuasive Writing/Opinion (3W1, 3W1a-d)
IV. Language Conventions
    A. Command of Language (3L3, 3L3a-b)
    B. Spelling (Anchor Standards L2)
    C. Grammar (Anchor Standards L1)
    D. Capitalization and Punctuation (Anchor Standards L1)
    E. Vocabulary (3L4, 3L4a-d 3L5, 3L5a-c, 3L6)
V. Poetry
VI. Fiction
    A. Myths and Mythical Characters
    B. Literary Terms
VII. Sayings and Phrases

World History and Geography:

Resources:

- *World Rivers*, Core Knowledge Foundation
- *Ancient Rome*, Core Knowledge Foundation
- *The Vikings*, Core Knowledge Foundation
- *The Earliest Americans*, Core Knowledge Foundation
- *Exploration of North America*, Core Knowledge Foundation
- A History of the United States and Its People, Edward Eggleston
- DK Eyewitness Books
- N.C. Wyeth's Pilgrims, Robert D. San Souci

I. World Geography
    A. Spatial Sense
    B. Geographical Terms and Features
    C. Canada
    D. Important Rivers of the World
II. The Ancient Roman Civilization
    A. Geography of the Mediterranean Region
    B. Background
    C. The Empire
    D. The “Decline and Fall” of Rome
    E. The Eastern Roman Empire: Byzantine Civilization
III. The Vikings

American History and Geography

I. The Earliest Americans
    A. Crossing from Asia to North America
    B. Native Americans
II. Early Exploration of North America
    A. Early Spanish Exploration and Settlement
    B. Exploration and Settlement of the American Southwest
    C. The Search for the Northwest Passage
III. The Thirteen Colonies: Life and Times Before the Revolution
    A. Geography
    B. Southern Colonies
    C. New England Colonies
    D. Middle Atlantic Colonies

Mathematics:
Resources:

- *Primary Mathematics Textbooks 3A & 3B*, US Edition, Singapore Mathematics
- *Primary Mathematics Workbooks 3A & 3B*, US Edition, Singapore Mathematics
- *Primary Math Instructor Guides 3A & 3B*, US Edition, Singapore Mathematics

a. Numbers to 10,000 (NY 3.NBT)
b. Addition and Subtraction (NY 3.OA)
c. Multiplication and Division (NY 3.OA)
d. Multiplication tables of 6, 7, 8, and 9 (NY 3.OA)
e. Money (NY 3.MD)
f. Mental Calculation (NY 3.OA)
g. Length (NY 3.MD)
h. Weight (NY 3.MD)
i. Capacity (NY 3.MD)
j. Graphs: Bar Graphs (NY 3.MD)
k. Fractions (NY 3.NF)

l. Time (NY 3.MD)
m. Geometry (NY 3.G)
n. Area and perimeter (NY 3.MD)

Science:
Resources:

- Science Explorer series (Teachers Editions): Astronomy, Earth's Waters, Environmental Science, Human Biology and Health, Integrated Lab Manual, Inside Earth, The Nature of Science and Technology, Sound and Light

I. Investigating Forces
    A. Forces and Motion
    B. The Force of Friction
    C. Predicting Motion
    D. The Force of Magnetism
II. Life Cycles, Traits, and Variations
    A. Organisms Have Life Cycles
    B. Organisms have Traits
    C. The Environment Affects Traits
    D. Advantages of Specific Traits
III. Habitats and Change
    A. Living Things and Their Environments
    B. Ecosystems and Environmental Change
    C. Evidence of How Organisms and Environments Have Changed Over Time
IV. Weather and Climate
    A. Earth's Atmosphere
    B. Wind: The Movement of Air
    C. Weather and Climate
    D. Reducing the Impact of Hazardous Weather
V. The Human Body: Human Senses and Movement
    A. The Muscular System
    B. The Skeletal System
    C. The Nervous System
    D. Vision: How the Eye Works
    E. Hearing: How the Ear Works
VI. Science Biographies

Visual Arts:
Resources:

- Art Resources, Grade 3, Core Knowledge Foundation
- Text Resources, Grade 3, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

I. Elements of Art
    A. Light in Artworks

B. Space in Artworks
C. Design: How the Elements of Art Work Together

II. Native American Art
III. Art of Ancient Rome and Byzantine Civilization
IV. Architecture

Music:

Resources:

- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 3, Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia

I. Elements of Music
II. Listening and Understanding
A. The Orchestra
B. Composers and Their Music
C. Musical Connections
III. Songs

***FOURTH GRADE**: What Your Fourth Grader Needs to Know, E.D.Hirsch*

Phonics & Literacy:

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Spelling List
- Box of Phonogram Cards
- The ABCs and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet
- Discoveries in Writing: Implementing the Structure and Style Method from the Institute for Excellence in Writing

English Language Arts:

Resources:

- Well-Ordered Language, teacher and student edition, Peters and Coupland
- Listen, My Children, 4th Grade, Core Knowledge Foundation
- Core Classics, Core Knowledge Foundation

I. Listening and Speaking
A. Classroom Discussion (4SL1, 4SL1a-d, 4SL2,4SL3)
B. Presentation of Ideas and Information (4SL4,4SL5, 4SL6)
II. Reading
A. Phonics: Decoding and Encoding (4RF3, 4RF3a)

B. Oral Reading and Fluency (4RF4, 4RF4a-b)
C. Reading Comprehension and Response—All Texts (4R9, 4RF4, 4SL2, 4SL3, 4R1, 4R2, 4R3)
D. Reading Comprehension—Fiction, Drama, Poetry (4R9, 4RF4, 4SL2, 4SL3, 4R1, 4R2, 4R3)
E. Reading Comprehension—Nonfiction and Informational Text (4R9, 4RF4, 4SL2, 4SL3, 4R1, 4R2, 4R3)

III. Writing
A. Writing to Reflect Audience, Purpose, and Task
B. Writing to Analyze and Understand Text
C. Conducting Research (4W6, 4W7)
D. Narrative Writing (4W3, 4W3a-d)
E. Informative/Explanatory Writing (4W2, 4W2a-e)
F. Persuasive Writing/Opinion (4W1, 4W1a-d)

IV. Language Conventions
A. Command of Language (4L3, 4L3a-b)
B. Spelling (Anchor Standards L2)
C. Grammar (Anchor Standards L1)
D. Capitalization and Punctuation (Anchor Standards L1)E. Vocabulary (4L4, 4L4a-d 4L5, 4L5a-c, 4L6)

V. Poetry
A. Poems
B. Terms

VI. Fiction
A. Stories
B. Myths and Mythical Characters
C. Memoir
D. Literary Terms

VII. Speeches
VIII. Sayings and Phrases

History and Geography:

Resources:

- The Thirteen Colonies, Core Knowledge Foundation
- Using Maps and Exploring World Mountains, Core Knowledge Foundation
- Medieval Europe, Core Knowledge Foundation
- Early African Kingdoms and Islamic Empires, Core Knowledge Foundation
- The Dynasties of China, Core Knowledge Foundation
- The American Revolution, Core Knowledge Foundation
- The United States Constitution, Core Knowledge Foundation
- Early Presidents, Core Knowledge Foundation
- American Reformers, Core Knowledge Foundation
- A History of the United States and Its People, Edward Eggleston
- DK Eyewitness Books

World History and Geography

I. World Geography
    A. Spatial Sense
    B. Mountains and Mountain Ranges
II. Europe in the Middle Ages
    A. Geography Related to the Development of Western Europe
    B. Background
    C. Developments in History of the Christian Church
    D. Feudalism
    E. The Norman Conquest
    F. Growth of Towns
    G. England in the Middle Ages
III. The Spread of Islam and the "Holy Wars"
    A. Islam
    B. Development of Islamic Civilization
    C. Wars Between Muslims and Christians
IV. Early and Medieval African Kingdoms
    A. Geography of Africa
    B. Early African Kingdoms
    C. Medieval Kingdoms of the Sudan
V. China: Dynasties and Conquerors

Mathematics:

Resources:

- Primary Mathematics Textbooks 4A & 4B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 4A & 4B, US Edition, Singapore Mathematics
- Primary Math Teacher's Guides 4A & 4B, US Edition, Singapore Mathematics

a. Whole Numbers (N 4.OA)
b. Multiplication and Division of Whole Numbers (N 4.OA)
c. Fractions (N 4.NF)
d. Tables and Graphs
e. Angles (N 4.G), (N 4.MD)
f. Perpendicular and Parallel Lines (N 4.G)
g. Area and Perimeter (NY 3.MD)
h. Decimals (N 4.NBT)
i. The Four Operations of Decimals (N 4.OA), (N 4.NBT), (N 4.NF)
j. Measures (N 4.MD)
k. Symmetry (N 4.G)
l. Solid Figures (N 4.G)
m. Volume (N 4.MD)

Science:

Resources:

- Science Explorer series (Teachers Editions): Chemical Building Blocks, Chemical Interactions, Earth's Changing Surface, Electricity and Magnetism, Human

Biology and Health, Inside Earth, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate

I. Energy Transfer and Transformation
- A. Introduction to Energy
- B. Energy and Motion
- C. Energy Transfer
- D. Collisions
- E. Energy Transformation and Engineering

Visual Arts:

Resources:
- *Art Resources, Grade 4*, Core Knowledge Foundation
- *Text Resources, Grade 4*, Core Knowledge Foundation
- *Children's Book of Art*, DK Eyewitness

I. Art and Architecture of the Middle Ages in Europe
II. Islamic Art and Architecture
III. The Art of Africa
IV. The Art of China
V. The Art and Architecture of a New Nation

Music:

Resources:
- *Core Knowledge Music Collection, Grades 3-5,* Core Knowledge Foundation
- *Text Resources, Grade 4*, Core Knowledge Foundation

I. Elements of Music II. Listening and Understanding
- A. The Orchestra
- B. Vocal Ranges
- C. Composers and Their Music
- D. Musical Connections III. Songs

Latin:

Resources:
- *Elementa: Foundations for Latin Textbook*, The Paideia Institute,
- *Elementa: Foundations for Latin Student Workbook,* The Paideia Institute
- *Elementa: Foundations for Latin Teacher's Manual*, The Paideia Institute,
- *Elementa: Foundations for Latin Teacher's Materials*, The Paideia Institute

Please note that grades 5-8 are found in R-23b.

e. Promotion and Graduation Policy

Promotion criteria will be explained to parents at the orientation meeting as well as in the student/parent handbook distributed to all families at the beginning of the school

year. Academic achievement and promotion will be reported to parents via report cards, which will be disseminated each quarter. The final report card of the academic year will notify parents that their students have been promoted to the next grade level.

In line with NYS standards, students missing 18 full days of school (10% of the school year) or having 25 tardies will be considered to be chronically absent and will be automatically considered for retention. Extenuating circumstances, such as working remotely during an extended illness, will be considered on a case-by-case basis after discussion with the school leader, SEAC, teacher, and family. Families will be reminded of this policy after 10 and again after 15 absences so that they have time to correct it before reaching 18. Students at FLCACS will not pass to the next grade until they have satisfactorily mastered the core of their current grade. We will make every effort that the decision to retain a student be used sparingly. We intend to set every student up to succeed. On the rare occasion that a student is struggling too much to pass to the next grade, the decision will be made in coordination with the Special Education team and the family.

We believe that students promoted beyond their ability level are set up for future failure; over time they generally fall farther behind, which is not helpful to them academically or emotionally. Students will be assessed through class work, regular assignments, periodic tests, and portfolios, the levels of which will meet or exceed district, state, and national requirements to help discern the best path for the student.

Children with special needs, having been evaluated and requiring an IEP, will be exempted from this policy, should it be deemed unproductive for their well-being and progress.

FLCACS will not graduate students until 2031 but will plan on offering diplomas in line with NYS requirements at the time, such as Local, Regents, and Advanced Regents Diplomas. The rigorous academic program, along with the character formation taught through virtue study and literature, will provide FLCACS students with the following characteristics that will enable them to succeed in whatever course of life they choose after high school.

Both the study of such logical subjects as math, Latin, and the Socratic Method will help students to think carefully and reasonably to solve problems. The study of rhetoric and the constant exposure to complex language and well-organized writing will prepare students to become precise in their use of words, to organize their thoughts carefully, and to tailor their speech to an intended audience. Classical education requires a diligent work ethic. A student formed in this environment has learned the requirements of success, self-restraint, and hard work.

f. Programmatic Audit:

At the end of each year of operation, audits will be performed to evaluate the overall success of FLCACS. This will be done to inform the board, school leader, and business manager of changes that they need to make to ensure continual growth in all areas of

the school. Due to budget constraints, for the first year, the audit will be performed by the Board of FLCACS in conjunction with volunteers from boards of other charters in our region. In the second year, outside auditors will be hired to perform similar tasks.

All the collected data (documentation, performance data, observations, and feedback) will identify patterns, trends, and discrepancies between our school's intended outcomes and the actual outcomes. We will compile the findings into a comprehensive report that highlights strengths, weaknesses, and areas of improvement.

The written results of the entire audit will be presented to the SUNY board and everyone employed by FLCACS. There will be a summary presented to the public on the FLCACS website. A short article will be offered to the local paper, The Citizen.

Academic Audit:

An academic audit ensures that the program aligns with our goals, meets accreditation standards, and supports student success. By conducting an academic program audit, we can ensure that our programs remain relevant, rigorous, and aligned with our overall educational objectives. It also helps improve the quality of education, student satisfaction, and the program's long-term success.

We will review curriculum guides, lesson plans, syllabi, standards, and scope and sequence documents. This is to ensure that the academic program aligns with state or national standards and that it meets the needs of students. We will assess testing and grading policies, rubrics, and any other formal or informal evaluation methods used by the school. We will collect and analyze academic performance data, such as test scores, graduation rates, attendance, and student feedback, providing insight into how the academic program is functioning.

In order to be responsive to our stakeholders, we will conduct interviews with teachers, department heads, and other staff to gain insight into their experience with the academic program and any challenges they find. Engaging with students, either through informal interviews or focus groups, helps gather feedback on how they experience the program, what works for them, and areas they feel need improvement. In some cases, we may also collect feedback from parents, community members, or school board members to understand their perspectives on the academic program.

Governance Audit:

FLCACS will be accountable to the State of New York for financial soundness through regular audits. Each year, FLCACS will operate on a balanced budget with revenues equaling or exceeding expenses. An evaluation of the cost-effectiveness of supplies, curriculum, etc. as evaluated by the school staff. The Business Leader will meet with the treasurer on a monthly basis to create monthly reports for the Board of Trustees. All budgets will be analyzed and reported on. Each month's trial balance will balance.

FLCACS will hire an external audit firm to complete annual audits commencing in August each fiscal year to meet the state's and the SUNY Charter School Institutes'

October deadline for audited financials. Quarterly financial reports will be submitted to the SUNY Charter School Institute, as required. The school will also submit Forms 5500 and 990 on time.

Each year FLCACS will take timely corrective action, if needed, to address any internal control of compliance deficiencies identified by its external auditor or its authorizer. Financial Accountability will be provided with the support of a Certified Public Accountant. Outside firms will be researched for assessment purposes. Financial documents will be shared with parents and the greater community, as requested and required.

FLCACS will comply with all applicable laws, rules, and regulations, including but not limited to the New York Charter Schools Act, the New York Freedom of Information Law, the New York State Open Meetings Law, the Federal Individuals with Disabilities Education Act, the Federal Family Educational Rights and Privacy Act, and the by-laws of the FLCACS Charter. FLCACS will maintain a relationship with independent legal counsel who will review relevant policies, documents, and incidents, using their legal expertise to make recommendations as deemed necessary by counsel.

Operations Audit:

Conducting a safety and security audit of FLCACS will consist of the following:

- An assessment of facility and district policies and procedures.
- Possible surveys or interviews of students, teachers, staff, and parents.
- A visitor assessment for safety and visitor management procedures.
- A walk-through of the interior and exterior of the school with the School Leader for a visual assessment of grounds and documents.
- A written report of audit findings with commendations and recommendations.

Accountability:

FLCACS is accountable to its students, families, and community. The results of these evaluations will be shared with the extended community and stakeholders. The Board will prepare a report based on all audit results, academic, governance, and operational. This report will be published, within a reasonable time, after the completion of all three audits, before the beginning of the upcoming school year. Public comment input will be welcomed, discussed, and incorporated into future programs.

R-06g Draft Accountability Plan

Complete the Accountability Plan Template available on the Institute's website. The web page includes additional details to assist the applicant in drafting the required SUNY Accountability Plan. This response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

NOTE: Much of the Institute's Accountability Plan template centers on the results of annual state exams, the future administration of which may be uncertain given the circumstances surrounding the COVID-19 pandemic. The Institute encourages applicants to consider other means of accountability and be prepared to discuss them if invited to participate in an interview.

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
Draft Accountability Plan
For the Accountability Period of Years 1 -5

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the School Leader. Promotion criteria will be explained to parents at an orientation meeting as well as in the student/parent handbook distributed to all families at the beginning of the school year. Academic achievement and promotion will be reported to parents via report cards, which will be disseminated every six weeks. The final report card of the academic year will notify parents if their students have been promoted to the next grade level.

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 65 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit and final exams, or may

be administered separately. Mastery of at least 65 percent of the objectives shall be required.

In grades K-8, promotion to the next grade level, each student must meet the following criteria:

- Earn a yearly average of 65 or above in each of the subjects of English Language Arts, Mathematics, Science and History.
- Earn an overall average of 65 when all subjects (core and electives) taken are averaged together.
- Meet the state-mandated requirement for attendance.

Mathematics

GOAL 1: All Students at FLCACS will be proficient in Mathematics.

- **Goal 1A: Absolute Measure:** Each year, 55 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3 - 8 Common Core Mathematics Exam. Statistics from the BCSI Schools have proven that students tend to be highly successful in State testing even though classical materials do not teach directly to the test.
- **Goal 1B: Absolute Measure:** Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in New York State's ESEA accountability system.
- **Goal 1C: Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
- **Goal 1D: Comparative Measure:** Each year, the school will exceed its predicted level of performance on the state Mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.
- **Goal 1E: Growth Measure:** Each year, under New York State's Growth Model the school's mean unadjusted growth percentile in Mathematics for all tested students in grades 4 - 8 will be above the state's unadjusted median growth percentile.

English Language Arts

Goal 2: All Students at FLCACS will be proficient in English Language Arts.

- **Goal 2A: Absolute Measure:** Each year, 65 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's

grade 3 - 8 Common Core English Language Arts Exam. Statistics from the BCSI Schools have proven that students tend to be highly successful in State testing, regardless of the fact that Classical Curriculums are used to educate them.

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

Science

Goal 3: All Students at FLCACS will be proficient in Science.

- **Goal 3A: Absolute Measure:** When the state tests are taken in 4th and 8th grades, 50 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state exam.
- **Goal 3B: Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.

Fiscal Responsibility

Goal 4: FLCACS will make sound decisions and effective, responsible use of financial resources.

- **Goal 4A: Absolute Measure:** Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses. The budget will be created based on a shared-decision making model with key stakeholder involvement. Financial reports will be presented at monthly Board meetings.

Progress will be continually monitored and adjusted as needed with Board approval.

- **Goal 4B: Absolute Measure:** Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.
- **Goal 4C: Absolute Measure:** Each year, the school will conduct its fiscal practices in accordance with GAAP standards, including, but not limited to, the areas of internal control and compliance with best practices as set forth by its external auditor, SED, or the Board of Trustees/School Management. Audit corrective action plans will be addressed timely, if needed.

Legal Compliance

Goal 5: FLCACS will be in legal compliance.

- **Goal 5A: Absolute Measure:** Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the NY Charter Schools Act, the NY Freedom of Information Law, the NY Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.
- **Goal 5B: Absolute Measure:** Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
- **Goal 5C: Absolute Measure:** Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the Board of Trustees, if any.

Enrollment

Goal 6: FLCACS will increase enrollment each year.

- **Goal 6A: Absolute Measure:** The school will meet projected enrollment targets.
- **Goal 6B: Absolute Measure:** More than 85% of the students who successfully complete the year will re-enroll for the following year.
- **Goal 6C: Absolute Measure:** The school will average a daily attendance rate of least 94%.

Parent Satisfaction

Goal 7: Parents will demonstrate satisfaction with the academic program @ FLCACS as measured by an annual survey given at the end of each school year, which will, on average, exceed 85% with at least 75% of families responding.

R-07ac Schedule

a. School Calendar
Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates the following, and which demonstrates compliance with New York State requirements for minimum instructional hours, which all schools must provide:

- ***Total number of days of instruction for the school year including whole and half days;***
- ***Total number of hours of instruction for the school year including and not including additional instructional time outside school hours such as tutoring;***
- ***First and last day of classes;***
- ***Organization of the school year (i.e., semesters, trimesters, quarters, etc.);***
- ***All planned holidays and other days off, as well as planned half days; and,***
- ***Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.***

Provide a narrative to explain any aspects of the calendar that are not evident on the first year calendar or where further explanation is necessary.

The following 2026-2027 calendars outline the course of the school year, which is divided into four quarters and includes 182 total days in school (student contact days) and an additional 10 staff development days. FLCACS has a 5.83-hour day (350 minutes of instructional time) for Grades 1-4, and Grade K has a 5.25-hour day (315 minutes of instructional time). This equates to a total number of student hours in school for Grades 1-4 for the year is 1,061.67, and for Grade K the yearly total is 955.5 hours.

First Year Calendar below:

Finger Lakes Classical Academy Charter School

2026-2027 Calendar

Board Approved:

September

S	M	T	W	T	F	S
Aug.	24	25	26	27	28	29
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September: 17

Aug 31,Sept 1,2,3: Staff Devel.

Sep 8: Staff Devel.

7 - Labor Day

**8 - first day of school

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October: 19

12 - Columbus Day

*23 Parent Conferences

12:00 - 7:00 pm

30- No School: Staff Devel.

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14

November: 17

6 - End of Marking Period 1

9 - Veteran's Day

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February: 17

15 - Presidents Day

16-17 - No School: Staff Devel.

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March: 22

26- No School: Staff Devel.

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

April: 17

9 - End Marking Period 3

26-30 - Spring Break

15	16	17	18	19	20	21	25-27 - Thanksgiving Break	18	19	20	21	22	23	24	
22	23	24	25	26	27	28		25	26	27	28	29	30		
29	30														

December								May							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
		1	2	3	4	5	**December: 16**							1	**May: 19**
6	7	8	9	10	11	12	23-31: Christmas Break	2	3	4	5	6	7	8	28 - Staff Devel. No School
13	14	15	16	17	18	19		9	10	11	12	13	14	15	31 - Memorial Day
20	21	22	23	24	25	26		16	17	18	19	20	21	22	
27	28	29	30	31				23	24	25	26	27	28	29	
								30	31						

January								June							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
					1	2	**January: 19**		1	2	3	4	5	6	**June: 19**
3	4	5	6	7	8	9	1-New Years Day	7	8	9	10	11	12	14	*19* End of M.P. 4
10	11	12	13	14	15	16	18 - Martin L King Jr	14	15	16	17	18	19	20	25 - Last Day of School
17	18	19	20	21	22	23	*29* - End Marking Period 2	21	22	23	24	25	26	27	26 - Staff Devel.
24	25	26	27	28	29	30		28	29	30					
31							Box = NO SCHOOL for STUDENT								

B. Student schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high) provide the following for a typical week of instruction:

- ***A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;***
- ***A table that clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g., ELA, mathematics, science, and social studies), and the total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,***
- ***A sample student schedule for a typical week.***

K-4 Schedule

1. English and math are best scheduled in the morning when the students are most alert.

2. English literacy subjects are best taught at the beginning of the day in grades K-4. This schedule also allows parent volunteers to participate right after they bring their children to school, primarily in grades 1 and 2.

3. In the elementary grades, “Reading” means the students read the practice reading books in their ability-grouped circles. “Literature” means the teacher is teaching a work of literature to all the students in the classroom.

4. A common math block across all elementary grades permits ability grouping of the students.

5. The specials (Music, Art, PE, Language) normally meet every other day.

6. Daily opening activities (attendance recording, pledge of allegiance, recitations, and announcements) are best done in the classroom.

7. Lunch is staggered somewhat to prevent overcrowding of the lunchroom and playground. Recesses and restroom breaks are scattered throughout the schedule.

8. Teachers have prep time during the music/art/language/P.E. specials.

Student schedule								
Time	**Min**	**K**	**Time**	**Min**	**1st**	**2nd**	**3rd**	**4th**
8:15 8:25	**10**	Morning work	**8:15 8:25**	**10**	Opening	Opening	Opening	Opening
8:25 8:35	**10**	Opening	**8:25 8:55**	**30**	Reading	Reading	Reading	Reading
8:35 8:55	**20**	Phonics	**8:55 9:25**	**30**	Phonics Spelling	Phonics Spelling	Phonics Spelling	Phonics Spelling
8:55 9:25	**30**	Reading Spelling	**9:25 9:55**	**30**	Grammar Handwriting	Grammar Handwriting	Grammar Writing	Grammar Writing
9:25 9:45	**20**	History	**9:55 10:35**	**40**	Literature	Literature	Literature	Literature
9:45 10:15	**30**	Recess Snack	**10:35 11:15**	**40**	Singapore Math	Singapore Math	Singapore Math	Singapore Math
10:15 10:55	**40**	Singapore Math	**11:15 11:35**	**20**	Lunch	Lunch	Recess	Recess
10:45 11:35	**40**	Specials: PE / Music / Art	**11:35 11:55**	**20**	Recess	Recess	Lunch	Lunch
11:35 12:05	**30**	Storytime	**11:55 12:35**	**40**	Specials: PE, Music, Art	MW language TR Geography F- recitation	History	Science
12:05 12:25	**20**	Lunch	**12:35 1:15**	**40**	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation	History

Student schedule								
12:25 12:55	**30**	Enrichment	**1:15 1:55**	**40**	History	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation
12:55 1:25	**30**	Science	**1:55 2:35**	**40**	MW language TR Geography F- recitation	History	Science	Specials: PE, Music, Art
1:25 1:45	**20**	recess	**2:35 2:45**	**10**	Study organize skill	Study organize skill	Study organize skill	Study organize skill
1:45 2:05	**20**	Literature	**2:45 2:55**	**10**	Dismissal	Dismissal	Dismissal	Dismissal
2:05 2:25	**20**	Recitation						
2:25 2:55	**30**	Playtime Dismissal			After School offering: Aequora			

C. Teacher Schedule

For each division of the school, provide a sample teacher schedule for a typical week of instruction including:

- ***Length of teachers' workday;***
- ***Time devoted to core teaching assignments, planning, and other activities.***

All teachers will be expected to arrive at school 30-45 minutes before classes begin and will remain after school for approximately the same amount of time. This will be a flexible time schedule, based on teacher need and performance, as long as a minimum of 5 additional hours (hours outside of classroom activities) of planning and preparation occur per week.

In addition, all teachers will be required to have "office hours" two days/week minimum. Office hours will be used for but not limited to the purpose of room cleanliness/organization, professional development outside of scheduled calendar days, communication with administration, other teachers, staff, parents, etc., and after-school academic assistance/activities.

All teachers will rotate through a schedule of shared bussing oversight, so as to not place too much of a burden on one or two individuals as well as provide an opportunity for parents to see all of the staff at some point in time. (This rotation will be supplemented by the School Leader, SEAC, Curriculum Leader, and Business Manager when possible.)

Kindergarten teacher schedule			
Time	**Min**	**K**	
8:15-8:25	**10**	Morning work	
8:25-8:35	**10**	Opening	
8:35-8:55	**20**	Phonics	
8:55-9:25	**30**	Reading/Spelling	
9:25-9:45	**20**	History	
9:45-10:15	**30**	Recess/snack	
10:15-10:55	**40**	Singapore Math	
10:45-11:35	**40**	Specials: PE / Music / Art	Planning period
11:35-12:05	**30**	Story time	
12:05-12:25	**20**	Lunch	
12:25-12:55	**30**	Enrichment	
12:55-1:25	**30**	Science	
1:25-1:45	**20**	recess	
1:45-2:05	**20**	Literature	
2:05-2:25	**20**	recitation	
2:25-2:55	**30**	playtime - dismissal	

1st - 4th teacher schedule						
Time	**Min**	**1st**	**2nd**	**3rd**	**4th**	
8:15-8:25	**10**	Opening	Opening	Opening	Opening	
8:25-8:55	**30**	Reading	Reading	Reading	Reading	
8:55-9:25	**30**	Phonics/ Spelling	Phonics/ Spelling	Phonics/ Spelling	Phonics/ Spelling	
9:25-9:55	**30**	Grammar/ Handwriting	Grammar/ Handwriting	Grammar	Grammar	
9:55-10:35	**40**	Literature	Literature	Literature	Literature	
10:35-11:15	**40**	Singapore Math	Singapore Math	Singapore Math	Singapore Math	
11:15-11:35	**20**	Lunch	Lunch	Recess	Recess	
11:35-11:55	**20**	Recess	Recess	Lunch	Lunch	
11:55-12:35	**40**	Specials: PE, Music, Art	MW language TR Geography F- recitation	History	Science	Specials planning period - MWF PE - Tues art - Thurs music
12:35-1:15	**40**	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation	History	
1:15-1:55	**40**	History	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation	

1:55-2:35	**40**	MW language TR Geography F- recitation	History	Science	Specials: PE, Music, Art	
2:35-2:45	**10**	Study organize skill	Study organize skill	Study organize skill	Study organize skill	
2:45-2:55	**10**	dismissal	dismissal	dismissal	dismissal	
2:50-3:00	**10**	bus duty-1 day/wk rotate w/K-4 teachers	bus duty-1 day/wk rotate w/K-4 teachers	bus duty-1 day/wk rotate w/K-4 teachers	bus duty-1 day/wk rotate w/K-4 teachers	
3:00-4:00	**60**	office hours-2 days/wk minimum	office hours-2 days/wk minimum	office hours-2 days/wk minimum	office hours-2 days/wk minimum	

R-08ad Specific Populations

Responses to Request 8 should reference and address the needs of the school's target population and demonstrate a detailed understanding of the population of students to be served, as well as the fit between the proposed school design and the specific at-risk students the school seeks to serve. Responses should demonstrate an understanding of legal requirements and also articulate a clear theory of action as to how the school will meet the needs of at-risk students in a way that reflects the proposed school design, curricula, and personnel.

Each student enters school with a unique road to success. Too often, though, there are complex barriers to their academic success. Learning challenges may include physical, social, developmental, and emotional factors. FLCACS believes that by identifying barriers and providing properly targeted support, the dense and rigorous classical curriculum can close the performance gaps and lead each student to their highest potential.

These barriers are faced most typically by the following specific populations as follows: Struggling Students, which usually include Economically Disadvantaged students, Students with Disabilities, English Language Learners (ELL), and Gifted and Advanced Students.

a. Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- ***How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;***
- ***The strategies, programs, specific curricula, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings (e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff, and consultants, etc.);***
- ***Any research or evidence that supports the appropriateness of the proposed approach; and,***
- ***The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.***

Identification: Struggling students are those who do not meet established benchmark expectations for each grade based on New York State standards or ability level as measured by interim exams and/or the annual NYS State Exams, such as scoring a 1 or

2 on state exams. Each student's academic proficiency will be screened on a periodic basis to identify struggling learners in need of additional support [8NYCRR 100.2(ii)(1)(ii)] Common Screening tools:
http://www.rti4success.org/index.php?option=com_content&task=view&id=1091&Itemid=139.

As mentioned in Section 117.3 of the Regulations of the Commissioner of Education, students with low test scores will be monitored periodically through screenings and ongoing assessments of the student's reading and Math skills. Screenings will convene three times a year: fall, winter, and spring.

Using New York State's Quality Indicator Review and Resource Guides to assess the quality of the school's instructional programs in the areas of literacy and special education will aid the school in solidifying its chosen curriculum and or making any changes.
http://www.p12.nysed.gov/specialed/techassist/QIcover.htm.

Student progress needs to be monitored frequently so teachers know how to adjust individual learning needs. We will be using the FastBridge assessment system, which is a Research-based universal screening and progress monitoring for academics and social-emotional behavior (SEB) with intervention recommendations. FastBridge's curriculum-based measures are supported by significant educational research from Dr. Theodore J. Christ and his research team at the University of Minnesota to ensure validity and reliability. FastBridge's valid and reliable assessments help educators identify students' academic and social-emotional behavior (SEB) needs faster, align the right interventions at the right time, and measure whether interventions are helping students catch up, all in one platform and in up to half the test time. It assesses students and gives teachers specific standards to support learning. It also individualizes instruction for students to work on the skills they struggle with. FastBridge assessment results will allow us to intervene with student needs immediately and before learning gaps occur. The early interventions provided in kindergarten and grade 1 are crucial so that learning gaps are not developed and established, with the need to be addressed in higher grades. Using FastBridge's screening tools will provide teachers with data to support all students.

Classroom teachers will have meetings with the SEAC after each assessment to review the Fast Bridge assessment data (and other classroom assessment data). The SEAC will attend these meetings to better support the teachers and students. They use this data to input the appropriate scaffolding into their lessons. Teachers will work with the School Leader and Curriculum Leader to segment their classes and have additional review sections for enhanced insight into the success of the scaffolding plan.

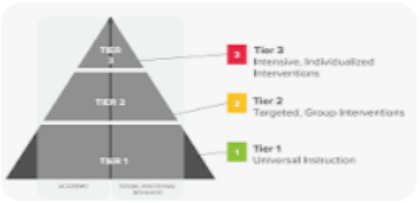
Fastbridge by Illuminate is centered around MTSS, a 3 tiered system of supports for all students, with targeted supports for those who need more support. All of our teachers

and staff will be provided professional development on MTSS. Collecting multiple points of data on each student will help us to determine the tier the child falls into and that will allow us to develop comprehensive support plans to ensure all students are successful.

What are the 3 tiers of MTSS?

The MTSS tiers are:

- MTSS Tier 1 – Universal Instruction.
- MTSS Tier 2 – Targeted, Group Interventions.
- MTSS Tier 3 – Intensive Individualized Interventions.

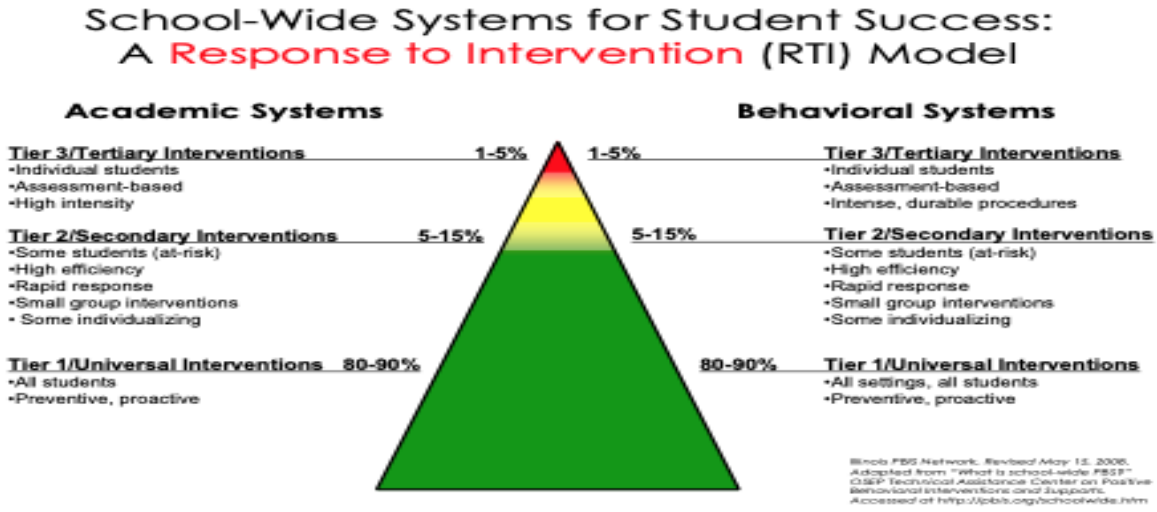


Sep 13, 2019

https://www.illuminateed.com › blog › 2019/09 › mtss-tie...

Support: FLCACS will provide Appropriate Instruction delivered to all students in the general education class by qualified personnel" [8 NYCRR 100.2 (ii) (1) (i)]

They will follow the Three Tier Intervention model of RTI (differing from the 3 Tier breakdown of FastBridge - Pictorial model below) by providing the highest quality of Tier 1, Universal Interventions to the general classroom, which is preventive and proactive. However when a student is still deemed a struggling student a Tier 2 secondary intervention will be in a small group setting, meeting 3-4 times a week, with a trained Literacy teacher/ Math teacher. Tier 3 Interventions will be individualized instruction with a high-intensity rate and tailored intervention strategies.



Proactively, Math and ELA will be handled by grouping students by ability, rather than grade level, so that key basic concepts are not missed. Both the Access Literacy Phonics program, which is rooted in the science of reading methodology, and Singapore Math

have internal placement systems. We believe it is more important to work with a student based on where they are when they come to us than to stick to a strict age-grade correlation. True success leads to true self-esteem and further success; pretending that a student is keeping up does not.

Also proactively, our ELA studies will be using a specific classical series of the tried and true great books. “Good literature, for example, doesn’t introduce a child to ‘kids like me’, but to others who are better — who are just like what the child might become if they fulfill their potential for goodness.”[1] Based on the identification of struggling students, classroom teachers, Special Education teachers, and teaching assistants will provide modifications, along with possible supplemental resources.

Evaluation: Academic progress is monitored for all students with regular (three minimum) assessments throughout the school year, in addition to the New York State Testing Program assessments in Math, English, and Science in grades 3 and 5. If a student is identified as needing Tier 2 or 3 interventions, they can receive tailored instruction from the Special Education teacher or teacher assistant provided to them. Tier 2 students will have progress monitoring once every two weeks. Tier 3 students' progress monitoring will be weekly. Progress monitoring provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum. (Mellard and Johnson, 2008) At any point throughout the school year, a Support Team, consisting of the classroom teacher, Special Education/ Assessment Coordinator (SEAC), and any related service providers, can convene to discuss, identify, and plan for stronger support services and to tailor the student's overall educational program as needed.

Assessment will also be provided via the Fast Bridge system, which can be used for not only Identification and creating a comprehensive support plan, but for evaluation as well. The combination of regular assessment, FastBridge assessment, and continual review of the ongoing support programs will provide ample data for proper evaluation and mid-stream adjustments if needed.

[1] Why Johnny Can’t Tell Right From Wrong: And What We Can Do About It (p. 168)

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. The Institute strongly recommends that applicants refer to NYSED's Guidance on Charter Schools and Special Education in developing responses. This response must include:

- ***A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;***
- ***Discussion of the relationship between the school and the district Committee on Special Education ("CSE");***
- ***The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;***
- ***The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;***
- ***The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act);***
- ***Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;***
- ***The process for coordination between general education teachers and special education teachers or service providers;***
- ***The process that will be used to monitor the achievement and progress of students with disabilities in the general context of the program in addition to the goals and objectives provided in the student's IEP;***
- ***Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.***
- ***The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.***

FLCACS agrees to abide by all assurances as listed below. FLCACS provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school:

• FLCACS will adhere to all provisions of federal law relating to students with disabilities including IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section

504”), and Title II of the Americans with Disabilities Act (“ADA”) which are applicable to it.

• FLCACS will, consistent with applicable law, work with Local Educational Agency (“LEA”) school districts to ensure that all students with disabilities that qualify under the IDEA:

- o Have available to them a free, appropriate, public education (“FAPE”);
- o Are appropriately evaluated;
- o Are provided with an Individualized Education Program (“IEP”);
- o Receive an appropriate education in the least restrictive environment (“LRE”);
- o Are involved in the development of and decisions regarding the IEP, along with their parents; and,
- o Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s or school district’s provision of FAPE.

• FLCACS will employ, at a minimum, a properly certified individual as the school’s special education coordinator, whose responsibilities will include coordinating with Committees on Special Education (“CSEs”); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. FLCACS may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator’s responsibilities to ensure the school’s compliance with the IDEA, Section 504, and Title II of the ADA.

• FLCACS will make available, as required by law, a student’s regular and special education teachers (and other required school personnel) for meetings convened by such student’s CSE and provide such teachers and personnel with copies of the student’s IEP.

• FLCACS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

• FLCACS will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (“FERPA”) as they relate to students

with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

• The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.

• FLCACS will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111 and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.

• FLCACS will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. FLCACS understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.

• Appropriate FLCACS personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

A typical day for a special education student would include a structured schedule with individualized activities focused on their specific needs, often involving smaller class sizes, frequent breaks, sensory integration activities, and personalized support from a special education teacher, potentially including time in a dedicated special education classroom, alongside potential inclusion in general education classes depending on their IEP plan. The day would be tailored to their learning style and developmental level, with activities like visual aids, hands-on learning, and consistent routines to support their understanding and progress.

Important Considerations:

- **Individualized Education Program (IEP):** Each student's day is guided by their personalized IEP, outlining their unique needs, goals, and necessary supports.
- **Collaboration with other professionals:** Special education teachers often collaborate with therapists, counselors, and general education teachers to ensure comprehensive support.
- **Positive reinforcement:** Using praise and rewards to encourage student participation and progress
- **FastBridge Assessment** results (see page 2-3 of this section)

A typical day may include:

Core Subjects with Support:

- Inclusion in general education classes with modifications and support
- Adapted materials such as visual aids
- Frequent breaks to address sensory needs
- Small group instruction focused on specific skills

Morning Routine:

- Arrival and check-in with the special education teacher
- Sensory activities to help focus and regulate emotions
- Review of daily schedule and visual aids
- Individualized morning work or small group activities based on IEP

Specialized Activities may include:

- Speech therapy to address communication challenges
- Occupational therapy sessions for fine motor skills development
- Social skills group activities to practice interaction skills
- Sensory integration activities to regulate sensory input

Lunch and Recess:

- Structured lunch time with appropriate supports
- Supervised recess with adapted activities if needed

Afternoon Activities:

- Review of concepts learned in the morning
- Independent work with specific learning strategies
- Creative activities like art or music therapy
- Transition activities to prepare for the end of the day

Identification: FLCACS will identify students with disabilities based on working closely with the Committee on Special Education and any other relevant services to provide services for students with disabilities that are comparable to those received at a district school.

Students may be identified as having a disability either previously to FLCACS enrollment or during their time at FLCACS. For previously identified students, FLCACS will comply with the Federal Child Find requirements (34 CFR §300.125) requiring a procedure for identifying, locating, and evaluating students with disabilities. FLCACS will request student records from the home district so that the IEP is promptly initiated and to secure information necessary for the provision of services.

FLCACS will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. FastBridge scores and corresponding reports shed light on not only which students are struggling in reading and math, but also why they struggle. Early universal screening is the best way for schools to identify students who might have dyslexia. An added benefit is that such screening will identify students with other reading problems as well. The evaluation will be completed before the initial provision of special education and related services will be provided and

will address whether the student is a “student with a disability” in accordance with federal and state requirements and the educational needs of the student.

For enrolled students who have gone through the support systems in place for struggling students and have not shown sufficient growth, the family is first notified and the Special Education / Academic Success Coordinator makes a referral to the home school district CSE, asking for an evaluation. Once the family has been advised of their rights and has signed consent for testing, formal evaluation by the school psychologist/teacher and/or social worker will begin. An initial CSE meeting will follow to discuss the results and potential IEP.

Resources: Typically, the district shares the IEP with the charter school. We will facilitate meetings between the districts’ Special Education Leader and the Charter School’s Special Education Leader. These meetings will review the students’ goals and progress toward these goals. Successful interventions and a general overview of the children’s academic struggles and successes will be shared. Most school districts get 611 IDEA and 619 IDEA funds for all Special Education students that live in the district. The 619 is a large grant that funds OT, PT, Speech, and all the other services. The home school district employs the teachers and specialists that visit charter schools to provide those services. We will employ Special Education teacher(s) who push into classes and also provide resource room support. The number of Special Education teachers we employ is dependent on the number of Special Education students we have.

Inclusion, differentiated instruction, and interactive technology strategies will be implemented as appropriate for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. This can be done for the special needs learner with or without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in order to help them achieve the highest possible standards.

All special education personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. FLCACS will employ, minimally, one certified special education teacher. Additional special education personnel (e.g., teachers, paraprofessionals, and related service providers) will either be employed or contracted depending on students’ needs at the school. Using a multi-certified and multi-strength staff will provide students with tailor-made support services to meet each individual need. Additionally, regular communication and documentation updates with students' families will be established and maintained in

order to not only meet state regulations, but in order to ensure the most effective, collaborative approach possible, fostering student success, whether done remotely or in person.

The curriculum itself is identified as a support. Students who are on the high-functioning end of the autism spectrum have been shown to respond well to the orderly, sequential mastery of topics provided by the classical model. Explicit phonics and cursive can be particularly effective for students with dyslexia or dysgraphia and aid in preventing the reversal and inversion of letters.[2]

As a result of the CSE meeting, FLCACS will make certain that parties are provided hard copies of the IEP. FLCACS will identify the staff responsible for recommended services, arrange for necessary resources, materials, technology, and testing accommodations, and coordinate with any outside resources. In addition to required CSE meetings, team meetings will be held every other week including: classroom teachers, School Leader, the Special Education/ Academic Success Coordinator, and possible Special Education teacher, and when deemed needed, a school psychologist and possible therapists. These professionals will consider the needs of each “at-risk” student and make continual recommendations.

Follow through will be completed by a combination of the classroom teacher, Special Education staff, and any resources provided by the district. Additional resources may include but are not limited to: mental health counseling, speech/ language therapy, occupational therapy, and physical therapy. Services will take place either in the classroom or in pull out sessions based on the IEP population.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided to all other students. In addition, FLCACS will ensure that each child with a disability participates with non-disabled students in non-academic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in law.

Evaluation: The FLCACS School Leader and Special Education/Assessment Coordinator will oversee the school’s compliance with Section 504 of the Rehabilitation Act of 1973, the IDEA section 504 of the Rehabilitation Act of 1974, prohibiting discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education, and Title II of the ADA, prohibiting discrimination on the basis of disability by state and local governments. Based

[2] (https://psycnet.apa.org/record/1997-05127-000)

on the IEP population, the school will employ sufficient certified special education teachers to ensure the proper implementation of each student's IEP.

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as:

- whether a child's behavior impedes his or her learning or the learning of others,
- whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, and
- what the communication needs of the student are and whether the child needs assistive technology devices/services.

Review of the IEP will occur annually or more frequently if the student is not being successful.

Students with IEPs will have annual or periodic program reviews where progress information is shared and additions or alterations to the IEP can be made. Recommendations for goals, services, and accommodations are made and, with the discretion of the CSE chair of the student's district of residence, the final draft of the IEP is developed. Based on student outcomes (measurable test data) and family surveys (based on communication and support), the special education program will be evaluated and compared to district and state outcomes annually by the School Leader, the SEAC, and the FLCACS Board.

The SEAC, in coordination with the FLCACS Special Education teacher, will be required to attend annual training sessions specifically on identification, intervention response, and behavioral intervention, as advised by the US Department of Education Special Education Personnel Development guidelines[3]. The emphasis of this training should be specifically focused on the improvement of services and results for children with disabilities. The utilization of IDEA formula grants for this specific purpose should guarantee that the training needed for our personnel will be provided.

[3]https://basicfba.com/behavior-specialist-training/

c. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- ***The process for identifying students whose first language is not English consistent with New York State required procedures and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;***
- ***The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);***
- ***The research and evidence that supports the appropriateness of this approach;***
- ***The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;***
- ***The process that will be used to monitor the achievement and progress of ELLs including exit criteria;***
- ***How the school will make all necessary materials available to parents of ELLs in a language that they can understand;***
- ***How the school will make after-school and other extra-curricular programming accessible to ELLs; and,***
- ***The process that will be used to evaluate the efficacy of the program and instructors and ensure that the needs of ELL students are being met;***

FLCACS will comply with all applicable laws including the Title VI of the federal Civil Rights Act of 1964, the federal Equal Education Opportunities Act of 1974, and the Commissioner's Regulation Part 154. ELL students are included in school activities regardless of language proficiency.

Identification: The School will administer a home language survey to identify the first/native language(s) of all students enrolled in the school. This home language survey will be administered to ALL students enrolled in the school. The survey will be used during the enrollment process to identify the native language of each new student at the time of enrollment into the school. Documentation of a student's native language will be recorded in the permanent record. FLCACS will implement an identification procedure to survey all students in the school with the following three questions: What is the native language of the student? What language(s) is (are) spoken most often by the student? What language(s) is (are) spoken by the student in the home?

A potential ELL student can then be identified by an ELL Identification & Placement / Home Language Questionnaire given by a bilingual, ESOL teacher, or a qualified teacher trained in the needs of ELL cultural responsiveness, language development, and the needs of ELLs and who is proficient in the home language.

Based on the population, an ENL teacher or a qualified teacher trained in the needs of ELL will be hired to collaborate with classroom teachers. In the event of greater than

anticipated enrolled ELL students, FLCACS will hire ELL support faculty according to need.

Support: Our curriculum was chosen partly due to its strength in phonics and grammar, which will be a natural support for ELL students. Students will be placed in a homeroom class and will be pulled out, or an ENL teacher will push in, depending on needs and subject area. Teachers will collaborate weekly on lesson plan needs and supplements. Home communication will be translated into the applicable native language when requested. All efforts will be made to include students' culture and home information in the classroom context.

While direct English instruction will occur, the student will also be able to access texts in their native language whenever possible so that they can participate in key concepts and ideas. When applicable, technology and translation tools will be used so that the homeroom teacher can better communicate with the student, depending on the level of English language knowledge and ability. Based on need, before and after school and school vacation services may be provided. To assess the need for continued services, the proficiency of ELL students will be measured at a minimum annually.

All communication with parents or guardians will be provided in the primary home language, along with work sent home with the students that require the parents' involvement. Teacher conferences and face-to-face communications, when possible, will be done with an interpreter or a bilingual teacher attending the conference. Many of the local farms have an interpreter on staff for this specific reason. Outreach and cooperation with these farms has already been discussed. In a situation where the home language is not one that is readily accessible for interpretation services, technology will be utilized to provide a means of enhanced communication.

This type of technology will also be incorporated into any remote learning program instituted, so that the student, when necessary, can listen to the lesson in both English and their native language.

If we have a significant number of ELLs, we will be eligible for Title IIIA funds. This will provide more funding for professional development, materials, and curriculum in dual languages, and other resources to support our ELL students.

All efforts will be made to encourage participation in after-school sports, clubs, and events. Teachers and coaches will be encouraged to incorporate ELL students and provide them with the necessary support in order to enable the student to participate to the fullest extent possible. Many of the rural district schools are doing this already.

Transportation, which can be an issue in these situations due to migrant farm work schedules precluding after-school or extra-curricular activities, can be solved by simply reaching out to nearby families, the parent or student's employer, and / or their faith community. FLCACS will provide whatever support is necessary in order to avoid an ELL student from feeling isolated or deprived of an opportunity to fully participate in whatever they wish.

Evaluation: The FLCACS School Leader, Special Education/Academic Success Coordinator, and the Board will annually evaluate the effectiveness of the programming in place. This evaluation will be based on specific test data including the New York Statewide exams and classroom academic achievement.

Students will be provided with all of the assessment testing provided to the non-ELL students, only with the ELL portion incorporated into the assessment. The goal here is to obtain the most accurate data as well as not have them feel any different from anyone else in the student population. If a student persistently has a lower success rate due to the ELL scenario, an individual program (similar to an IEP) will be developed between the teacher, SEAC, Curriculum Leader, and School Leader.

Once implemented, additional evaluations will occur on a monthly basis in order to adjust the ELL-individual plan until the achievement levels have been met. Coordination with the home district may occur to share resources and meet the needs of the ELL student.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted including:

- ***How the school will identify advanced and/or gifted and talented students; and,***
- ***Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.***

Identification: This student may be identified, often by the classroom teacher, over time by the following traits; curiosity and extraordinary motivation, asking many questions, having a good memory, quickly retaining information, mastering reading skills early, and demonstrating strong math skills. Traits may be exhibited within a specific interest or category.

Early identification in school improves the likelihood that gifts will be developed into talents. Gifted and Advanced can be identified using universal screeners and statewide assessments, cognitive and aptitude tests, along with classroom work and grades as well.

Support: FLCACS's ability-based grouping will allow gifted students to move ahead in ELA and Math at their own pace. The teacher and Curriculum Leader will make decisions on supplemental material emphasizing problem-solving. Differentiation and acceleration are key to engaging and challenging these students. Lesson plans can be adjusted by either the content being discussed, the process used to learn, or the product expected from students to ensure that these learners can receive the instruction they need to grow and succeed.

We will also seek to create partnerships with other schools or higher learning institutions for project-based learning for gifted students. Students would be charged with completing projects that incorporate all academic areas and attempt to solve a world problem. Depending on the population of gifted and advanced students, academic-based after-school programs will be offered, as well as summer learning opportunities. Community leadership programs will also be offered to help stimulate the young mind. Community, state, and national competitions in the student's content area of acceleration and interest will be researched and implemented when possible.

In order to provide proper stimulation for gifted students, while still maintaining the standard curriculum, teachers may incorporate these students into the actual planning of additional academic supplements. Supplemental material will be provided for these students, which both the teacher and Curriculum Leader will coordinate. These offerings will be presented as an opportunity to those identified as gifted, thus promoting achievement for all to reach above and beyond.

Evaluation: The FLCACS School Leader, Curriculum Leader, Special Education/ Academic Success Coordinator, and the board will annually evaluate the effectiveness of the programming in place. This evaluation will be based on specific test data including the New York Statewide exams and classroom academic achievement, along with student and family questionnaires.

Additional evaluations, when deemed necessary by the teacher, will be made available to this subset of students. Specifically, college achievement tests, mensa evaluations, and STEM / STEAM proficiency will be incorporated into the evaluation process to make sure that we are allowing these students to reach their full potential, regardless of their biological age.

Every moment counts in a student's learning journey and the right assessments revel the right next steps to take.

R-09ad Instructional Leadership

Proposals should include strategies to promote and prioritize diversity and equity within the operational, instructional, and administrative leadership and staff.

a. Instructional Leadership Roles

Describe instructional leadership (i.e. individuals supervising implementation of the academic program) in the school over the first five years of operation including:

- ***Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school including a delineation of which instructional staff each instructional leader is responsible for supporting;***
- ***The process and criteria for identifying and selecting instructional leaders including how such criteria align with the school's educational philosophy and mission; and,***
- ***How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.***

Leadership Personnel

FLCACS is committed to establishing an instructional leadership team that will provide the oversight and support needed to implement our key design elements and a classical curriculum, staying faithful to our mission of a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment.

School Leader:

As stated in R-11ab, the School Leader will be responsible for instructional and programmatic leadership, curriculum development and implementation (with the assistance of the Curriculum Leader), and educational staffing concerns/needs as related to the curriculum. The School Leader is accountable to the governing board and will coordinate the hiring of teachers and staff, the implementation of classical liberal arts and civic-minded curriculum, and the establishment of a studious and decorous school culture. He/she will work to foster an understanding of liberal arts education and the virtues of school choice among parents and the larger community.

Robert K. Greenleaf coined the term "servant leadership" in his 1970 essay, *The Servant as Leader*. A Servant Leader prioritizes the needs of others over their own, focusing on the well-being of their employees and communities. Servant leaders help people develop and perform their best, foster a sense of belonging and purpose, and create an environment that empowers their staff. The School Leader will put others first, determining what others need and how to best equip and empower them. He/she will make relationships with parents, community members, and students. However, he/she will understand that teachers make the day-to-day relationship with students on a much deeper level. Serving the administration and teaching staff helps them to make the mission and vision come alive in the classroom. The most important people in the school

are the students and their success in large part depends on the teachers. Good mental health is achieved by feeling a purpose in one's work/mission and bonding with a group.

A school needs to be a safe place where children can learn and grow. The School Leader will meet with administration individually for 15 minutes each week. He/she will visit classrooms regularly and randomly. These opportunities will be used to observe the classroom and coach and mentor the teacher. Conversation and feedback will be related to school goals and each teacher's professional goals as discussed through one-to-one bimonthly meetings between the School Leader and the teacher. The School Leader will approach these meetings by asking questions: What is going well? What is your future vision the next time? What's missing? Have you thought about this? How can I help? Asking for feedback to build, help, and empower the academic staff will be continual.

FLCACS will have daily K-2 and 3-4 team meetings in year one and adjust the group meetings as grades are added each year. These meetings will provide teachers and staff with time to collaborate and assess student data. During this time, teachers will meet to discuss improving classroom strategies, sharing teaching practices, interpreting data assessment, and developing individual learning plans to address student needs and other topics as they arise. Meeting daily allows teams to also reflect on what worked and didn't work that day, which kids need something different, adjust for tomorrow, group and regroup students, reward students for showing virtue, contact parents, and plan project-based learning. Teaming allows the time for teachers to ensure that our target student populations are having their needs met. If it's not possible to meet daily when the students are in school, then meeting before or after school will work, as long as it is structured as part of the teacher work day. The School Leader and Curriculum Leader will attend and participate in team meetings.

Coaching and mentoring will be ongoing. Every teacher will be seen, heard, and known. The Curriculum Leader and/or experienced staff members may mentor other teachers who are new to FLCACS and those who may have received a below benchmark review. Regardless of performance, every month each teacher will have the opportunity to observe another classroom for half the day and use the other half to complete tasks, do academic prep, communicate with parents, etc. Mentors will help teachers understand and utilize evidence-based instructional practices.

The School Leader will have final ownership of all mentoring practices. He/she will determine who needs mentoring and provide them with a performance plan with measurable goals. He/she will have complete responsibility for all educational personnel matters, including the authority to hire (teachers, educational support staff, administrators), assign, promote, discipline, and terminate school employees who do not adhere to New York State law and/or FLCACS policy. He/she will (with the assistance of the Curriculum Leader) keep up to date on all current curricular and educational thoughts, trends, and practices. He/she will make professional development opportunities available

to the school staff and conduct systematic performance evaluations of school personnel, who will be held to a high level of qualification and performance.

Curriculum Leader/Mentor:
The Curriculum Leader will provide for the integrity of the classical curriculum. He/she will work directly with the School Leader concerning all curriculum decisions, development, and implementation. The Curriculum Leader will provide curriculum support for all teachers and mentor new staff in classroom instruction. This person will research professional development events and discuss and approve them with the School Leader.

At times, professional development event participation will be limited to the Curriculum Leader. Upon returning, it will be their responsibility to disseminate the ideas and specific instruction gained to the rest of the educational staff.

The process for developing the selected curriculum will be based on three areas. First, the initial choice, as described in R-06, will be used as the curriculum map and for the choices made for classroom instruction and academic material.
Second, the Curriculum Leader will be floating from classroom to classroom, ensuring the integrity of the classical curriculum by encouraging, modeling, and observing in order to provide feedback.

Third, the School Leader, Curriculum Leader, and Special Education/Academic Success Coordinator (SEAC) will use these observations and the chosen assessment tools to evaluate and analyze the data, then proceed forward with any adjustments deemed necessary to the curriculum based on these results.

Special Education/Academic Success Coordinator (SEAC):
The SEAC's primary role will be to oversee the Special Education Program. He/she will be certified in special education and work closely with all special education teaching assistant(s), the ENL teacher or qualified teacher trained in the needs of ELL, Teacher Aides, the School District CSE (in conjunction with their principal), and any special education contracted services. All 504 and IEP scaffolds, modifications, and supports will be followed.

All decisions by the SEAC will be communicated with the School Leader who reserves final decision-making. The SEAC will also assist the School Leader and Curriculum Leader in overseeing and coordinating the school's curriculum development and specifically its FastBridge student assessment program and modifications needs for Special Education students.

Implementation will begin immediately with baseline student data and continual self-assessment based on measurable evidence of student success. The School Leader, Curriculum Leader, and SEAC will use the chosen assessment tools [FastBridge for

reading and math, and Acadience DIBELS] to evaluate and analyze the data, then based on these results, proceed forward with adjustments in instruction or additional support for the specific needs of at-risk students.

Selection of Leaders

FLCACS recognizes that hiring a highly qualified instructional leadership team is essential to the FLCACS mission. A hiring committee will be a top priority, immediately following acceptance from the authorizer. This committee will initially and minimally consist of the Chair, the Vice-Chair, and possibly some board consultants. In order to find a highly qualified School Leader, a regional and national search will begin. The philosophy of a Servant Leader will be communicated and sought.

Once the School Leader is hired, he/she will be part of the hiring committee and will assist in the process of finding a Curriculum Leader and Special Education/Academic Success Coordinator (SEAC). Job descriptions will be posted on job search websites, such as Indeed.com, OLAS, charter school websites, and regional newspapers.
Networking with other schools, such as Truxton Academy, will also be done. A particular emphasis will be placed on advertising in the realm of higher education at colleges and universities with strong liberal arts and science programs.

All teachers will be required to meet or exceed the expectations for New York State certification and follow all federal and state employment laws and comply with necessary background checks and fingerprinting. As a classical school, FLCACS will preferentially hire teachers who are familiar with and support the classical model of education.
Job qualifications will include, but are not limited to: advanced degree in education; core knowledge in classical education, experience implementing the elementary New York State standards, and knowledge of special education law for the School Leader (and SEAC).

For the SEAC, we will be looking for additional certification in Special Education, experience developing/conducting professional development, and successful experience working with struggling learners, the economically disadvantaged, and students with disabilities.

All applicants should have strong written and oral communication and excellent collaboration, observation, and evaluation skills. A minimum of two professional references will be contacted and background checks and fingerprints will be conducted for all finalist candidates before an offer of employment is extended.

FLCACS is committed to the principles of Equal Opportunity and Affirmative Action and will not discriminate on the basis of race, color, creed, religion, national origin, sex, age, veteran’s status, sexual orientation, or disability. All school employees will be required to submit a fingerprinting clearance in conjunction with the laws of New York State.

Leaders' Monitoring of Effectiveness

Instructional leaders will monitor the effectiveness of the academic program through regular classroom observation and the solicitation of feedback from teachers, students, and parents. Students' scores on assessment data will be tabulated and analyzed. All students' academic performance will be assessed and tracked at the beginning of the school year, at regular intervals throughout the year, and at the conclusion of the final quarter. Special Education students and at-risk students' academic performance will be monitored more frequently to determine the effectiveness of interventions and Individualized Education Plans (IEPs) so that if modifications need to be made, they are done so in a timely manner.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure highquality instructional planning and implementation. The response should include a clear outline of how and when specific school leaders will conduct their support of individual teachers explaining the frequency of different forms of support teachers can expect on a regular basis (e.g. the frequency of classroom observations and feedback, length and substance of other development meetings such as one-on-ones). This response differs from 10c in that this response should focus on supports individual teachers receive to foster their instructional development, as opposed to 10c which focuses on supports that all teachers or particular groups of teachers will receive.

Individual Teacher Supervision:

The School Leader will be directly responsible for individual teacher supervision. Staff development days prior to school opening will be spent on classical education overview, specific content areas, and Socratic methods. All school instructional personnel will report to the School Leader. He/she will ensure that teacher inputs are regularly communicated to the governing board. The Leader and the governing board will determine how to best address teacher input regarding school governance.

The School Leader will work with the Curriculum Leader and SEAC in all areas of management and curriculum development in relation to student services. The School Leader will develop and monitor instructional planning and implementation throughout the school to address necessary adjustments during the school year.

Lesson Study may be used for coaching and mentoring. This is designed to help teachers produce quality lesson plans and gain a better understanding of student learning. Within the Lesson Study, the team collectively plans, teaches, observes, revises, and shares the results of a single class lesson.[1]

1 Lewis, C., Perry, R., & Hurd, J. (2004). A deeper look at Lesson Study. Educational Leadership 61 (5); and Lewis, C., Perry,R., Hurd, J., &O'Connell, P. (2006). Lesson Study comes of age in North America. Phi Delta Kappan, 273-281.

2 https://www.uft.org/sites/default/files/attachments/danielson-rubric.pdf

The School Leader will visit classrooms regularly and attend grade team meetings. These opportunities will be used to collect evidence related to each teacher's professional growth goals and evaluate the implementation of staff development training into practice. As mentioned above, the School Leader will visit classrooms randomly and regularly. He/she will work with each teacher to identify and monitor individual goals, facilitate individual and team meetings, and provide ongoing coaching and mentoring. Every teacher will be seen, heard, and known. Teacher evaluations, including oversight of lesson plans, will be completed by the School Leader (and with the Curriculum Leader and/or SEAC for Special Education Teachers) using the Danielson Rubric[2].

This rubric, incorporated by the UFT and the NY Department of Education, breaks teacher effectiveness down into four parts. The first is Planning and Preparation incorporating the following description:

> *"Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way."*

The second aspect of the rubric is the Classroom Environment and is summarized as follows:

> *"Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity."*

The third aspect of the rubric is Instruction and is briefly described this way:

> *"In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's*

feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success."

And the fourth and final aspect of the rubric is classified under Professional Responsibilities which are laid out in the following manner:

"Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all."

Each of these aspects is evaluated by the School Leader, Curriculum Leader, and the SEAC during the classroom visits and weekly meetings. The School Leader will take charge of the first aspect in aiding the teachers with the Planning and Preparation portion of their job. As deficiencies are identified, a combination of additional training, assistance, and alternative professional development will be offered by the School Leader. Determination of the type of deficiency, whether it be knowledge-based (insufficient knowledge of the material being taught) or instructional-based (inability to plan and engage students in the material), will be determined by the School Leader and an individual program will be devised to help the teacher in their growth. If the deficiency tends to be more knowledge-based, the Curriculum Leader may also be asked to assist.

The SEAC will take charge of the Classroom Environment aspect of the program, specifically if the teacher, while competent, is having a difficult time reaching the students, showing empathy, or having difficulty managing behavior. The SEAC's experience in setting up IEPs for at-risk students and special needs children will enable them to assist the teacher who happens to be struggling in this area.

The third aspect of the rubrics' view on successful teaching, the actual Instructional techniques incorporated, will be the responsibility of the Curriculum Leader. Being fully immersed in the school's curriculum, the Curriculum Leader will be able to assist the teacher in aspects of each subject to determine the best ways to engage the students, ask the proper questions, and get the students to work at learning rather than waiting for the teacher to do everything for them. Especially when working with a Classical Curriculum, questioning, reasoning, and investigatory thought are key elements in the learning process. Stimulating this may end up being nothing more than finding different aspects of the subject to explore in order to grab the student's attention and desire to learn.

The final aspect of the rubric, Professional Development, will fall back into the realm of the School Leader. A bored teacher is an ineffective teacher, and even the best teacher can lose interest if they themselves are not intellectually stimulated. It is the job of the School Leader to make sure that each teacher not only has a goal for their professional development, but is given the tools to achieve that goal. The School Leader is the person who can manage that aspect of the day-to-day life in school so that the needs of the teachers' development are met.

Each team meets weekly with the School Leader, Curriculum Leader, and SEAC to examine data and determine guidelines for pacing to cover desired curriculum checkpoints as well as discuss the items mentioned above. Teachers will bring forth any students with behavioral or academic concerns. As mentioned, the Curriculum Leader and SEAC will work with teachers to implement best practices to assist students in achieving individualized learning outcomes.

If the instructional staff seems to require more direct support, the School Leader and Curriculum Leader will work with them to implement best practices as designated in the Danielson rubric and NYS Standards, aligning with the FLCACS mission and purpose.

Working in small group meetings allows teachers to collaborate with one another to discuss learning goals, plan an actual lesson (called a “research lesson”), observe how their ideas work in a live lesson with students, and then report on the results so that other teachers can benefit.

The Danielson team developed these essential components for teaching: (1) Demonstrating Knowledge of Students, (2) Engaging Families and Communities, (3) Creating Environments of Respect and Rapport, (4) Managing Routines and Procedures, (5) Using Assessment for Learning, (6) Planning Coherent Instruction, (7) Using Questioning and Discussion Techniques, and (8) Engaging Students in Learning.

c. Professional Development

Describe how the schoolwide professional development program (i.e. all staff PD sessions, specific group PD sessions such as planning meetings, new teacher trainings, etc.) will assist teachers in meeting all students’ academic needs and school goals including:

- ***An overview of the frequency and format of professional development;***
- ***Who will be responsible for leading and providing professional development;***
- ***How the school will identify professional development topics;***
- ***How the school’s professional development plans support the school’s mission, key design elements, and the target and special populations’ needs;***
- ***How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects, including teachers of students with disabilities and ELLs; and,***

- ***The process for evaluating the efficacy of the professional development program.***

Ongoing professional development is crucial to having a vibrant, informed staff who are experts in teaching methods and curriculum. We will establish a growth mindset for our teachers and students where we always strive to build on what we did before. Our staff development plan will combine long-term goals with being responsive to our students and teachers on a daily basis.

Staff will meet each summer with the School Leader and Curriculum Leader to set goals and plan for the year. We will review and evaluate the previous year and through that process we will identify areas for further staff development for the upcoming year. Staff development days will then be planned on topics to help teachers succeed. Summer staff development days are especially important for our new teachers. We will ensure that all our teachers are prepared for each school year. The School Leader and Curriculum Leader are responsible for enacting the staff development program.

Core content teachers will also meet as a team daily. We will be analyzing and responding to assessment data as well as daily formative assessments. Teachers will discuss how individual students are doing, and we will respond accordingly. If any staff development needs arise from those discussions, we will plan time for our teachers to become experts in that topic. We are committed to ensuring that our teachers are the best trained staff in the area.

Teachers will be surveyed each year for their input on how well the staff development plan is meeting their needs to become master teachers. They will also be surveyed as to what they need for future staff development days.

We will have planned for the continual staff development needed to become experts on our mission and philosophy. The Core Knowledge Foundation has developed the Train-the-Trainer series which follows a two-part hybrid model that requires participation in online modules along with a three-day, face-to-face institute. Throughout this offering, participants engage in deep learning around the key tenets of each workshop, have an opportunity to practice teaching specific sections, and walk away with a set of training materials (e.g., Instructor Guides and PowerPoints) that they can use/adapt at their site.

The Core Knowledge Foundation is pleased to announce our **Train-the-Trainer** series. This offering prepares district/school personnel to effectively deliver Core Knowledge workshop materials at their sites. Workshops include:

- “What is the Core Knowledge Approach” [grades K–8];
- “Getting Started with Core Knowledge History & Geography (CKHG)” [grades K–6]; and
- “Getting Started with Core Knowledge Science (CKSci)” [grades K–5]

Access Literacy provides training for schools using Literacy Essentials: The Journey from Spelling to Reading. They offer a four day in-person literacy training for all new teachers and teachers who have taught this curriculum one year, which consists of four units scheduled over four 6-hour days. They also offer school visits for teacher observation with feedback, grade level teacher meetings and administrator consultations. “In general, site visits require two days: a day for observation and a day for feedback. Schools new to Literacy Essentials benefit greatly from receiving input early in the fall semester to be sure implementation is going smoothly and to establish best practices. We also recommend a second visit in the first year at the beginning of second semester. This visit aims to observe and support teachers as they now integrate all the literacy components. As well, we will observe and offer feedback to support intervention strategies for struggling students.” https://www.accessliteracy.com/services Online support is also available for implementation questions, professional development, teacher coaching, special education questions, and administrative support to oversee implementation and teacher oversight.

EastWestMath provides instruction and resources for administrators and teachers, specializing in the Singapore Math and Lesson Study training for teachers. They offer interactive teacher training on-site and online. Topics covered include all essential and advanced topics of the curriculum, including CPA, number sense, bar modeling, fractions, and others. They specialize in virtual learning and helping teachers create engaging math instruction that meets the needs of diverse learners and remains true to the essentials of the Singapore model in a virtual environment.

There will be a four day deep dive for all new (the first year will be all) staff, covering Core Knowledge, Access Literacy, Singapore Math, and discipline baseline of what good teaching should look like.

FLCACS has planned for 10 staff development days throughout the school year. In the first year, establishing a positive school-wide culture of success will be a top priority. Aligned with our school mission to provide a “**classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue**,” the professional development plan will include: a teaching-the-teachers session both prior to school opening and at the conclusion of the academic year, with more full staff development days during the school calendar; monthly professional development staff meetings; weekly team meetings; ongoing coaching, mentoring, and Lesson Study; and summer staff development for FLCACS Board and Administration.

Using the National Comprehensive Center for Teacher Quality’s **High-Quality Professional Development for All Teachers: Effectively Allocating Resources**[2]

2 Archibald, S. (2011). High quality professional development for all teachers: Effectively allocating resources. Washington: National Comprehensive Center for Teacher Quality.

(https://files.eric.ed.gov/fulltext/ED520732.pdf), FLCACS's plan contains all five of Archibald, Coggshall, Croft, and Goe's characteristics of high-quality professional development, including:

1. **Alignment with school goals, state standards, assessments and formative teacher evaluation**

Through the school decorum, the reading of great works in literature and history, and the study of heroes and heroines, students will analyze, grapple with, and contemplate important moral and intellectual questions. They will learn to evaluate situations with sound judgment, recognize good behavior, and make personal decisions that embody and emulate virtue. When teachers model excellence and have high expectations of students' behavior, students will rise to the occasion.

In order to ensure the rigorous intellectual and character formation of students, only teachers who meet the following, but not limited to criteria, will be considered for hire:

- Candidates must have successfully completed a rigorous course of studies at a four-year college or university.

- Candidates for middle school teaching positions must have majored in the subjects they wish to teach, or have equivalent experience and knowledge.

- Candidates must be knowledgeable or willing to learn about the classical method of education.

The school will identify professional development topics based on Core Knowledge, Access Literacy, and Singapore Math training as well as the lacking knowledge/training of the staff. All teachers will undergo continual in-house development in classical methods and content, as well as further study in their individual fields of expertise. This continuing education will benefit students in two ways: the teachers become better at their vocation as well as modeling to the students the value of lifelong learning and personal development.

FLCACS's concept that we are all one team, working toward the same goal, will be reinforced by our consistent message on what to teach and how to teach it. However, we must take into effect the following:

- What the teachers have already learned via prior training and development courses.

- Ongoing communication between teachers on the team and the School Leader.

- How our content and message align with state standards and assessments.

Part of FLCACS teacher development sessions will attempt to address these issues, first by identifying what other members of the team have learned, their thoughts on those experiences, and how and where those concepts, which may be unfamiliar to our current strategy, could benefit the team.

A robust discussion of these issues will aid in the continual morphing of our development strategy, as each perspective will help to enlighten the team as a whole. This will lead to addressing the second topic: ongoing communication.

By addressing each other's prior experiences, we will help develop a dialogue that should increase communication between teachers and also give the School Leader a perspective on what he/she is dealing with in attempting to provide integrity to the curriculum and reinforce the core values of the school as a whole and the goals of the team. This knowledge will be critical to each other being able to discuss differing teaching techniques more open-mindedly and being able to evaluate the various methods in our attempt to improve overall educational success.

The determination of that success will be in evaluating how each of our development strategies not only helps to promote our core mission, but also aligns with the state assessment standards. Input from all of the teachers, combining the various experiences they have had, both in class and in training, will help the entire team refine their methods to make sure we maintain fidelity to the mission while still achieving the assessment standards.

2. **Focus on core content and modeling of teaching strategies**

FLCACS training and support on the topics of **Core Knowledge, Access Literacy, Singapore Math, Socratic Seminars, Scaffolded Learning, Teacher-Centered Learning, and Character Development** will be a priority. Additional Professional Development Opportunities may occur on-site or by attending local, state, and/or national conferences.

Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of language arts, history and geography, visual arts, music, mathematics, and science. FLCACS will strive for appropriate training so that all school personnel will implement the curriculum correctly and are given the greatest possible support to accomplish this implementation. As each component of the curriculum is learned, professional development in scaffolding, differentiated instruction, and cognitive approaches to learning will be targeted, along with strategies to enhance memory.

Core Knowledge provides a curriculum that is sequential. The Core Knowledge Sequence presents a grade-by-grade specification of topics that are built upon prior knowledge, or what students already know. It is a sequential building of skills and knowledge that is

clearly defined. For example, a state standard might state the following as a unit objective: United States: Understand connections among historical events, people, and symbols significant to United States history and cultures. Describe local events and their connections to national history. It does not identify which events, which people, or which symbols. By contrast, the Core Knowledge Sequence specifies all the important components that address “What do our children need to know?”

By utilizing a sequential method of delivering instruction, gaps will be less likely to occur, and there will more likely be a commonality and consistency in what students are learning from grade to grade. Again, within the traditional school systems, while classrooms may follow curriculum maps based on the standards, there can easily be gaps between what teachers are teaching and in what order. In addition, there is a tendency to teach what will be tested on the Standard Based Assessments, which results in important topics being left out.
What is being taught to students can be unclear and confusing to parents. Core Knowledge supplies the specificity of what should be taught, and all teachers follow a horizontal and vertical alignment of these specific topics.

Access Literacy is a multi-sensory and brain-based approach to teaching explicit phonics, reading, spelling, language arts, and composition. The time-tested, multisensory, brain-based approach that addresses virtually every student’s learning style is this method (The Writing & Spelling Road to Reading & Thinking). Access is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Access Literacy provides a strong foundation for students who exhibit academic progress and will be an effective remedial program for students with academic challenges.

Identifying students who need academic assistance is an ongoing process. We will maintain the rigorous curriculum designed for each grade but modify methods and practices to ensure all students are achieving at grade level. ELL students will also benefit because Access Literacy provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

Access Literacy is an “explicit” phonics approach, which incorporates phonics-based spelling with a rules system dating from the Webster-Oxford standardization of English spelling, and also provides phonemic/graphemic correspondences from contemporary dictionaries, enabling students to learn correct spelling as well as accepted pronunciations.

The Access Literacy program is based on visual, auditory, and kinesthetic approaches. For example, when students are learning letters and sounds, they will see the symbol(s) and hear the teacher say the sound(s); they repeat or say the sound(s) and write the symbol(s) from dictated oral instructions. Students also learn syllabification, oral

vocabulary, and comprehension. The written language component aligns with the reading component as students learn spelling, cursive writing, creative writing, spacing, margins, orthography rules, vocabulary grammar, syntax, punctuation, and capitalization.

Access Literacy is a comprehensive program where reading and written language are taught in ways that reinforce each other. This program emphasizes strategies that are very effective with all students, including students experiencing learning difficulties. Its origin is based up a model developed by Samuel Orton (Orton-Gillingham) to teach students with dyslexia and other reading disabilities and teaches both skills in a comprehensive and integrated manner so that reading and written language skills are reinforced.

Access Literacy also has several tools available for introducing an informal exposure to Latin into our early grades. The resources provide for easy implementation on the part of the teacher. They are sequential and logical. The science behind this method will not only be at the core of curriculum training prior to school opening, but throughout the school year and in conclusion as well. The School Leader, Curriculum Leader, and SEAC will receive outside training to master this program and to provide the proper teacher training for classroom instruction.

Singapore Math contains different elements that comprise daily lessons (mental math, teacher-directed, guided practice, activity, and independent practice) that align with their conceptual and skill-building framework for teaching math. What needs to be included in a lesson, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students is clearly presented in a logical sequence that needs to be followed. Mastery of the material is expected before students move from one level to the next level.

Singapore Math must be followed with fidelity in order for students to be successful. Teachers will be trained in assessing students, placing students in the appropriate skill groups, and implementing the lessons using the Singapore strategies and methods in foundations of number sense and foundations of model drawing. Teachers are also trained in the implementation of effective Singapore Math strategies in their classrooms.

English Language Learners (ELL) will benefit from Singapore Math's clear and simple explanations of math concepts as well as the program's detailed instruction, questions, problem-solving, and visual and hands-on aids (blocks, cards, and bar charts). Students cannot move on to the next level until they master the material. A strong math foundation early on ensures students will be successful later.

The ***Socratic Seminar*** is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Prior to conducting a seminar, students are given a text to read. After the text has been

read, open-ended questions are asked. Training will also focus on: what texts will be assigned that will support the mission; how to formulate engaging questions that will encourage thinking, analyzing the meaning, and a clear expression of ideas.

Students will deepen their understandings, solidify their knowledge, and reflect on their learning experiences, thereby developing critical thinking skills. Students need to be able to reflect and talk about their learning experiences so that the learning becomes more engaging and meaningful. Learning to communicate respectfully and effectively in school will have positive implications for their lives outside of school as they are being exposed to learning lifelong skills.

Learning Strategies. Strategies such as memory-directed tactics help produce accurate storage and retrieval of information. Examples include the use of mnemonic devices (HOMES or rhymes such as “30 days hath September…”) and comprehension-directed tactics that aid in the understanding of the meaning of ideas and their interrelationships (e.g., teaching students to formulate questions or how to take notes). All students can learn more effectively and become independent learners if they learn how to organize, store, and retrieve information.

The purpose of **Scaffolded Learning** is to provide teacher support to students who are having difficulty learning a new concept/skill. An example is that a teacher may demonstrate or model a concept/skill to a student in addition to just giving verbal or visual instructions. Core Knowledge, Access Literacy (explicit phonics), and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years.

Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at grade level.

Research consistently shows that the classroom teacher is the single most important school-based factor in a student’s academic growth. A Teacher-Centered approach consists of structured, guided, and independent practices. Ideas and practices are introduced in an order carefully developed to avoid confusion and to facilitate generalization. All skills are specifically, thoughtfully, and intentionally taught. A teacher-driven approach is used to help students gain the basic reading, writing, and math skills they will need before proceeding to the more advanced curriculum. With a teacher-centered, knowledge-driven approach, we will expect to see results similar to those where direct instruction is used.

A review of 37 studies of direct instruction reflected that direct instruction students scored at the 81st percentile on end-of-unit exams (George Adams and Sigfried Engelman,1996). In more recent studies done in urban schools that had high percentages of minority and low socioeconomic students, the percentage of students reading below grade level declined, while that of students reading above grade level increased. Similar results occurred in math. The largest gains, however, were with the limited–English proficient learners (Source: Psychology Applied to Teaching, Snowman/Biehler, 11th Edition, 2006).

FLCACS will provide training to help staff support students in the development of ***Moral Character***. Training will focus on: behavior management, conflict resolution, bullying, and effective communication. Training will also include how to integrate opportunities to discuss and model virtuous behavior within the curriculum and techniques on ethical reasoning.

As did the leaders of the ancient republics, America's Founders knew that the maintenance and prosperity of a free republic depends upon the character or virtue of its citizens. They also understood that virtue or character is only "the result of habit and long training." (Thomas Jefferson to Edward Everett, March 27, 1824) Virtue is instilled only by learning, observing, and practicing them. Therefore, instruction in the virtues is an essential part of education.

3. Inclusion of active learning of new teaching strategies

New teaching strategies may be introduced using the seminar and lecture style, but the importance of active learning needs to be recognized. It has been found that employing new strategies by practicing what the teacher heard in the lecture in their classrooms, observing other teachers, conducting demonstration lessons, leading group discussions, and reviewing student work with colleagues all help to foster greater teacher development and effectiveness. Active teacher methods may be utilized to aid in our teachers' development in conjunction with instruction from outside consultants, and then reinforced by working with in-house staff and school leadership.

Follow-up after the initial period of learning will be done by the School Leader and/or the SEAC. Evaluation of these methods will be discussed among the staff at our team meetings. The incorporation of these techniques will then be determined based on that evaluation.

4. Provision for teacher collaboration

The School Leader and Curriculum Leader will develop a school professional development program for new and continuing teachers, administrators, and other staff. The purpose will be to ensure that teachers who are new to the school are able to effectively implement the school's curriculum and to be a part of a culture of continuous

improvement. The professional development program will have the following general structure:

- Needs assessment
- Goal setting
- Improvement
- Assessment

5. **Embedded follow-up and continuous feedback.**

The School Leader will provide feedback to teachers and staff throughout the year, including professional development staff meetings. Ongoing professional development will be embedded into staff meetings as indicated in the *Proposed School Calendar*. This will give staff time to review student academic performance data and adjust instruction according to student needs. Staff may address operational aspects of the school and share effective instructional practices.

Summer Staff Development for School Board and Administration

Each year, the School Leader, Curriculum Leader, SEAC, and FLCACS Board will attend a full one-day retreat during the month of July or August, where they will develop a set of strategic goals to help them and the school move toward fulfilling their vision for FLCACS's future. The School Leader and/or the Board President will annually attend a state and/or national leadership or charter school conference.

Evaluation and Review of Professional Development

Evaluating the impact of professional learning activities is integral to ensuring the effective allocation of resources. Professional development needs to: provide measurable evidence of effectiveness and efficiency; facilitate program improvements or decisions to continue, adjust, or discontinue; ensure that teachers' time and investment were well spent; advance learning.

High-quality *process evaluations* should go beyond collecting end-of-activity questionnaires and may include questions on how the implementation was facilitated, whether there were sufficient resources for implementation, and whether problems were addressed quickly and efficiently. This type of evaluation will be utilized by our School Leader, Curriculum Leader, and SEAC and worked into our ongoing staff development.

Impact evaluations combine the components of a process evaluation with a determination of whether and to what extent the professional development program results in the desired short and long-term outcomes. This type of evaluation will be incorporated into our end-of-year staff development, discussed first on an individual basis, and then as a

group, to determine the veracity of the evaluation and then make a decision on the steps needed to move forward.

Finally, *cost-benefit analyses,* which estimate the extent to which a given course of action yields benefits greater than the financial costs, will be conducted between our School Leader, Business Manager, and Board Treasurer. Specific seminars, training programs, and mentoring programs will be evaluated against assessment standards, alternative programs, and teacher turnover rates. The School Leader's insight into the effectiveness of the program, combined with the Business Manager's knowledge of available options, and the Treasurer's understanding of available resources, should help generate an effective analysis to move forward while maintaining fiscal responsibility.

d. Teacher Evaluation and Accountability

Describe how the school will formally evaluate teachers and hold them accountable for student achievement. If established teacher evaluations systems (e.g., Danielson rubric) would be used, the response should explain how the particular system was chosen and how it aligns with the overall proposed mission and academic program. This response should also include:

- ***An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,***
- ***A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.***

Full-time employees will be formally evaluated at least once annually. New teachers will be given an initial evaluation in the second quarter followed by a more formative evaluation in the fourth quarter. The School Leader and SEAC will be evaluating teachers on an ongoing basis, but formative evaluation will incorporate the entire year and take into account assessment standards, improvements, and mentor reports.

The FLCACS Board will evaluate the School Leader based on an internal Board evaluation, effectiveness (testing, enrollment, etc.), interaction with parents, students, and teachers (anonymous surveys), and the overall performance of the school (school report card).

The Curriculum Leader, SEAC, and teachers will be formally evaluated against criteria in their job description and using the Danielson Rubric. In addition to the annual formal evaluation, FLCACS will use frequent, informal evaluations, particularly in the case of employees new to the school. Employees are expected to be a genuine part of the conversation toward improvement. Regular evaluations should give rise to individualized performance goals for all staff. This entire process is one part, but an important one, of a larger system of performance management that includes training and professional development.

The school will follow a well-known evaluation system, the Charlotte Danielson Rubric, designed to help districts promote a common definition and understanding of excellence in teaching, one that everyone (teachers, administrators, and the larger community) can easily comprehend. FLCACS will customize this framework for teaching for the school community. A description of this rubric can be found at:
https://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/danielson-teacher-rubric.pdf

Planning and preparation:

- Applying knowledge of content and pedagogy
- Knowing and Valuing Students
- Setting Instructional Outcomes
- Using Resources Effectively
- Planning Coherent Instruction
- Designing and Analyzing Assessments

The Learning Environment:

- Cultivating respectful and affirming environments
- Fostering a Culture for Learning
- Maintaining Purposeful Environments
- Supporting Positive Student Behavior
- Organizing Spaces for Learning

Learning experiences:

- Communicating about purpose and content
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment for Learning
- Responding Flexibly to Student Needs

Principled teaching:

- Engaging in reflective practice
- Documenting Student Progress
- Engaging Families and Communities
- Contributing to School Community and Culture
- Growing and Developing Professionally
- Acting in Service of Students

This teacher evaluation rubric is designed to help districts promote a common definition and understanding of excellence in teaching which leads to the best results in learning. This system appears to be a good fit for our program based on the emphasis on solid understanding of content and the synthesis of content from different areas. We have provided a budget allotment for merit-based pay to attract and retain the best teachers.

R-10a Culture and Discipline

a. School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- ***The school's general approach to school culture and rationale for this approach;***
- ***Any specific programs and methods the school intends to implement to support the social and emotional development in students and rationale for their selection;***
- ***Any specific programs and methods the school intends to implement to support teachers and other staff in creating and sustaining an equitable school culture and the rationale for their selection;***
- ***How the school will maintain a safe and orderly environment.***
- ***How the school will instill the culture and expectations with board members, staff, students, and families.***

Consistent with its mission to develop students with good character and virtue, Finger Lakes Classical Academy Charter School adheres to the following motto: *I will seek the truth, do the good, love the beautiful*.

Student self-discipline and a sense of purpose develop from consistent expectations in the school climate and culture, and from the habitual practice of virtues. All policies regarding student conduct and discipline flow from the general principle that students must fully engage themselves in the education offered to them.

Discipline at FLCACS serves our educational mission. The establishment of a strong and vibrant culture at FLCACS is not only a necessary condition for educational success, it is also a support to FLCACS's core virtues of **temperance, fortitude, justice, and prudence**. Each month of school will emphasize a virtue derived from one of the core virtues. Starting with the School Leader, this virtue will be defined, discussed with examples from history, literature, and life, and practiced and recognized in the classroom.

The foundation of discipline and order at FLCACS is the realization that a civilized learning environment demands certain fundamental norms of ethics and orderly behavior in order to fulfill its mission. The intent to create a disciplined community is evidenced in three primary areas.

1. The **physical environment** starts with high expectations of cleanliness and orderliness from both the staff and the students. Staff is expected to be professionally dressed, on time for their workday, fully prepared for the academic

day with their students, and clearly define and enforce the rules of good classroom organization for themselves and their students. FLCACS welcomes children into its program with the understanding that they will be in proper uniform, on time for class, expected to complete their assignments, and prepared to follow the rules of good classroom organization defined by the administration and their teacher. A climate of respect includes maintenance and custodian workers.

2. Hiring **exceptional administrators, teachers, and staff** who are competent, energetic, and disciplined is key. Freedom within the framework of responsibilities that are clearly defined in the student handbook and by the individual classroom teachers breeds self-discipline and self-respect. Mediocrity is not the goal. A high premium is placed on the teacher's personal investment in the student. The school emphasizes the dignity of the teachers and students and a culture marked by strong ethics, caring authority, and the pursuit of truthfulness, goodness, and beauty. Within that framework, rules, regulations, and consequences are mere means to an end. FLCACS expects teachers to expend considerable energy leading and directing the students with their educational goals. FLCACS also expects teachers to encourage students when tasks are difficult and to sincerely praise students for work well done. The Board's hiring of the School Leader and Business Leader will include extensive outreach and a thorough set of interviews. The hiring of teachers and staff by these quality leaders will as well.

3. **Well-thought-out and accountable systems** include regular and consistent assessment and review to emphasize and project what works as well as eliminate or modify what doesn't. They are also forward thinking and include time for the discussion of potential problems. The Family Handbook will be available to students and parents upon enrollment and posted on the school's website. Parents and students must sign a document that they have read and understand the expectations set out in the Family Handbook as part of the enrollment process. In addition, they will be expected to abide by and sign a Parent Student Contract (found in R-10b). Student self-discipline and a sense of purpose develop from consistent expectations in the school climate and culture, and from the habitual practice of virtues. All policies regarding student conduct and discipline flow from the general principle that students must fully engage themselves in the education offered to them.

   Students who do not live up to these fundamental expectations should be, and will be, corrected. In most cases, verbal correction is sufficient. However, if it is not, further penalties may be required while assessing and distinguishing between academic deficiencies, which are addressed in a different manner, and

nonacademic misbehavior.

The goal of positive intervention and support is to eliminate challenging behaviors and replace them with pro-social skills. To be most effective, it involves data-based decision making using functional behavioral assessment and ongoing monitoring of the impact of interventions. Harsh punishment and zero tolerance policies have not been effective at either improving the behavioral climate in schools or preventing students with problem behaviors from entering the juvenile justice system. Failure to implement the Individuals with Disabilities Education Act (IDEA), due to a lack of incentives or negative attitudes toward children with challenging behaviors by administrators, policymakers and school personnel, is unacceptable. Students should not be excluded from school based solely upon inappropriate social behavior. Appropriate services can be readily accessed and can modify many of these behaviors, leading to more positive outcomes.

Problem behavior continues to occur because the child is getting some secondary gain or is escaping something negative. By focusing on the contexts and outcomes of the behavior, it is possible to determine the functions of the behavior that can make the problem behavior less effective, and make the desired behavior more functional. This should be a collaborative effort among the child, parents, teachers, peers, counselors, and administrators; all partners should be committed to its implementation.

FLCACS is committed to creating positive and meaningful relationships between teachers, students, and parents. We have created a "House System" to ensure that students' individual needs are cared for and parents feel valued and involved. It will allow us to better respond to the specific populations FLCACS intends to serve. Our house system is a mentor program, where the House Leaders are responsible for the academic, social, and emotional well-being of their 12-15 students throughout the year. The House Leader is expected to be the contact for all communication home, intervene if one of their house students is struggling academically or socially, and build relationships with each of their students.

Students and teachers first interact in Forum at the beginning of each day. In morning Forum, the house teachers will greet their students to start each day with a positive interaction. Forum is not only a time for teacher and student announcements, but is also an opportunity to recognize students for academic achievements, birthday recognition, and acts of virtue and random acts of kindness. These recognitions convey to the students that they are important and valued by their teachers and School Leader.

Teachers (who are also House Leaders) will meet in grade-level Teams daily to reflect on how things are going with individual students and the overall program. Assessment data will be analyzed. Possible adjustments to individual student programs will be discussed. Teachers will also update and plan for special curriculum days based on student need and interest. These days will enable us to change the schedule for interactive academic activities, stations, scavenger hunts, races, Project-Based Learning, and simulations, as well as engage with the students outside of the traditional classroom. Teachers will group and regroup students, enabling teachers to differentiate instruction.

The House Leaders are also the first contact to parents, so parent communication, including positive feedback, will be organized and planned in Team and executed at least once per week per parent. Having all adults in a child's life all on the "same page" is critical for student success and development.

Students will end their day in House. House Leaders will know what each of their students needs to work on, and students will have time to work on homework, receive extra help, or work on group projects. This time will enable teachers to help struggling students with more individualized attention; however, it also will provide a venue to interact with students in a less-structured setting. The consistency of positive adult support through House on a daily basis will have a positive effect on both the self-esteem and academic performance of our students.

Throughout the school year, students also will work together as a House to win the "House Cup", a trophy awarded to the House from each grade level which exemplifies strong academics, working habits, and virtue as determined by the number of "House points" they receive. The competition will foster team-building within the Houses, and will promote student accountability and social development from the students.

FLCACS recognizes that the relationship with others and with self is the ground for social and emotional development. The relationships at home and school set the foundation for a child's relationships in adult life. Healthy relationships respect the variety of needs, feelings, backgrounds each of us has at our particular stage of life.

We recognize that friendly, open, supportive relationships positively impact people's self-esteem and happiness. Conversely, disruptive and damaging behaviors create unhealthy relationships that can negatively affect children for life. We support the right of all students and staff to have a peaceful, friendly, respectful, and supportive school atmosphere.

We take the stand that incidences of unacceptable behavior provide learning opportunities for all parties involved. We will act to ensure the needs and rights of the affected parties are protected and whenever possible, we will use such incidences as teachable moments in the growing process.

Should remote learning be a factor, all behavior expectations will apply during remote learning via cameras and audio devices. With the health and safety of all being the first priority, remote learning will still expect the use of manners, politeness, attentiveness, and communicating in an acceptable tone of voice, using an acceptable choice of words. Students will still be expected to do their work well and be timely in its submission. Uniforms will not be required, but modest and appropriate dress will be when cameras are being used. These expectations will be clearly communicated prior to any potential onset of remote learning.

R-10b Discipline Policy

Provide the school's discipline policy for general education students.

- ***Clearly specify (i) the substantive acts for which a child may be disciplined; (ii) the consequences resulting from committing each such act; (iii) the due process procedures the school will follow in applying its disciplinary policy (in accordance with federal law); and, (iv) the individuals responsible for carrying out the discipline policy and any appeals;***
- ***Explain the procedures for providing alternative instruction to students who are suspended or expelled (whether in-school or out-of-school) in full compliance with state requirements;***
- ***Include specific methods that comply with the federal Gun Free Schools Act, including reference to mandatory penalties required by the law; and,***
- ***Set forth the 14th Amendment due process protections for both short-term suspension of 10 or fewer days and longer term suspensions of greater than 10 days based on U.S. Supreme Court case law (Goss v. Lopez, 419 U.S. 565 (1975)).***

The goal of the discipline policy will be to:

• Maintain a safe, healthy, and positive school climate.

• Support student achievement.

• Reduce suspension and referral rates.

• Create a continuum of procedures for encouraging expected behavior.

• Create a continuum of procedures for discouraging inappropriate behavior.

• Implement fair and equitable procedures for ongoing monitoring.

FLCACS will embody a culture of virtue and ethics that emphasizes the importance of excellence and achievement, rewarding creativity and building community connections. This culture will endow our students with an understanding of the good, the true, and the beautiful. FLCACS's culture will be reflected as students see the board, administration, teachers, and staff living civil, trustworthy, respectful lives, showing concern for one another and for each student. The academic environment will reinforce clear expectations of self-discipline, responsibility, and high achievement. Students will be stimulated intellectually by a rigorous curriculum, learning from the best that has been thought, written, and spoken throughout history. Surrounding our students with examples of goodness, truth, and beauty from history and literature will equip them to make good judgments in their own lives. Learning to know, to imitate, and to seek excellence will empower students to become productive, responsible, caring citizens, able to function well in a complex society.

When classrooms are orderly, teachers are able to teach, and students are able to learn. The principles and practices of good citizenship will be taught and modeled by the school staff. All students are to be held accountable for actions that impede instruction and other students' abilities to learn. This policy includes students with special needs, while taking Individual Education Plans into account. Order, cooperation, and respect in the classroom are necessary in order to live out the FLCACS mission. To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. The human condition is complicated and good discipline interweaves sympathy with responsibility. Disciplinary policies will be designed to take into account individual circumstances and challenges.

Both parents and students will attend an orientation meeting in which they will hear a presentation about and receive a handbook outlining the goals and methods of classical education as implemented at FLCACS and the behavior expected of students toward their peers and teachers. Once school begins, both the school uniform and the behavioral requirements will be strictly enforced. Discipline is more easily upheld than regained. Above all, misbehaving students will not be allowed to keep other students from learning. Teachers will be trained in enforcing standards of dress and conduct. There will be consistent enforcement among all staff. Teachers will model the desired behavior, will dress respectfully, and will maintain formality with their colleagues in the presence of students.

The teaching of proper discipline methods goes hand in hand with the ability to recognize, identify and empathize with the various life situations that children bring to school. Many children in central NY are facing issues with poverty, addiction, foster care needs, etc that are heavy on young minds when they walk through the school door. Every effort will be made to show compassion and understanding of the trauma the children are dealing with. Discipline methods will reflect an understanding of getting to the root of the cause of behavior issues and containing them with empathy and care. When traditional discipline methods are not working, and students struggle with a consistent and disruptive behavior pattern, consultation and potential referrals will be made to appropriate mental health specialists.

Methods will be addressed during the staff development days prior to the start of school. Correct methods for addressing student discipline will be emphasized and taught by the administration and any outside professional sources deemed appropriate by the administration. If a teacher begins their tenure after the start of the school year, proper discipline training will be conducted before entering the classroom. Students' infractions will be logged and tracked in order to understand a pattern of behavior, versus isolated

incidents, and to measure the effectiveness of imposed consequences.

Students are to:

- Use manners, be polite and attentive both in and outside of class by communicating in an acceptable tone of voice using an acceptable choice of words
- Attend school consistently, be punctual, and take responsibility for making up any work promptly when absent
- Be prepared for class, follow directions, and adhere to the uniform policy (not following the dress code may not indefinitely withhold students from class, but will be recorded, corrected if possible, and communicated with parents).
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working at the school
- Be dismissed by the teacher, not the bell or the clock
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property
- Follow lunchroom, playground, field trip, lab, and individual classroom rules
- Follow school rules when participating in school-related events
- Respect the health and safety of others

Students are not to:

- Use threats or intimidation against any other person
- Bring tobacco, alcohol, or any illegal substances or anything that could be used to harm another to school
- Leave the school premises without signing out in the main office and do not bring music players, gaming devices, etc. to school
- **Use cell phones during the school day. Cell phones will be turned off and stored in the student's lockers or another appropriate place.** A cell phone used during the school day will be confiscated and held by the School Leader until the end of the day, at which time a parent must pick up the phone.

Teachers are to:

- Incorporate the virtues into lectures and discussions with students/classroom management

• Set, define, and post expectations

• Show consistency through students' classes with positive reinforcement

• Respond to individual needs, strengths, and preferences

• Maintain an environment conducive to learning, with necessary considerations

• Teach new skills – replacement to the challenging behavior

• Maintain a continuum of procedures for encouraging expected behavior and discouraging inappropriate behavior

• Use procedures for ongoing monitoring

Consequence System in order of severity:

- Staff Warning
- Teacher or administrator warning - Verbal reprimand (teacher or administrator)/ Confiscation
- Notification of parent or guardian - Administrator/student conference - Detention: before school, after school, or during lunch - Billing of a parent for damages to property
- Conference with parent/guardian
- Suspension in school as determined by staff - development of expectations contract
- Out-of-school suspension with academics taught after school - one hour of alternative instruction per day for students in Kindergarten – 6th grade, and two hours for students in 7th – 12th grade (FLCACS intends to add a grade every school year until 12th grade).
- Alternative to suspension (Parental attendance at school)
- Letter of restraint, charges filed, or report made to law enforcement officials

The 14th Amendment due process protections for both short-term suspensions of ten or fewer days based on U.S. Supreme Court case law (Goss v. Lopez, 419 U.S. 565 (1975)) will be adhered to. All students will be notified regarding the reason and evidence for their detention, in-school suspension, or out-of-school suspension before their consequence or shortly afterward.

Consequences are defined as follows:

• Detention: A teacher, staff member, or administrator may assign detention. Detention may be served before school, during lunch, or after school. The duration of detention may be between fifteen and sixty minutes, depending on the offense.

• Loss of School Privileges – Students who continue to exhibit inappropriate behaviors will face loss of privileges, including after-school activities, access to extracurricular field trips and special events.

• In-School Suspension: The School Leader, or designee, may assign in-school suspension. This may be up to five days from attending a specific class or all classes. The student will be assigned work from the teacher of the specific class that he/she has been removed from. The student will be allowed to reenter the class only after a consultation meeting including the student, parent/guardian, teacher, and the School Leader. Depending on the results of the consultation meeting, the probation may become permanent for the remainder of the marking period or school year.

• Out of School Suspension: Only the School Leader may suspend a student. These short-term suspensions shall last from one to five days in length depending on the offense. A parent or guardian will be encouraged to attend a complete day of class with the student at the end of his suspension term and attends a meeting with the School Leader. Suspensions may become recommendations for expulsion. Academic instruction will be provided by a certified teacher after school hours. One hour of alternative instruction per day is sufficient for students in Kindergarten – 6th grade, and two hours for students in 7th – 12th grade. If a longer suspension is warranted, a Superintendent's Hearing will be held to decide the appropriate length of suspension.

• For longer-term suspensions (over 5 days) and expulsions, included will be the right to counsel, to confront and present witnesses, and to challenge and present evidence. Consequences may include a letter of restraint, charges filed, or a report made to law enforcement officials.

Possible Infractions/Violations:

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated, over time. Those who are bullied and those who bully others may have serious lasting problems.

Violence is behavior intended to hurt or intimidate someone or damage something. Violence can be physical, emotional, verbal, or pictorial and doesn’t necessarily involve a power imbalance. All bullying behavior is violent, but violence can also occur as a result of anger or other emotional or intellectual disturbances.

Disruptive behavior unnecessarily interrupts the learning environment. It distracts educators from teaching and makes it difficult for them to give equal time and attention to all students. It breaks the concentration of students who are willing to learn, making it difficult for them to maintain a good flow of concentration.

In general, students must be polite and attentive or there may be consequences. Serious infractions and violations include, but are not limited to:

- Academic dishonesty
- “Bullying” (verbal or written)
- Bypassing of internet blocks on school computers or networks to enter unapproved sites
- Cyberbullying (i.e., bullying through the use of data or computer software that is accessed through: computer, computer system, or school computer network)
- Engaging in conduct that constitutes sexual harassment (verbal or written)
- Failure to comply with conditions of in-school suspension placement
- Failure to comply with school medication policies
- Falsification of school records
- Physical fighting
- Gambling
- Interference with school activities or discipline
- Interference with the movement of people at an exit, entrance, or hallway of a school building
- Leaving classroom, school property, or school-sponsored events without permission
- Persistent (minor) offenses
- Possessing a look-alike weapon, including, without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
- Possessing drug paraphernalia
- Possessing or selling “look-alike” drugs
- Possessing or using fireworks or other explosive devices
- Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person’s prescription drug
- Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
- Theft
- Threats (nonviolent/verbal or written)
- Unruly, disruptive, or abusive behavior that interferes with the teacher’s ability to communicate effectively with the students in the class
- Use of profanity or vulgar/offensive language (verbal, written, or gesture)
- Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program
- Willful destruction of school or personal property and/or vandalism
- Interference with the transportation of students in School vehicles.

Guide to our discipline approach with respect to students with disabilities:

- All children, including children with disabilities, deserve safe, well-disciplined schools and orderly learning environments.
- Teachers and school administrators should have the tools they need to assist them in preventing misconduct and discipline problems and to address these problems if they arise.
- There must be a balanced approach to the issue of the discipline of children with disabilities that reflects the need for orderly and safe schools and the need to protect the rights of children with disabilities to a free appropriate public education.
- Appropriately developed IEPs with well-developed behavior intervention strategies decrease school discipline problems.

Gun-Free Schools:

Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school. The School Leader may modify such expulsion requirements on a case-by-case basis. “Weapon” as used in this law includes firearms and explosives. The School Leader 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. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, the discipline imposed by the school.

On the next page is an example FLCACS Parent Student contract.

Finger Lakes Classical Academy Charter School Parent Student Contract

Family Name:_____

Child(ren)'s Name(s):_____

We the families and staff of Finger Lakes Classical Academy Charter School affirm the following:

THE ACADEMY MISSION STATEMENT:

The mission of Finger Lakes Classical Academy Charter School is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

To this end, FLCACS seeks to develop within its students the intellectual and personal habits, values, and skills upon which responsible, independent, and productive lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy prepares its students to be leaders in their homes and communities, entrepreneurs in business, and statesmen and stateswomen in government. Through its rigorous curriculum with a strong emphasis in civics, FLCACS provides a traditional education with a constant view toward developing exceptional American citizens.

ACADEMY LIFE:

Students and parents respect FLCACS teachers, as role models and instructors, for their commitment to truth and their genuine concern for children. Intelligence, creativity, responsibility, integrity, and compassion are characteristics of the faculty.

Parents expect and appreciate direct and regular communication from faculty regarding their children. Reciprocally, parents are responsive to communication and work in collaboration with teachers and administrators to help students succeed both academically and behaviorally.

The principal oversees the implementation of the Mission Statement in the school. In his/her capacity as policymaker and community leader, this administrator advances the Academy's role as an institution dedicated to providing the best education for children.

By providing moral and ethical standards, the Academy prepares its students to accept the privileges and responsibilities of citizenship in a democratic society. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

THEREFORE, WE SUPPORT the Mission Statement as it is expressed in the curriculum and school culture of the Academy. We understand that automatic re-enrollment at FLCACS is dependent on abiding by the School requirements. This includes support of the high academic standards of our school, the uniform code, the code of conduct, the code of good sportsmanship in athletics, and general culture of respect for the administration, teachers, staff, and students. We acknowledge and will abide by Finger Lakes Classical Academy Charter School "Parent Grievances Policy" for Parent Conflict Resolution. Violation of this contract may result in discipline, loss of automatic re-enrollment, or dismissal (in accordance with applicable laws and the school's code of conduct).

Parent's Signature/Date:

_____/_____

Student's Signature/Date:

_____/_____

(credit to the Ascent Classical Academy for designing this document)

R-10c Special Education Policy

Provide the school's discipline policy for students with disabilities with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations. The policy should address topics such as the discipline of students who have a behavioral intervention plan ("BIP") in their IEP and detail how classroom teachers would be knowledgeable about such plans.

FLCACS will comply with the Individuals and Disabilities Education Act (IDEA) in disciplining students with disabilities. The plan shall be subject to all procedural protections established by the IEP process. Students with disabilities are neither immune from the disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their Individualized Education Plans (IEPs), behavioral intervention plan, and this policy. Nothing in this policy shall prohibit an IEP team from instituting consequences for disorderly or unacceptable actions as a part of the student's IEP.

All students, including students with disabilities, may be suspended for violations of the Family Handbook. For suspension of a student with disabilities for more than 10 cumulative days, a team including Student Services staff members and the School Leader, as well as the home district principal or special education liaison, will determine whether the student's behavior is a manifestation of the disability and whether the student's disability impaired his or her ability to control or understand the impact or consequences of the behavior. Students with disabilities will be disciplined in coordination with their home district, FLCACS school discipline policy and their IEP. A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be suspended, but will be disciplined in accordance with the IEP, including applying any behavioral intervention and this policy.

FLCACS will provide services for any students suspended for a short term suspension (under 5 days) in accordance with their IEP and as required by law. Discipline will be according to a student's IEP or 504 Plan.
http://www.p12.nysed.gov/specialed/lawsregs/part201.htm

Important Considerations:

- **Individualized Education Program (IEP):** Each student's day is guided by their personalized IEP, outlining their unique needs, goals, and necessary supports.

- **Collaboration with other professionals:** Special education teachers often collaborate with therapists, counselors, and general education teachers to ensure comprehensive support.
- **Positive reinforcement:** Using praise and rewards to encourage student participation and progress

Under the supervision of SEAC, professional development concerning special education law and policy would be included in teacher training. Student IEP (and 504s) specifics will be accessed regularly in planned meeting to determine the integrity and efficacy of its implementation.

R-10d Dress Code

If the school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the school would subsidize the cost of uniforms for parents unable to afford them.

Finger Lakes Classical Academy Charter School Dress Code:

A standard uniform instills a studious, respectful, and orderly environment.

A uniform serves five main purposes:

1. It removes or diminishes distractions in the classrooms, and contributes to an orderly environment.
2. It helps students take school more seriously, by acknowledging through tidy and appropriate clothing that they respect fellow classmates, teachers, and the common enterprise of education.
3. It develops school identity and pride.
4. It prevents students from placing too heavy an emphasis on clothes as a manner of self-expression. We expect students to express their individuality through a reflection of their intellect and interior person, not a superficial exterior.
5. It levels the field for students of all backgrounds. It presents a visible representation of equality among the students.

All uniform items will be available at **landsend.com.**

<u>Boy Uniform (K-5)</u>

1. Uniform navy or black dress slacks/pants – Pants must be modest and neat; not baggy and not too tight; properly hemmed with no under-garments visible.
2. Uniform gray, navy or black collared dress shirts or polo shirts (short or long-sleeve) worn tucked inside slacks.
3. Uniform navy or classic navy plaid ties may be worn with collared shirts, but are not required.
4. Uniform navy sweaters may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
5. Uniform navy fleece options may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
6. Black or brown leather shoes.
7. Navy, black, gray, or brown socks.

Girl Uniform (K-5)

1. Uniform navy, gray or black jumper OR skort– Must be worn with a collared uniform dress shirt.
2. Uniform navy, gray or black collared dress shirts or polo shirt (short or long-sleeve) worn tucked inside slacks.
3. Uniform navy sweaters may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
4. Uniform navy fleece options may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
5. Black or brown leather shoes.
6. Navy, black, brown, or gray socks or knee socks/tights.

No hats, scarves, or hoodies are to be allowed in school. Exceptions will be made for head coverings related to religious observances. Even if they are worn for religious reasons such coverings will be required to be tasteful and similar in style to the uniform. No logos or writing on clothing other than FLCACS logos will be allowed. Sneakers are for the gym and outdoors only.

During the first marking period and after spring break uniform shorts may be worn. They must be navy, black or gray chino shorts.

Should a family need financial assistance to purchase uniforms or should a family like to offer to support our uniform fund for families in need, they can contact our FLCACS School Leader.

R-11ab School Management and Leadership

a. Organizational Chart

Provide organizational charts for both the first and fifth years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

On the following two pages, you will find the 1st year and the 5th year organizational chart, according to a K4 opening.

The School Leader, Business Manager, and all committees (which require a Board member) will report directly to the FLCACS Board.

The SEAC, Curriculum Leader, and Administrative Assistant (and any office management) will report directly to the School Leader.

The teachers and paraprofessionals will also report to the School Leader which may include the feedback of the SEAC and Curriculum Leader.

All Special Education Teachers will report to the SEAC, but along with the SEAC will be under the supervision of the School Leader.

Custodian/Maintenance, Food Service, and Nursing will report directly to the Business Manager.

The term (PT) stands for Part-Time, these positions become Full-Time on the year 5 chart.

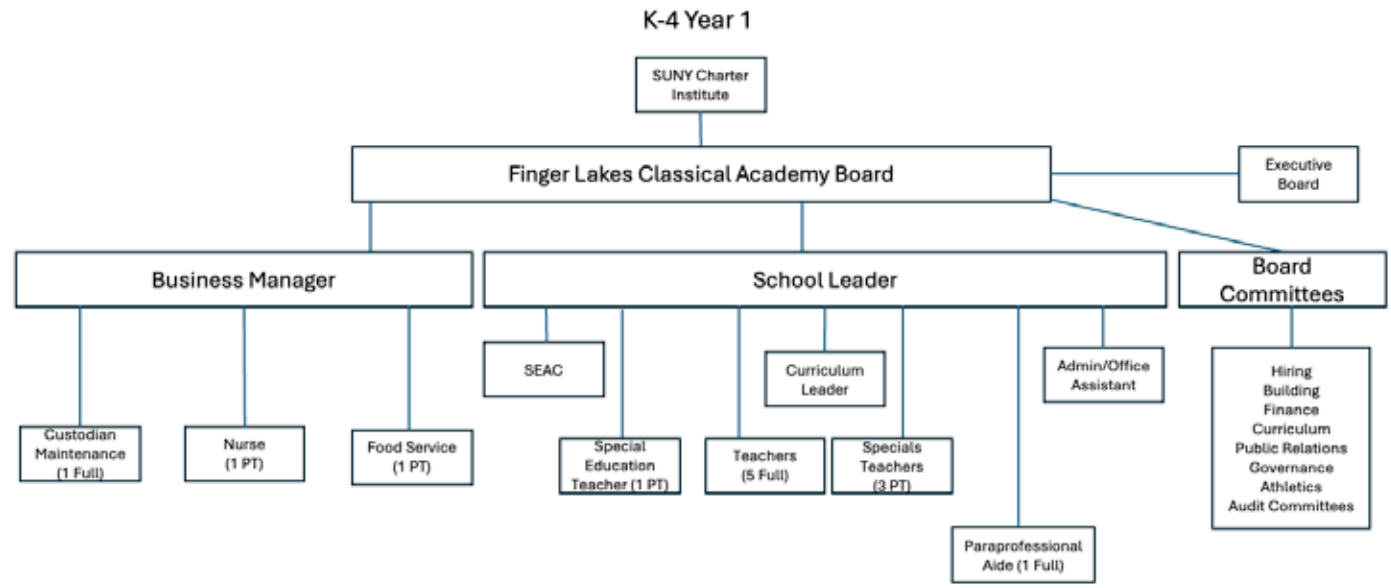


Figure 1:Year 1

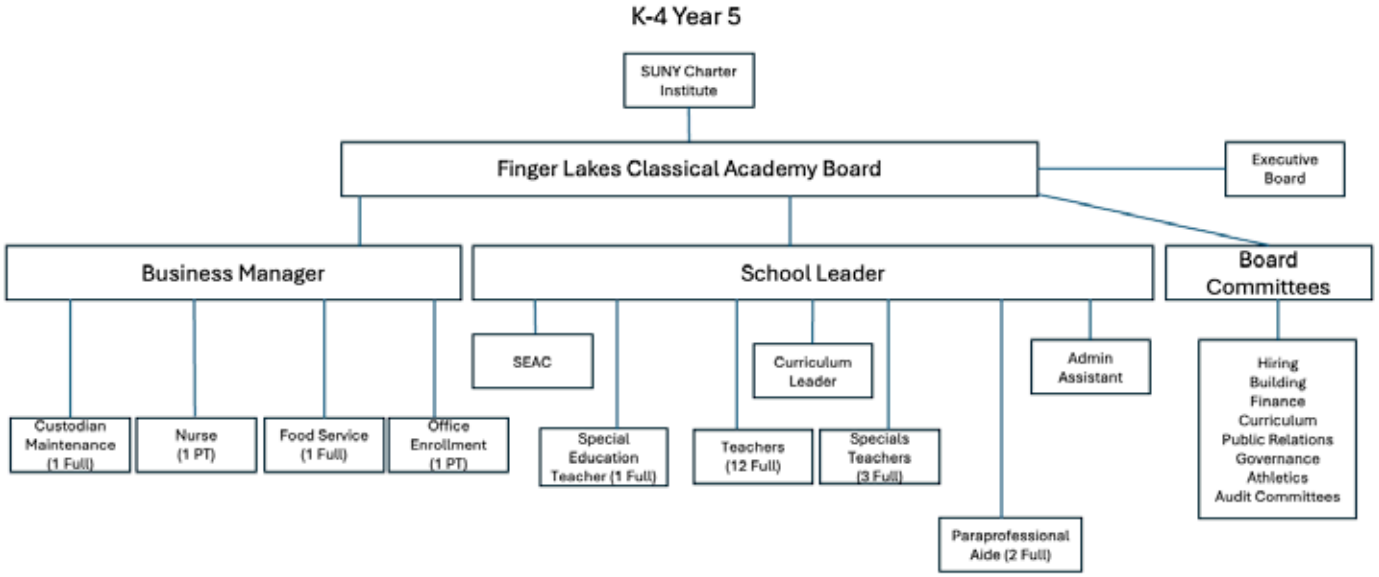


Figure 2: Year 5

b. School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- ***Describe the management practices and procedures (e.g., how the school will set priorities and make key organizational decisions);***
- ***Outline the evaluation procedures for staff in management positions; and,***
- ***Describe recruitment plans for the school leader including:***
  -The overall process and criteria the school will use to select the school leader;
  -Processes, policies, and strategies the school would implement to ensure hiring processes for school leaders are open and fair with outreach to a broad and robust pool of candidates, including underserved and underrepresented communities;
  -Who has been or will be involved in the selection process; and,
  -The role of any CMO or partner organization (if any) in the selection process.

Our Organizational Chart was selected to ensure viability in academic, fiscal, and operational areas of a relatively small rural school.

Instructional leadership will be administered by the School Leader. Finance leadership will be administered by the Business Leader. FLCACS will operate five classrooms, one classroom per grade level, (growing to seven by Year 3 and nine by year 5) with one teacher per classroom, supported by the Curriculum Leader and Special Education/Assessment Coordinator. Part-time music, art, and physical education teachers will also support classroom teachers. Special education and ELL teachers will be dependent on the student population.

The School Leader will determine staff structuring based on skill and performance to best serve the needs of students. The Curriculum Leader, Special Education/ Assessment Coordinator, and all teachers will report directly to the School Leader. As our student enrollment increases, positions will be added to achieve our top priority of providing for student success. Staffing increases will follow the staffing plan as enrollment and funding allow.

Rationale:
The school structure provides the order and guidance needed for all employees by laying out the official relationships that govern the school, allowing for healthy growth and making it easier to add or replace positions.

The following School Leadership and Management Structure was selected to ensure viability in academic, fiscal, and operational areas of a relatively small rural school.

SUNY Charter School Institute:
The authorizer grants the charter to our governing body, the FLCACS Board, and holds the school accountable to all appropriate laws and statutes, as well as our school accountability plan.

FLCACS Board:
This governing body provides accountability and financial oversight and hires and evaluates the School Leader and Business Manager. They adopt and adapt school policies and oversee committees. The Board reports to the authorizer, the SUNY Charter School Institute. To ensure an honest and transparent evaluation of the board, FLCACS will hire an outside facilitator to lead the board through its process. Our local BOCES provides this service for the other school districts around us, so we will reach out to them first. This outside facilitator will help us tweak the Self-Assessment Tool from the Charter Schools Initiative.

-The fiscal year of the FLCACS shall be July 1 through June 30.

-Upon dissolution of the corporation, its assets shall be distributed according to the provision described in the FLCACS state charter requirements.

-Robert's Rules of Order Revised shall govern the proceedings of the FLCACS, except as otherwise provided by Board By-laws.

-These by-laws may be altered, amended, added to, or repealed by a two-thirds vote of the Board at any duly called meeting of the Board.

School Leader:
The position of School Leader is one of the most important hires made for the School. Establishing the culture of FLCACS, aligned with the School's vision, mission, and philosophy, the School Leader will be critical to the long-term success of the school. The Board will hire a highly qualified and effective School Leader, responsible for the day-to-day operations, instructional and programmatic leadership, curriculum development and implementation (in conjunction with the Curriculum Leader), personnel decisions, board communication, staffing needs, legal compliance, and fiscal oversight (in conjunction with the Business Manager). The School Leader is responsible for setting and achieving the yearly instructional priorities and supervising the teaching faculty. He/she will assist in overseeing financial management. In conjunction with the Business Manager, he/she will review contracted services from a professional firm, who will handle payroll and train

administrative staff to collect, protect, and enter financial and audit information and materials. FLCACS will contract with an outside firm to conduct an annual compliance audit.
The School Leader must also have a solid understanding of classical education and a dedication to the liberal arts and the teaching of civics. Preferred candidates will have a master's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing. Our School Leader, accountable to the governing board, will coordinate the hiring of teachers and staff; the implementation of a classical, liberal arts, and civic-minded curriculum (in conjunction with the Curriculum Leader and SEAC); the establishment of a studious and decorous school culture; the maintenance of a healthy enrollment; and the pursuit of financial integrity (in conjunction with the Business Manager). In addition, he/she will work to foster an understanding of liberal arts education and the virtues of school choice among parents and the larger community.

The School Leader will be supported by a highly skilled and organized Administrative Assistant. The School Leader reports to the FLCACS Board and prepares monthly reports for the Board. The School Leader will determine staff structuring based on skill and performance to best serve the needs of students. The Special Education/Assessment Coordinator, Curriculum Leader/Mentor, and all teachers and office management will report directly to the School Leader. As our student enrollment increases, positions will be added to achieve our top priority of providing for student success. Staffing increases will follow the staffing plan as enrollment and funding allow.

Business Manager:
The Business Manager is responsible for non-instructional operations, budget development, grant writing, and coordinating transportation, food service, maintenance, technology, and other outside contracts relating to the day-to-day operation of the building. Additionally, the Business Manager is the primary contact for the external accounting firm that will handle financial and human resource duties such as payroll, benefits, etc. The Business Manager also oversees the office/enrollment, food service, school nurse, and custodial/maintenance staff. The Business Manager will be supported by the Office/Enrollment Assistant, who will be detail oriented, highly personable, and a skilled communicator. The Business Manager reports to and prepares monthly reports for the Board. They are also expected to be available at all FLCACS Board regular meetings to report on the financial status of the school and present budget adjustment requests and ensure that the FLCACS Board is made aware of any potential financial concerns the school may encounter.

The Business Manager shall have responsibility for all non-academic personnel matters including having input in the hiring, discipline, and termination of all non-instructional school employees. The Business Manager will work cooperatively with the School Leader to keep the FLCACS Board well-informed about the school's financial stability.

Public schools have the Business Manager report directly to a Superintendent, who then reports to the Board. Charter schools do not have a Superintendent. We want the School Board to have a thorough understanding of the academic mission along with a complete fiscal picture. We want our School Leader to have fiscal awareness but to be primarily concerned with the Academic Program. We want our Business Manager to have awareness of the academic program needs but be primarily concerned with the operational budget. The Business Manager and School Leader will work closely together throughout the year to ensure the proper blending of academic wants and fiscal realities.

Having the Business Manager report directly to the Board, as well as the School Leader, provides advantages including a clearer line of accountability for the charter's overall financial health, and allowing the School Leader to focus more on educational leadership without being bogged down in day-to-day non-academic financials.
The Board, as the governing body, can directly monitor and scrutinize the school's financial status without relying solely on information provided by the School Leader, whose focus and expertise should be academic. This can lead to more objective and complete financial planning and resource allocation. The Board can hold the Business Manager directly accountable for financial performance, allowing for clear communication and potential corrective actions if necessary.

It is crucial to maintain open communication between the Business Manager and the School Leader to ensure alignment on priorities and effective collaboration in decision-making.

The Special Education/Assessment Coordinator (SEAC):
The SEAC is responsible for assisting the School Leader in setting and achieving the yearly instructional priorities and the implementation of the professional development specific to Special Education. The SEAC works with the special education teachers developing and monitoring the IEPs and needed classroom modifications and may serve as an instructional coach for teachers as the School Leader designates and assists with data analysis of exams and assessments. The SEAC reports to the School Leader.

The SEAC will work with the students' home district to collect, understand and implement IEPs and 504 modifications already in place, as well as assist the School Leader with curriculum development, assessment data, and feedback.

Committees:

Section 1: Standing Committees

These committees, all of which require a minimum of one Board member on committee and to be described and approved by the Board, have the responsibility of notifying the Board of their meetings and providing a written summary of meeting attendance, topics discussed, and action taken. The Recording Secretary will maintain these reports and share them with the Board, School Leader, and Business Manager. The School Leader and Business Manager will provide feedback and a suggested action plan to the Board prior to the next board meeting. This way, input is shared and analyzed among all decision-makers.

1) **Executive Committee** - Executive Committee shall consist of the Board President, Vice President, Recording Secretary, Treasurer, and one additional parent member of the Board or Friends of FLCACS, appointed by the Board President. At least two of these positions must be held by the City of Auburn residents. A quorum of the Executive Committee shall consist of three members of the Committee. Decisions shall be made by a majority vote of those present and voting. The Executive Committee shall be responsible for long-range planning for FLCACS and shall make recommendations to the Board in this regard. The Executive Committee shall be empowered to act on behalf of the Board in matters deemed appropriate by the board, subject to ratification at the next regularly scheduled Board meeting.

2) **Curriculum Committee** - The chairman will be a member of and appointed by the Board. Members: the committee will include the Curriculum Leader and SEAC, teachers (either active or retired), and one parent. Responsibilities include informing and assessing the effectiveness and future needs regarding the implementation and integration of FLCACS curriculum and assessment standards and fulfilling the mission statement of FLCACS. These members may be solicited or volunteer and will be approved by the Board. They will work in conjunction with the Curriculum Development Team (more information below).

3) **Finance Committee** - The chairman will be the Board Treasurer. Members will include the Business Leader, one local business owner, one local financial planner/accountant, and one parent. The responsibilities include, but are not limited to, creating and publishing an Operational Budget, consulting with accountants on spending options and legal

restrictions, if any, in terms of satisfying the laws of New York State and accepting spending guidelines of the NYS Dept. of Ed.

4) **Audit** - The Board may designate an Audit Committee, which committee shall consist entirely of independent members. Each member of the Board shall, upon initial appointment and annually thereafter, provide to the President of the Board a completed independence questionnaire in the form attached to the Corporation's Ethics Policy. The President shall determine the independence of each Member based on such member's responses to the questionnaire.

a) the Audit Committee shall annually retain or renew the retention of the independent auditor to conduct the audit of the Corporation's financial statements, and upon the completion thereof, review the results of the audit and any related management letter with such independent auditor. In furtherance of the responsibilities described in this Section 3(a) of the Article, the Audit Committee shall:

I. Review with the independent auditor the scope and planning of the audit, prior to commencement of the audit;

II. Upon completion of the audit, review and discuss with the independent auditor

(i) any material risks or weaknesses in internal controls identified by the auditor,

(ii) any restrictions on the scope of the auditor's activities or access to requested information;

(iii) any significant disagreements between the auditor and management, and

(iv) the adequacy of the Corporation's accounting and financial reporting process; and

III. Annually consider the performance and independence of the independent auditor; and

b) The Audit Committee shall maintain, monitor and administer the Conflict of Interest Policy in the Code of Ethics following the Whistleblower Policy (if any) of the Corporation.

In the event that the Board of Trustees does not establish an Audit Committee, or the Audit Committee is otherwise inactive, the duties of the Audit Committee shall be

undertaken by the Board of Directors, excluding only those directors who are not independent.

5) **Public Relations/Marketing**- The chairman will be an active member of the Friends of FLCACS and appointed by the Board. Members will include a Board member and local residents and business leaders as needed to fulfill the responsibilities of the Committee. The responsibilities shall include, but are not limited to, planning for and providing information about FLCACS to the public and encouraging interaction and support of the school's mission and program. The chairman will also supervise all internet pages sponsored by FLCACS and consult with the Board on appropriate information to be shared electronically. The chairman may also designate a specific individual to regularly monitor and respond to inquiries and comments received on these internet pages with the approval of the Board.

6) **Building and Outbuildings**- Chairman will be a member of the Friends of FLCACS and appointed by the Board. Members a Board member and local residents and business leaders that are familiar with building codes, construction techniques, the bidding process and maintenance of the school building, and present and proposed outbuildings. This committee will support school maintenance and custodial employees, bringing concerns and proposed changes to the Board for review and approval.

7) **Fundraising**- The chairman will be a member of the Friends of FLCACS and appointed by the Board. Members will include a Board member and local residents and business leaders as needed to fulfill the responsibilities of this committee. Such responsibilities include but are not limited to actively organizing events for the purpose of raising funds. These funds will be used to provide educational benefits and enrichment opportunities for the students of FLCACS. All events will be approved by the FLCACS Board.

Section 2: Special Committees
The President of the Board shall have the power to create and appoint such special committees as the business of FLCACS may require from time to time, and the duties and responsibilities thereof.

Curriculum Leader/Mentor:
The Curriculum Leader will work directly with and for the School Leader, providing classical curriculum training, modeling, and support for all teachers. She/He will consistently and randomly visit each classroom to ensure curriculum integrity. This person will attend professional development events and then turn-key train the staff. This person will also mentor new staff in classroom instruction.

The Curriculum Leader is directly involved in the design and implementation of curriculum, instruction, and assessment practices; it is his/her knowledge of instructional strategies, current research, and application of student achievement data that gives shape to instructional programming (Copland & Knapp, 2005).

Curriculum gaps create a barrier to student learning and have a detrimental effect on students' opportunities to learn. Gaps are created by a lack of communication among educators, varying implementation practices, available resources, and decisions about pacing. According to English (2000), "Curriculum design and delivery face one fundamental problem in schools. When the door is shut and nobody else is around, the classroom teacher can select and teach just about any curriculum he or she decides is appropriate"(p. 1).

The Curriculum Leader will work with the Curriculum Development Team and the teachers to develop and implement classical curriculum. It is important that this person is knowledgeable about classical curriculum and its practical classroom implementation. This person must be a leader. She/He must be knowledgeable in data analysis and communication. When gaps are identified, this person, along with the SEAC, is responsible to address and help the teacher(s) correct them. She/He will be visible in classrooms and available to mentor and support teachers throughout the school day and during professional development activities.

Curriculum Development Team:

The curriculum team will be comprised of the School Leader, Curriculum Leader/Mentor, Special Education/Assessment Coordinator, teacher(s), and a Board member. The team will research and establish best practices from classical education. Baseline tests will be administered at the beginning of the school year. Throughout the school year, the team will use the baseline test data and formative assessment data to evaluate the curriculum and assess gaps in knowledge to better tailor the curriculum to the students' needs.

Teachers:

FLCACS will operate five classrooms (K-4 opening), one classroom per grade level, (growing to eight by Year 3 and twelve by year 5) with one teacher per classroom. The SEAC and Curriculum Leader/Mentor will support all classroom teachers. Classroom teachers will also be supported by part-time music, art, and physical education teachers. Teachers will be provided a curriculum map, broken down by month, and will be expected to meet in teams and individually with the School Leader, the Special Education/Assessment Coordinator, and Curriculum Leader/Mentor to match those

goals. As the school grows and there are more teachers per grade, the teachers of each grade level will be expected to meet and coordinate plans before each quarter, so that their class schedules are in line with one another.

Alignment with state standards will be the responsibility of the School Leader and the Special Education / Academic Success Coordinator (SEAC). Assessment criteria, evaluation methodologies, and maintaining New York State standards are addressed in Request 08ad “Specific Populations” and Request 09ad “Instructional Leadership”.

Models:

Although neither Hillsdale College nor the CoreKnowledge Foundation is a partner organization, their influence is significant. Hillsdale College (the organization behind the Barney Charter School Initiative) was an early leader in rigorous, classical, and inclusive education, opening without discrimination due to sex, race, or creed in *1844*. Today, Hillsdale College, through the Barney Charter School Initiative, is offering a well-rounded education to elementary students who otherwise may not be able to afford private education, but deserve a solid one nonetheless.

In the Curriculum Section (R-06af), we have provided an outline of the K-6 curriculum based on the Barney Charter School Initiative’s Scope and Sequence and the Core Knowledge Sequence. This does not in any way imply that the Barney Charter School Initiative and the Core Knowledge Foundation endorse this work. The BCSI Scope and Sequence, as well as FLCCS, differs most significantly from the Core Knowledge Sequence in Literacy, Grammar, and Math. Literacy is based on the Access Literacy Program. In Grammar and Math, the BCSI Scope and sequence is based, respectively, on the Well-Ordered Language series and curriculum from Singapore Math.

While the BCSI and CoreKnowledge models will be our foundation, it does not mean that FLCACS will not deviate from it should a particular piece of curriculum fail to be satisfactory. Parent and teacher satisfaction and student success will be weighed into the decision to keep or discard a given piece of curriculum.

Board member, Martha Rescigno, graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5 teaching certificate. While a student at Hillsdale she worked as a research assistant in the History Department. She studied E.D. Hirsch (founder of the Core Knowledge Foundation), explicit phonics instruction, problems in education, educational philosophy, and educational psychology. She will be an integral part of the curriculum team.

The school's teachers and staff will meet regularly to discuss the efficacy of the curriculum as experienced in the classroom. If there are concerns about any component of the curriculum, the school leader will reach out to other, similar schools. The board of FLCACS has already established relationships with other BCSI schools so that those schools can be used as mentoring resources. Changes to a program as carefully connected as BCSI's would be a serious undertaking and the advice of other schools would be weighed in before such changes would be made. Only after consulting with other, successful users of a particular curriculum for advice and attempting to follow their lead, would changes be made. Changes would only be made between school years, not during.

In skill-based subject areas (especially Literacy and Math), this guidance may need to be tailored for specific students. As a new school, we are aware we will likely have some students working a year or more behind the Scope and Sequence in Math, supporting the decision to make math placement skill-based during the same time period.

Management Practices and Procedures:

The management positions and their relationships with one another are based on principal areas of academics, special populations, operations, and culture/discipline. A strong start-up is essential to fidelity to the mission and the long-term growth of the school, even in a smaller more rural area. FLCACS will have a strong start with these key management roles in place, enabling a successful move from start-up to sustainability.

Management will be both hands-on and interactive, working with each individual while not micro-managing them. FLCACS understands that each team member has both his/her expertise and responsibilities which are clearly defined.

For example, the Business Manager is responsible for Budget Development, but the final acceptance of that budget and eventual presentation to the Board is done in conjunction with the School Leader. These roles have been defined so that the School Leader can focus on the academic aspects and the day-to-day operations, while the facilities aspects of the operation have been distributed over to the Business Manager.

A similar situation exists with the SEAC and the School Leader, where Special Education needs are the responsibility and expertise of the SEAC, yet the School Leader is apprised of the SEAC's work. The SEAC also assists in the assessment process, working in conjunction with the School Leader, allowing him/her to continually have a hands-on approach without being responsible for every detail of every operation. Again, the Curriculum Leader will work on the detailed daily implementation of the curriculum in conjunction with the School Leader and with the input of the SEAC.

This distributed approach to management will allow our limited staff to utilize their time more efficiently, focusing on their areas of specialty, while still working together with all involved so that no aspects of the tasks ahead are neglected.

In addition to internal management, FLCACS strongly believes community and parental engagement are critical for both the school's and the students' success. An important objective will be simple and meaningful opportunities for parents to be involved in the school and their child's education as well as civic opportunities to engage with the community. Collaborative decision-making builds cooperation, which is essential for sustainable communities.

The school will utilize the student data system ParentSquare. ParentSquare is an easy-to-use communication tool that allows communication via text, email, and phone calls between families and the school. This system captures all student demographic data as well as schedules, grading, and assignments. Parents can easily monitor their children's learning progress and communicate with the school.

The School leadership, faculty, and staff will model collaboration, with the intended result of a positive school culture and becoming an asset to the community. With this modeling, every FLCACS student's goal should be to become a witness to the school virtues of prudence, justice, fortitude, and temperance.

With the knowledge that federal, state, and local laws, contracts, and policies need to be followed, some decision-making will be definitive. Emergencies and decisions involving laws and policies cannot be made using a collaborative process.

- Changes in school policy must be approved by the Board.
- Hiring and dismissal of employees may be subject to Board approval.
- Long-term suspensions and expulsions of students, and their appeals, may be subject to Board approval.
- All financial transactions must be approved by the School Leader and Business Manager.
- Transactions over $20,000 must be approved by the Board Treasurer. All transactions will be reviewed by the Board Treasurer so that they may make their monthly reports to the Board.

Management Evaluation Procedures:

The FLCACS Board will evaluate the School Leader annually, based on effectiveness, interaction with parents, students, and teachers, and the overall performance of the

school. The performance of our school leadership is integral to the success of our faculty and students and therefore has high expectations.

Below are the criteria and procedures for evaluation of the School Leader and the leadership team positions at FLCACS.

1. Prior to the beginning of the school year, the School Leader and the FLCACS Board will meet to establish specific academic performance and program goals for the year, such as how to address closing potential achievement gaps, or improving math skills.

2. A formal meeting during the second marking period will be held to determine progress against the established and specific goals.

3. A formal meeting during the fourth marking period will be held to mark progress against the established and specific goals.

4. The School Leader will submit evidence of the year's progress toward goals.

5. A comprehensive end-of-year evaluation is delivered by the board after considering the evidence, as well as a self-evaluation.

6. A copy of the evaluation is placed in the School Leader's personnel file.

Teacher/Staff Evaluation Process:

A series of similar procedures will take place for all other staff, both teaching and non-teaching. Each person will meet with their direct supervisor.

1. Prior to the beginning of the school year, the direct supervisor will meet to establish specific performance and program goals for the year.

2. A formal meeting during the second marking period will be held to determine progress against the established and specific goals.

3. A formal meeting during the fourth marking period will be held to mark progress against the established and specific goals.

4. Instructional Staff will align instruction with curriculum defined by the Curriculum Team and adjust to accommodate student needs in coordination with the Special Education/Assessment Coordinator.

5. The staff member will submit evidence of the year’s progress toward goals.

6. A comprehensive end-of-year evaluation is delivered by the direct supervisor after considering the evidence, as well as a self-evaluation.

7. A copy of the evaluation is placed in the staff member's personnel file.

In the case of teacher evaluations, utilization of the Danielson Rubric, mentioned in Request 9ad “Instructional Leadership,” will be incorporated into this process.

The Charlotte Danielson Rubric was designed to help districts promote a common definition and understanding of excellence in teaching, one that everyone (teachers, administrators, and the larger community) can easily comprehend. FLCACS will customize this framework for teaching the school community. A brief description of this evaluation topics are below:

Planning and preparation:

- Applying knowledge of content and pedagogy
- Knowing and Valuing Students
- Setting Instructional Outcomes
- Using Resources Effectively
- Planning Coherent Instruction
- Designing and Analyzing Assessments

The Learning Environment:

- Cultivating respectful and affirming environments
- Fostering a Culture for Learning
- Maintaining Purposeful Environments
- Supporting Positive Student Behavior
- Organizing Spaces for Learning

Learning experiences:

- Communicating about purpose and content
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment for Learning
- Responding Flexibly to Student Needs

Principled teaching:

- Engaging in reflective practice
- Documenting Student Progress
- Engaging Families and Communities
- Contributing to School Community and Culture

- Growing and Developing Professionally
- Acting in Service of Students

This teacher evaluation rubric is designed to help districts promote a common definition and understanding of excellence in teaching which leads to the best results in learning. This system appears to be a good fit for our program based on the emphasis on solid understanding of content and the synthesis of content from different areas. We have provided a budget allotment for merit-based pay to attract and retain the best teachers. The goal here is to make sure we not only evaluate management and teachers fairly and honestly, but to also recognize and reward achievement in order to maintain quality staff.

Management Recruitment:

The importance of hiring and retaining a highly-qualified and committed School Leader cannot be understated. This is especially true in a rigorous educational program. The School Leader will be selected based on criteria found in Request 12ac “Personnel.” The most significant characteristics of the School Leader candidate include leadership ability; the intellect and extent of knowledge needed to create and foster a climate of learning; and a firm understanding of and loyalty to classical education and the tradition it represents.

The leadership philosophy is that the School Leader must be the academic leader, or master teacher, of the school. In this role, the school leader is a mentor for the rest of the faculty.

The school will aggressively recruit excellence in teaching at the local, state, and national levels. Recruitment strategies to be used may include: traditional and digital marketing strategies, job fairs, university career fairs, social media, advertising, and direct referrals. FLCACS will advertise online, in select local markets, and throughout the network of classical and charter schools as well as classical higher education.

FLCACS will take great care to recruit a high-quality School Leader in order to ensure high-quality educators for its students and superb leaders for the administrative team. Candidates who pass an initial screening will progress to a phone interview. They may then be invited to FLCACS for an on-site meeting. Candidates may be requested to conduct a demonstration lesson for the hiring committee, composed of the FLCACS board and possible board consultants. FLCACS will screen all candidates by conducting full criminal background checks and fingerprinting clearance in accordance with New York State statute and which would meet or exceed any school district set of policies. Prior to hiring any applicant, FLCACS will check the person’s references carefully and thoroughly. The school may check both the references an applicant lists on an application as well as supervisors not named on the application or resume when possible.

Staff Recruitment:

In addition, FLCACS will use the same methodology when hiring non-academic personnel. Key traits, beyond expertise in their field, will be the ability to communicate, both orally and in written format, the ability to work with others, especially under time constraints, and the ability to be a team player, understanding that the needs of the students and the school always take priority. All employees must be believers in the mission. Many lessons can be learned by students from their interaction with the Custodian, Food Service personnel, or Nurse. We want to make sure that all interactions that take place on our campus reflect the virtues of prudence, justice, fortitude, and temperance.

R-12ac Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list every position (both instructional and non-instructional, and including part-time positions) during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). Please note all positions outlined within the application should be reflected in the staffing chart.

Number of Staff K-2					
Year	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
School Year	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**
Grades	**K-2**	**K-3**	**K-4**	**K-5**	**K-6**
School Leader	1	1	1	1	1
Special Education/Academic Success Coordinator	1	1	1	1	1
Business Manager	1	1	1	1	1
Curriculum Leader	1	1	1	1	1
Administrative Assistant	0.5	0.5	1	1	1
Office/Enrollment	0.5	0.5	0.5	0.5	0.5
Classroom Teachers	3	4	6	8	10
Aides	0	0	1	1	1
Music Teacher	0.5	0.5	1	1	1
Art Teacher	0.5	0.5	1	1	1
Physical Education	0.5	0.5	1	1	1

SPED - ELL teacher	0.5	0.5	1	1	1
Nurse	.5	.5	.5	.5	.5
Custodian/ Maintenance	1	1	1	1	1
Food Service	0.5	0.5	1	1	1
Total Personnel	12	13	19	21	23
Total Students	66	88	128	168	208

Number of Staff K-4					
Year	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
School Year	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**
Grades	**K-4**	**K-5**	**K-6**	**K-7**	**K-8**
School Leader	1	1	1	1	1
Special Education/Academic Success Coordinator	1	1	1	1	1
Business Manager	1	1	1	1	1
Curriculum Leader	1	1	1	1	1
Administrative Assistant	0.5	0.5	1	1	1
Office/Enrollment	0.5	0.5	0.5	0.5	0.5
Classroom Teachers	5	6	8	10	12
Aides	1	1	2	2	2
Music Teacher	0.5	0.5	1	1	1
Art Teacher	0.5	0.5	1	1	1
Physical Education	0.5	0.5	1	1	1

SPED - ELL teacher	0.5	0.5	1	1	1
Nurse	0.5	0.5	0.5	0.5	0.5
Custodian/ Maintenance	1	1	1	1	1
Food Service	0.5	0.5	1	1	1
Total Personnel	15	16	22	24	26
Total Students	110	132	184	224	264

Rationale for Staffing:

Whether starting out with K-2 or K-4, we are looking to maintain a classroom size of approximately 22 students per teacher. The first year, this results in 3 or 5 Classroom Teachers, as well as the Special Education / Academic Success Coordinator (SEAC) and Curriculum Leader spending structured time in the classrooms assisting teachers with Special Education and Struggling Students, specifically focused on ELA and Mathematics.

Our SEAC has a dual role to play, that of handling Special Education as well as working with assessments. Based on estimates of 10% of the student population falling into that category, FLCACS believes that a part-time Special Education teacher, working in coordination with the SEAC, will be required. The SEAC will also administer the ELL plan. FLCACS will hire ELL support staff according to enrollment needs. The need to be flexible and vigilant, based on enrollment needs, is imperative. Staffing can and will be adjusted accordingly.

A significant part of Classical Education is the appreciation of Art and Music. We plan to instill these concepts at an early age and therefore have part-time Specialty Teachers to cover Art and Music. In addition to that, we also have a part-time Physical Education teacher, as it is critical to take care of oneself and one's body, to experience both the true beauty of the world and have an alert mind ready to absorb all of the intellectual stimulus classical curriculum provides.

Along with proper exercise comes a proper diet. Unfortunately, some children do not receive this at home and their most nutritious meal may be at school. FLCACS will provide lunches for the children and will also be part of the FRPL program. This is the reason we will be hiring a part-time (4 hours/day) Food Service person.

The children's health and safety are of utmost concern. Having a school nurse available through the district will provide both emergency care and preventative training. We will be requesting our nurse to teach Health and Hygiene classes, Safety classes (Fire, Bus), and awareness classes (Lead Poisoning Awareness, Stranger Danger) throughout the year.

Our School Leader will be in charge of the day-to-day operations. They will work with the Curriculum Leader and SEAC on curriculum integrity, Special Education needs, and coordinating assessments. The Administrative Assistant will support the School Leader in their role, especially in keeping up with daily correspondence with the community and the staff.

Beyond the School Leader in charge of the daily operations (with their attention primarily on the academics, students/families, and teaching staff), the fiscal responsibilities, both in obtaining funds through grants, student allotments from the various districts, and federal and state programs, and coordinating the payment for educational materials, supplies, and staff is a full-time job by itself. For this reason, we will be hiring a Business Manager. This person will also oversee the non-academic staff, alleviating some of the management requirements of the School Leader.

The School Leader and Business Manager will also be an integral part of the marketing campaign to ensure enrollment matches our projections and that the school branding continues to be in the forefront of the community mind. To aid with this task, and to guarantee that all pertinent information is captured via each contact, an Administrative Assistant and Office / Enrollment Clerk will be hired. Our administrative assistant and office/enrollment positions are both 0.5 FTE. We will hire 1 person to do both jobs to make

1.0 FTE. With growing enrollment, these positions and job responsibilities will be split into 1.0 FTE and 0.5 FTE for year three.

Finally, the building itself will need upkeep and constant cleaning, as a clean environment is a good learning environment. A full-time Custodian / Maintenance person will be hired for just this task. As mentioned, that person, along with food service, office/enrollment, and the nurse will report to the Business Manager.

As we expand, we will be adding one grade level per year, which results in 1 additional teacher each year. As years are added, the need for additional Teacher Aides will be determined depending on population needs, as the number of classrooms will be greater at that point. We also expect to have an enrollment increase and anticipate having 3 full-time Specialty teachers at K-6, along with the Special Education teacher, and the Office / Enrollment Clerk. FLCACS expects to have 7/9 classes by year 5 and a staffing complement of 21.5/26.5 individuals.

Salaries:

Staff salaries are commensurate with salaries on the charter school level and at or slightly lower than most local public schools. Our School Leader's salary is $90,000. In comparison, the new Elementary School Principals at Auburn City School District start at $95,000. Our Business Manager's salary is set at $75,000. In comparison, the Auburn City School District (3700+ students) Business Manager makes $85,500 in her second year.

In our budget, we have what would be considered an average cost for teachers, slightly higher than other charter and private schools, but lower than the public schools. However, our actual salaries will vary based on experience. We also want to be able to offer merit pay as teachers prove themselves over time. The approximate teacher's salaries will be $48,000 (with a bachelor’s) and $52,000 (with a master’s). In comparison, the Auburn City School District's teacher salaries range from $48,949 (with a bachelor’s) to $55,855 (with a master’s).

Below is a table of FLCACS's salary structures. We understand that the NY Median is higher than the national average (these numbers came for GovSalaries). The Auburn numbers are lower than those medians, but in many cases are higher than ours, and as stated on the prior page, the numbers used in the budget are an average. Actual salaries will vary.

Comparative Salaries				
	FLCACS	**NY Median**	**Auburn**	**Other Districts**
School Leader	90,000	$105,000	$100,302	$95,000
Special Education/Academic Success Coordinator	60,000	$52,537	$57,869	$44,135
Curriculum Manager	60,000	$52,537	$57,869	$44,135
Business Manager	75,000	$73,279	$67,000	80,000
Administrative Assistant	20,000	$46,930	$24,818	$48,443
Office/Enrollment (PT)	20,000	$37,661	$35,360	$35,360
Classroom Teachers	52,000	$71,699	$55,690	$54,954
Aides	$31,200	$31,680	$29,040	$29,040
Music Teacher (PT)	50,000	$53,796	$52,781	$49,264
Art Teacher (PT)	50,000	$52,664	$51,379	$49,264
Physical Education (PT)	50,000	$49,200	$50,379	$49,264
SPED - ENL teacher (PT) (qualified/ trained)	60,000	$70,075	$59,174	$61,616
Nurse LPN (PT) - $20/hr	$20/hour	$29.49/hour	$20/hour	$19/hour
Custodian/ Maintenance	$17/hour	$18.34/hour	$17.50/hour	$17/hour
Food Service (PT)- $16.50/hr	$16.50/hour	$17.25/hour	$16.50/hour	$16.50/hour

* The School Leader and Business Manager salaries identified were for leaders/managers who have been with the district for 5+ years. These are not starting salaries. Auburn school leaders oversee almost 1,000 students and 800 in Port Byron CSD. Our charter school is much smaller to oversee.

* Our Administrative Assistant and Office/Enrollment positions are both 0.5 FTE. We will hire 1 person to do both jobs to make 1.0 FTE. With growing enrollment, these positions and job responsibilities will be split into 1.0 FTE and 0.5 FTE for year three.

b. Qualifications and Responsibilities
Provide a list of qualifications and responsibilities for each position including all instructional, non-instructional, and administrative positions as well as any part-time positions.

School Leader:
Our School Leader will be responsible for overseeing the daily operations of the school, hiring and managing staff, implementing a classical liberal arts and civic-minded curriculum, establishing a studious school culture, maintaining a healthy and safe enrollment, and ensuring SUNY compliance and financial integrity. These leadership responsibilities are essential to helping achieve our mission, vision, and philosophy, developing and sustaining a community of learners, and building a strong network of parents. FLCACS prefers a School Leader to have a master's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing.

Under the supervision of the FLCACS Board, responsibilities may include:

- Implementing the academic program and creating a culture that fulfills the mission and vision of the school consistent with the board's classical philosophy.
- Establishing him or herself as the master teacher of the school.
- Supervising and monitoring the educational program, including special education.
- Designing the school master schedule to ensure adequate time is spent on each content area, as well as staff development.
- Implementing an assessment and record system that provides academic and anecdotal information on each student.

- Monitoring the achievement goals for the school and each student.
- Implementing a school-wide tool for parent and community communication.
- Establishing the plan to develop moral character and virtue in the academic program and communicating this program to staff, students, and parents.
- Establishing all school procedures and organizing systems that allow for student and staff safety and well-being.
- Reporting school activities and academic achievement to the board at regular board meetings.
- Conferring with teachers, students, and parents concerning educational and behavioral problems in school.
- Providing teachers with clear expectations for classroom management procedures.
- Monitoring classroom management plans for teachers to ensure consistency and alignment with the school-wide plan.
- Providing teachers and staff with an understanding of students' backgrounds through professional development.
- Providing teacher involvement and development opportunities.
- Establishing specific staff expectations for conduct and the oversight and planning for student interventions at the classroom level.
- Monitoring student enrollment, attendance, and engagement.
- Implementing a school-wide character development and academic honor program to recognize and motivate students for accomplishments.
- Establishing, communicating, and monitoring the school's discipline system to promote student responsibility and good conduct.
- Providing school activities that integrate curriculum content, such as field trips and assembly experiences.
- Providing opportunities for parent participation, including in the school's governance.
- Providing in-service and outreach opportunities to support parents in communication and educational support for their children.

Special Education/Academic Success Coordinator:

The Special Education/Academic Success Coordinator (SEAC) will be expected to have all of the same education and qualifications as a classroom teacher (see below), along with special education certification and leadership/ managerial experience. He/she will also oversee the Special Education Program and teachers, working closely with the School Leader on instruction, programming, and curriculum development and implementation. SEAC will work closely with the Special Education teaching team, the School District CSE and any special education contracted services. SEAC will oversee compliance with special education, ELL, and 504 laws and, under the supervision of the School Leader, will be the primary point of contact for district CSE communication and IEP meetings.

Under the supervision of the School Leader, responsibilities may include:

- Develop and evaluate the special education teaching faculty by facilitating an annual goal-setting process, and regular classroom observations and debriefings.
- Provide feedback on annual curriculum maps, unit plans, and lesson plans.
- Lead faculty in collecting, reviewing, and responding to student achievement data.
- Provide academic achievement updates to the School Leader.
- Ensure compliance with all special education, ELL, and 504 laws.
- Liaise with local district students' CSEs and schedule onsite related services, IEP meetings, etc.
- Monitor the effectiveness of special populations programs utilizing assessment data.
- Monitor enrollment numbers of ELL and special education students and make recommendations for staffing needs to the School Leader

Curriculum Manager:

The Curriculum Manager will be expected to have all of the same education and qualifications as a classroom teacher (see below), along with leadership and managerial experience. He/she will also oversee the implementation and integrity of the classical curriculum, working closely with the School Leader on instruction, programming, and curriculum development and implementation.

Under the supervision of the School Leader, responsibilities may include:

- Have a primary role in teacher training, specifically curriculum.
- Provide regular classroom observations and debriefings.
- Provide feedback on annual curriculum maps, unit plans, and lesson plans.
- Assist the School Leader and SEAC in reviewing, and responding to student achievement data.
- Provide classroom achievement updates to the School Leader.
- Ensure compliance with curricula and classroom implementation in accordance with the academic mission.
- Work closely with the School Leader and SEAC to monitor curriculum effectiveness for special populations.
- Communicate classroom observations while participating in IEP meetings.
- Make recommendations for staffing needs to the School Leader.

Business Manager:

The Business Manager will require a bachelor's degree and assist the School Leader in coordinating transportation, parking, food service, custodian/maintenance, security, fire safety, and other outside contracts relating to the day-to-day operation of the building. Additionally, the Business Manager is the primary contact for the external accounting firm that will handle financial and human resource duties such as payroll, benefits, etc. The Business Manager will be responsible for budget development, grant writing, grant research, and grant processing. The Business manager will also be responsible for the receipt of funds from the student’s home school district. Oversight of the office/enrollment manager, school nurse, maintenance staff, and cafeteria staff is required. The Business Manager reports to the School Leader.

Under the supervision of the FLCACS Board, responsibilities may include:

- Development of annual budget.
- Liaise between students' home school district and FLCACS to ensure receipt of funding.
- Generate grant applications and research new grants.

- Research equipment, seminars, and training programs at the request of the School Leader.
- Develop a marketing plan for enrollment and oversee its implementation.
- Improve procedures for daily operations including transportation, safety, nutrition, and maintenance.
- Create, implement, and ensure operational accountability plan, including audit, timelines/deliverables, and key performance indicators.
- Work with the external firm to process employee payroll and benefits, and weigh and monitor the impact of operational decisions on the organization's financial health.
- Oversee maintenance of existing facilities, and participate actively in project planning around new and future facilities projects.
- Oversee the selection of vendors including competitive bid-solicitation and maintain regular communication with vendors.
- Oversee infrastructure and equipment management.

Administrative Assistant:

The Administrative Assistant will assist and support the School Leader. A bachelor's degree is preferred, along with similar office experience. He/she must have effective written, oral, and visual communication skills.

Under the supervision of the School Leader, responsibilities may include:

- Assist in maintaining a properly functioning main office.
- Assist in answering and directing phone calls.
- Assist in sorting and delivering mail.
- Assist with other school operations as necessary including transportation, records, and purchasing.

Office/Enrollment Clerk:

The office/enrollment clerk will require office experience and effective written, oral, and visual communication skills. He/she will report to the Business Manager and assist in school operations.

Under the supervision of the School Leader, then Business Manager (by year 3 Office Enrollment will be a separate position under the Business Manager), responsibilities may include:

- Respond to, chart, and track student enrollment, working within the Charter Lottery System rules and regulations.
- Maintain a well-functioning main office and answer and direct phone calls as needed.
- Assist with other school operations as necessary including transportation, records, and purchasing.

Classroom Teachers:

Teaching faculty will possess at least a four-year degree, be able to show competence in the core academic areas in which they teach, demonstrate a love for educating children, and explain why they want to work in our unique program. Once hired, teachers will receive extensive and ongoing professional development from FLCACS' internal programs, along with other quality training offered both locally, statewide, and nationally.

Under the supervision of the School Leader, a teacher should:

- Be committed to the mission, vision, and objectives of the school as set forth in this charter application and as more fully described through faculty training and day-to-day life at the school.
- Be highly qualified in their field and conduct his/her duties in a professional manner.
- Make decisions that serve the best interests of the education of the students.
- Develop an expectation of success and excellence for the individual student and the school as a whole.
- Be intellectually curious and display the same sense of wonder that the school expects of its students
- Should be self-motivated to continue to develop professionally, as they participate in the professional development offered by the school.

Special Education Teacher:

Special Education teachers implement a curriculum that aligns with students' individualized education programs. The special education teacher reports to the SEAC. They will require a bachelor's degree in education or a related field and certification in special education, as well as a track record of success in raising student achievement.

Under the supervision of the School Leader (and guidance of SEAC), major responsibilities include:

- Utilize adopted curricula and work with general education teachers when differentiation is needed for diverse students.
- Scaffold, chunk, or modify instruction to meet students' IEP goals.
- Monitor/report student's academic and social progress.
- Communicate with students' families, including before and after IEP meetings.
- Create opportunities for students to participate in the community.

English as a New Language Teacher (or FLCACS Special Education Teacher with necessary training, dependent on population need):

ENL teachers provide the services ELL students need to acquire English proficiency. ENL teachers report to the SEAC. They require a bachelor's degree in education or a related field and certification in English as a New Language. They should have a track record of success in raising student language proficiency.

Under the supervision of the School Leader (and guidance of SEAC), major responsibilities include:

- Provide "pull-out" ENL services.
- Provide integrated language instruction in ELA and other subject areas for ELL students.
- Co-plan with general education and assistant teachers to strengthen the differentiation and scaffolding within their classrooms and subjects.
- Facilitate assessments for ELL students and prepare reports.
- Communicate with parents.
- Create opportunities for students to participate in the community.

Teacher Assistant:

Assistant teachers assist the general education teachers in classroom duties. The assistant teacher reports to the classroom teacher. A bachelor's degree in education or a related field is preferred. Ongoing education is encouraged. Effective written, oral, and visual communication skills, along with adaptability skills are important.

Under the supervision of the School Leader, responsibilities may include:

- Assist in developing and executing curriculum in a co-taught classroom.
- Monitor and report on student's academic and social progress.

School Nurse:

The School Nurse will provide health services to students, monitor students' medical conditions, communicate with parents/guardians, and help ensure compliance with relevant laws and regulations. The School Nurse reports to the Business Manager. He/she must have a New York State Registered Nursing License. A track record of success in working with underserved youth is preferred, along with two years of relevant experience with demonstrable success in a similar role.

Under the supervision of the Business Manager, major responsibilities include:

- Administer daily medication.
- Assist with injuries and illnesses.
- Respond to emergencies within the school building.
- Follow New York State and federal regulations for school student health.
- May teach short classes or give presentations on the following:
    - Health and Hygiene
    - Fire Safety
    - Bus Safety
    - Outdoor Safety
    - Lead Poisoning
    - Stranger Danger

Custodian/Maintenance:

The Custodian/Maintenance person will provide both daily janitorial services and general maintenance to the building and equipment. Outdoor areas around the school, including walkways, playgrounds, and parking areas should be overseen by this person The Custodian/Maintenance person reports to the Business Manager. An associate's degree in a related field is preferred. Two years of experience in school facilities maintenance, general building maintenance or repair work, and/or custodial experience is preferred. Knowledge of safety regulations, procedures, and security in the workplace and public buildings, buildings, and grounds maintenance and repair practices and procedures is required.

Under the supervision of the Business Manager, responsibilities include:

- Physical condition commensurate with the demands of the position.
- Possession of a valid New York State driver's license and certificates appropriate to the vehicles, equipment, and/or machinery operated at the time of appointment or during employment consistent with the needs of the school.
- Experience with preventive maintenance programs to ensure building, grounds, and equipment are maintained in a safe operating condition, including repairs on equipment, such as plumbing, HVAC, and electrical systems

Food Service Worker:

The food service worker will be required to prepare the cafeteria area, distribute food, collect funds from students not in FRPL, and clean up after one class in advance of the next.

Under the supervision of the Business Manager, responsibilities include:

- Accepting the food from the service provider.
- Organization of food with proper presentation.
- Interaction with children, both in answering questions about the food and describing menu options.
- In conjunction with the nurse and in order to maintain health and safety, attention to all food allergies of students.

- Maintaining health safety standards for cleaning of cafeteria and kitchen area.

The School Leader of FLCACS will assess any non-certified staff using the clear standards presented by the New York State Department of Education. For instance, a retired college-level instructor may be interested in teaching at FLCACS but does not have a teaching certificate. All Special Education teachers will be certified.

c. Staff Recruitment and Retention

Describe plans to recruit and retain staff members, particularly high-quality teachers including:

- ***Processes, policies, and strategies the school would implement to ensure hiring processes for teachers and staff are open and fair with outreach to a broad and robust pool of candidates, including underserved and unrepresented communities;***
- ***Description of processes and policies to recruit and hire qualified teachers and other staff members that consider the specific quality and availability of talent in the proposed geographic area; and,***
- ***Description of strategies for retaining high-quality teachers.***

NOTE: If a Business Plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the Business Plan response in lieu of addressing these questions in full in the proposal.

FLCACS will advertise with the Online Application System (OLAS) for all positions. We will recruit recent graduates from SUNY Cortland, which has the largest comprehensive teacher education program in New York and is 45 minutes from Auburn NY. FLCACS will conduct national searches for the best-qualified teachers, including through the National Alliance for Public Charter Schools, advertisement in local media, and networking with other high-performing schools. Applications for faculty and staff positions will be accepted from all qualified candidates. Applicant screening, interviews, and selection will comply with all employment nondiscrimination laws and policies. Once a candidate is selected by the school leadership, the appropriate staff member will help facilitate final referencing and criminal background checks. The School Leader will offer regular hiring updates to the Board.

In the scenario that in-person interviews are unavailable, video conferencing and Zoom can be utilized for the interview process. Analysis of the teacher's prior remote experience

as well as a request for a sample remote class performance before the School Leader and the hiring committee may be incorporated in this case.

Employment with FLCACS is on an at-will basis; policies and procedures have also been defined to handle unacceptable leadership or employee performance. In the event that performance is unacceptable, and depending on the particular circumstances, discipline may occur. Discipline may include a warning, coaching, a Performance Improvement Plan, or suspension/administrative leave. If the employee does not meet performance expectations or there is a significant violation of policies or procedures, termination may occur.

The ability to pursue the mission and implement the programs described in this application requires FLCACS to attract and retain highly effective leaders, teachers, and staff. School leadership will determine staff structuring based on skill and performance to best serve the needs of students. Applications for staff positions will be accepted from all qualified candidates. Applicant screening, interviews, and selection will comply with all employment non-discrimination laws and policies.

FLCACS will actively seek both recent graduates from teaching colleges (such as SUNY Cortland) and recent teacher retirees. Recent graduates don't have experience, but they are eager to learn. Recent retirees have the experience and may still have the desire to teach. We will create a climate where recent retirees use their experience to mentor recent graduates who will combine new techniques with time-tested methods.

The plan for attracting and keeping highly qualified staff relies on investing in the creation of a highly positive work environment. While other school districts may shy away from recent graduates, we embrace the energy and creativity they bring. While other school districts may also shy away from recent retirees, we embrace the experience, maturity, and confidence they bring. We realize that new young hires may decide to leave us for the benefits and retirement system a district public school offers, but we embrace the opportunity to continually inject innovative ideas into our program with new hires. Our

Professional Development Plan will ensure that our teachers are prepared, feel supported, and want to continue to grow with us.

Base salaries will be determined by professional education levels, years of experience, and the merit of their experience. The base salary will be in the average range, although competitive, for teachers in Central New York Charter Schools. Salary increases will be recommended by the School Leader and determined by the Board of Trustees.

Merit pay will be encouraged as an incentive to retain quality staff members. Our budget has built into it higher than expected salary expenses so that merit pay will be available. The standard 2% increase seen elsewhere does not recognize outstanding performance. If we want outstanding performance from our students, we have to recognize outstanding performance in our teachers.

R-12d Personnel Policies

d. Personnel Policies

Submit a copy of the proposed education corporation's personnel policies. The policies should include Act requirements for personnel such as fingerprint supported criminal background checks and receipt of the Code of Ethics, Conflict of Interest Policy (if separate), and Whistleblower Policy, and ensure compliance with applicable state and federal employment laws and regulations.

The hiring procedures described in the personnel policies must include (in addition to other antidiscrimination language that may be required by law) specific reference to the fact that the school will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972, 20 USC § 1641, and 34 CFR § 106.9, and list the name, office address, and telephone number of the employee or employees appointed to provide information and investigate complaints pursuant to 34 CFR § 106.8.

All policies and procedures set forth here are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the school at any time. These are not intended to constitute a contract between the organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is "at will."

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669- 4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with the Department of Human Resources (DHR), they will file the complaint with the EEOC to preserve the right to proceed in federal court.

Equal Opportunity Employer (EOE) & American Disability Act (ADA): FLCACS's personnel policies are intended to comply with all applicable state and federal employment laws and regulations, including EOE and ADA. We will employ the best-qualified personnel without regard to sex, gender identity, race, religion, color, creed, ancestry, national origin, citizenship, political affiliation, sexual orientation, veteran status, age, marital status, genetic characteristic or disability in all aspects of employment. FLCACS will not discriminate against qualified, disabled individuals solely for reasons of their disability, enabling a qualified person with a disability to perform the essential functions of a job by making necessary reasonable accommodations.

Performance Standards

All employees shall perform jobs responsibly in a professional and conscientious manner. Employees are expected to meet the following general performance standards in addition to the specific job responsibilities and qualifications outlined above. Employees are required to:

- Be punctual and follow regular work schedules consistently;
- Perform duties assigned by the Board, School Leader, and supervisor. Duties may extend beyond the instruction day and may include off-site functions, events, and activities;
- Be respectful to all students, co-workers, visitors, guests, and community members;
- Demonstrate the highest level of professionalism, moderation, and civility, serving as appropriate, positive role models for students in behavior and demeanor;
- Abide by laws, ordinances, Board policies and directives while performing duties for FLCACS;
- Provide students with effective, safe supervision, organization, and positive instruction
- Respect, protect, and use care in handling and operating FLCACS equipment and property;

- Complete required reports and student progress data accurately and in a timely manner.

Professional Conduct

The successful operation and reputation of the FLCACS is built upon the good character of its employees. Staff members are role models. Our reputation requires careful observance of all applicable laws and regulations as well as regard for the highest standards of conduct and personal integrity. All employees have a responsibility to the School, our students, parents, the community, and the public to conduct themselves in a positive, professional manner that will earn our stakeholders' trust and confidence. FLCACS will comply with all applicable laws and regulations and expects its trustees, leaders, and employees to conduct business in accordance with all relevant laws and to refrain from illegal, dishonest, or unethical conduct. Compliance with this policy is the responsibility of every employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment. School employees need to ensure that any external activity does not conflict with their FLCACS duties or give the appearance of such conflict. Employees need to disclose any potential conflict of interest to the School Leader as soon as it becomes known to them.

Dress and Appearance Policy

Every employee contributes to the persona of FLCACS. It is important that they portray a favorable image. Employees are expected to dress professionally and appropriately for their particular assigned function. Professional attire is always required when performing work on behalf of FLCACS. Although there are times that employees may dress more casually in the office on announced days or for special circumstances, it is expected the policy of appropriate appearance will be followed. The following are considered unacceptable work apparel, although the list is not all-inclusive:

- Clothing in bad repair, or is badly soiled, worn or torn.

- Provocative apparel including see-through or low-cut tops; mini-skirts or skirts with deep slits; cutoffs, skin-tight or spandex pants or leggings, exposed midriffs/chests, skin-tight shirts or pants.

- General appearance or clothing that is too casual for the work environment. A few examples of inappropriate business apparel include athletic clothes, play-wear, casual shorts, tee-shirts, shirts with slogans or inappropriate graphics, sweat pants, jeans, sneakers or old athletic shoes, flip-flop type sandals.

- Offensive visible tattoos, facial jewelry, or an excessive number of earrings or other jewelry during the workday or while representing FLCACS.

Inappropriately attired employees/volunteers will be asked to change their clothes.

Confidentiality Policy

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws, and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the School Leader and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in teacher's classrooms must be secured at all times. Only employees with a legitimate need for access to a student's records may access them without written parental permission. Also, school employees who have access to the social security numbers of school personnel are required to preserve the confidentiality of this information and only disclose it for legitimate or necessary business purposes.

Employment Status

Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The school may also hire part-time staff members who are employed for less than 40 hours per work week. Part-time employees, temporary employees, and independent contractors are not eligible for benefits. FLCACS will verify that all of its employees are authorized for employment in the United States. Time off from work without pay for part-time employees may be granted by the School Leader.

Overtime Pay

Non-exempt (hourly) employees who physically perform work for more than 40 hours in the work week will receive pay at a rate of one and a half times their normal hourly rate for overtime hours. Hours worked up to 40 hours are paid at the straight-time rate. Only hours physically worked count toward overtime pay; accrued time off, holiday, or other paid time off does not count toward overtime pay.

Exempt (salaried) employees will not receive overtime pay.

Benefits Package

FLCACS reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

Medical and Dental Insurance
The Board will select a medical insurance plan, which may include more than one option of provider or provider networks, which the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care and dental coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the School Leader or his/her designee. The Board will select a dental insurance plan that the school will provide to each employee. Employee copayment for dental coverage will be required and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.).

Continuation of Health Insurance Benefits (COBRA)
COBRA offers Employees, spouses, domestic partners, and dependent children the ability to continue existing health/dental insurance coverage at their own expense. Employees must meet qualifying conditions to participate in COBRA. Employees will receive COBRA information at the time of the qualifying event.

Workers Compensation Insurance
Injuries resulting from accidents that occur while performing official duties on behalf of FLCACS are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must report the injury to the School Leader within the same day and file a report with the School Leader or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Disability Insurance
The school carries short-term disability insurance in accordance with New York State law. 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 with the director or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Declination of Insurance Benefits
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 the School Leader.

Unemployment Compensation
FLCACS contributes to the Unemployment Compensation plan administered by the State of New York.

School' Leader's Benefits

The insurance coverage and benefits package offered to the School Leader may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

Reporting Responsibilities

School staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only suspect abuse or neglect in order to report it. The following examples of "Red Flags" need to be reported to the counselor immediately:

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Only one adult should ask the child how the injury occurred – avoid excessive questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate.
- A child who expresses fear or concern about going home, or about someone in his/her home or about something happening at home.

If you suspect that a child is being abused or maltreated, contact the School Leader in person as well as provide a written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed, it is every teacher's responsibility to report the suspicion to the Association of Children's Services (ASC) with consultation of the School Leader. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the School Leader. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the School Leader. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The School Leader needs to be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Workplace Policies and Procedures
The goal of FLCACS is to provide a safe, healthy, positive, welcoming school family environment for students, teachers, parents, staff members, and the community. The following workplace policies are designed to achieve that goal:

Health & Safety
The workplace will be maintained in a safe, healthy condition, and in accordance with all applicable health and safety laws. It is essential that all employees perform their duties in a safe manner and follow all established safety rules. Employees need to discuss with the School Leader or their supervisor any hazards of their job and make sure they are familiar with any equipment they operate. FLCACS will conduct training as needed for employees who work with hazardous materials or equipment.

Smoke-Free Workplace Policy
All FLCACS facilities and events, including field trips, will be smoke-free.

Drug & Alcohol Free Workplace Policy
The possession, use, distribution, sale, or manufacturing of illicit drugs and alcohol on FLCACS grounds or at FLCACS events is strictly prohibited.

Harassment/Discrimination
FLCACS is committed to creating and maintaining a work environment free of conduct and/or communication that is objectionable or disrespectful. FLCACS prohibits discrimination on the basis of gender, age, race, color, creed, ancestry, national origin, religion, marital status, sexual orientation, gender identity or expression, physical or mental disability, medical condition or any other characteristic that is protected by law. FLCACS strictly prohibits harassment that is perpetrated by and against its employees and students. Conduct which creates an intimidating, hostile, or offensive work environment will not be tolerated. FLCACS prohibits sexual harassment, including repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendos of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive or explicit objects or pictures by another employee or parent. If an employee believes that he/she has experienced or witnessed harassment or discrimination, that employee should immediately notify the School Leader or a Trustee with whom that employee feels comfortable. All reports will be promptly investigated and kept confidential to the extent possible. A thorough investigation and appropriate action will take place.

Whistleblower Policy
The purpose of this policy is to encourage its employees, volunteers, contractors, board of Trustees and students to report any action or suspected action of FLCACS that may be illegal, fraudulent or contrary to any adopted policy of FLCACS, by providing a

procedure to report such actions and to protect from retaliation any such person who, in good faith, reports suspected improper conduct.

Investigation of Reports
Investigation of reports will be conducted as presented in the Compliant Policy.

No Retaliation
Retaliation against any person who, in good faith, makes a complaint, report, or inquiry under this Policy, or who has cooperated in an investigation under this policy, will not be tolerated by FLCACS. Any act of retaliation will itself be subject to disciplinary action, up to and including as appropriate, termination of employment, loss of volunteer privileges, or removal from office or from the Board of Trustees. Prohibited retaliation also includes, with respect to any contractor, any loss of business opportunity, and with respect to any consumer of services, any reduction in or termination of services. If any person believes that someone who has made a complaint, report, or inquiry under this policy, or who has cooperated in the investigation under this policy, has been subject to retaliation, that person should follow the same procedures for reporting suspected misconduct as set forth in the Compliant Policy.

Confidentiality
Reports of Concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible, consistent with the need to conduct inadequate investigation will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

Workplace Anti-Violence Policy
FLCACS policy concerning violence, or the threat or perception of violence, in our workplace or in relation to employment is “zero tolerance” against violence. Acts or threats of physical violence, including intimidation, bullying, harassment, and/or coercion, that involve or affect the school or that occur on school property or in the conduct of school business off of school property, will not be tolerated. Workplace violence includes threats of any kind - threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of school property; defacing school property or causing physical damage to the facilities; and bringing weapons or firearms of any kind on school premises or while conducting school business.
This prohibition against threats and acts of violence applies to all persons involved in school operations. Violations of this policy, by any individual, will lead to removal from the school premises and disciplinary and/or legal action as appropriate. Employees need to notify the Head of School if they observe any of the above listed actions or behavior, if a

restraining order is in effect, or if a potentially violent non-work related situation exists that could result in violence in the workplace.

Policy Dissemination
This policy is distributed to all directors, officers, employees, and to volunteers who provide substantial services to FLCACS.

Solicitation and Distribution
Solicitation for commercial purposes by any employee is prohibited while on working time. Employee distribution of commercial literature, including handbills, in work areas, is prohibited at all times. Trespassing, soliciting or distribution of commercial literature by non-employees on FLCACS premises is prohibited at all times.

Personal Telephone Calls & Cellular Telephone Use
Personal use of a cellular telephone should be extremely limited during the work day, and never in business meetings or in a way that interferes with the work day. Cell phones should be turned off or placed on vibrate and not used during the work day unless absolutely necessary (i.e. emergency use only).

Internet Use
The Internet is a powerful communications tool and a valuable source of information. However, an employee's improper use of internet services can waste time and resources and potentially create legal liability and embarrassment for both the school and the employee. An Internet service includes, but is not limited to: e-mail, web browsing, and newsgroups. Internet services are provided by FLCACS for school use. Incidental use of Internet services for personal, non-work-related purposes is acceptable, provided such use: does not occur when an employee is scheduled to provide instruction or perform other duties, does not interfere with the employee's performance of job duties, and does not disrupt the educational process. The following uses of Internet service are prohibited: viewing, downloading, transmitting, or otherwise accessing or utilizing any pornographic material (including any material that is sexually explicit in language, content, or which depicts nudity or other indecent material); exposing computers and/or computer-related equipment to damage, virus, contamination, or breach; use for commercial purposes and/or for performing work on behalf of any third party during the employee's work hours; use that is otherwise inappropriate and/or prohibited or that constitutes any activity prohibited by FLCACS or State or Federal law; and use that interferes with the productivity of the employee or his/her co-workers.
Employees are prohibited from placing passwords or other access-limiting devices or codes on any computer or computer-related equipment provided to the employee by the school, unless said password and/or code is provided first to the school. Computers, servers, and all computer-related equipment provided by the school is the property of the school, and the school reserves the right to search, review, or monitor any files,

messages, or communications sent, received or stored on the FLCACS's computer systems without advance notice and may also limit the use of the Internet service in part or in whole. Employees cannot expect privacy regarding material or files created on or stored on FLCACS computers.

Emergencies

All staff members are urged to familiarize themselves with the building facilities and location of fire-fighting equipment. First aid and child CPR training will be given during the Staff Development days for teachers and staff. In emergency situations, staff shall use their best judgment in following emergency procedures. If anyone needs immediate medical attention, call the main office and request whoever answers to contact 911. The Administrative Assistant will contact the nurse, School Leader and 911, if needed. If the person has stopped breathing, a trained CPR person is needed immediately. Be prepared to provide the following information:

- your location and
- name, child/person's name and age; and the
- the child/person's condition and
- what if anything happened to cause the condition?

An adult needs to stay with the sick or injured person/student at all times. The Administrative Assistant will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Administrative Assistant will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form is given to the appropriate medical emergency staff and the attending faculty member. The Administrative Assistant will also notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Attendance and Leaves of Absence

Our employees are essential to the overall success of our school and students. Showing up for work on time is essential for employee performance. We recognize that there may be occasions when employees need to be absent or arrive late. On these occasions, employees are expected to contact the administrative assistant as soon as they know they will be absent or late or at least two hours before school starts so that proper coverage can be arranged. When contacting the administrative assistant, employees need to indicate: (1) If they will be late, indicate approximate arrival time, (2) If they will be absent, indicate the reason (i.e. sick, sick child, etc.) and the approximate duration of

the absence. Employees need to call the school every day they are absent. If an employee fails to report for work and notify the administrative assistant for three consecutive work days, the school will consider the employee has voluntarily resigned, unless a reasonable excuse is offered and is accepted by the School Leader. Disciplinary action up to and including termination may result for violating this policy or for excessive absenteeism and/or tardiness.

Personal Leave

All staff members must request personal leave from the School Leader or Business Manager dependent on position, giving advance notice whenever possible. All instructional staff members need to make every reasonable attempt to use leave so that it does not disrupt classroom instructional time.

Leave of Absence for Family and Medical Leave Act (FMLA)

Although not mandated to do so, FLCACS voluntarily follows the guidelines in the Federal Family and Medical Leave Act of 1993 (FMLA). Eligible Employees may qualify for a maximum 12-week unpaid leave of absence in a rolling 12-month period. Current regulations will apply.

Employees are qualified to apply for FMLA when they have been continuously employed for at least 12 months and have worked at least 1,250 hours during the year preceding the leave.

FLCACS automatically places qualified employees on FMLA leave when they qualify for New York State Disability or Worker's Compensation. Circumstances eligible for consideration include: childbirth and care of a child, placement of a child for adoption or foster care with Employees, care of their seriously-ill child, spouse, domestic partner, parent, member of their immediate household or their own serious health condition that makes them unable to perform their job.

Medical certification from the health care provider must accompany the request for a leave of absence due to a serious health condition. This certification must state the duration of the leave and medical need.

Current health and dental insurance coverage will remain in effect during the employee's leave of absence as if the employee was still reporting for work. FLCACS continues to make its contribution to insurance premiums during the leave. The employee must continue to make their contribution payment to keep coverage in place.

Military Leave

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for

military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Employees should provide a copy of their reporting letter to their Supervisor when it is received. Employees called to active duty are placed on a Military Leave of Absence. All insurance benefits will remain in effect during the employee's leave of absence as if the employee was still reporting for work. FLCACS continues to make its contribution to insurance premiums during the leave. The employee must continue to make their contribution payment to keep coverage in place.

Employee Evaluation

The School Leader will visit classrooms weekly and randomly. These opportunities will be used to observe the classroom related to each teacher's professional goals. The School Leader will hold monthly meetings with teachers. Written evaluations of employees will be performed annually. The school will follow a well known evaluation system, Danielson Rubric, and customize it for the school community. This teacher evaluation rubric is designed to help districts promote a common definition and understanding of excellence in teaching. The Business Manager will annually (or as needed) evaluate the positions under his/her supervision.

Discipline Policy

If an aspect of an employee's behavior or performance has become unacceptable or unsatisfactory, the School Leader may in appropriate circumstances and at the school's discretion, utilize the following process to resolve the problem. As a function of the incident involved, one or more of the following steps may be used as corrective discipline:

- Step 1 - The School Leader will conduct an informal counseling session with the employee and identify the area(s) of concern/unacceptable behavior. The School Leader will seek employee input relative to the issue, record notes from the meeting and retain a copy. A time frame will be established within which the performance is expected to improve.

- Step 2 - If unacceptable performance/behavior continues, the School Leader will meet with the employee to issue a written warning, identifying the unacceptable behavior and reference the meeting conducted at Step 1. The School Leader will solicit employee input relative to the unsatisfactory behavior and will instruct in the written warning that further discipline up to and including termination may follow unless the employee's performance improves. A copy of this warning will be placed in the employee's personnel file. The employee will be asked to sign the warning and will be given a copy. The employee may note his/her response to the warning.

- Step 3 - If the employee's behavior/performance remains at an unacceptable level, the School Leader may either suspend the employee without pay, or implement further discipline, including termination. A notice that sets forth the disciplinary action shall be issued to the employee. The employee will be asked to sign a copy of the notice and may note his/her response in writing. A copy of the notice will be placed in the employee's personnel file.

Termination

Each employee will be employed on an "at will" basis. FLCACS has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to: abusive action to a child or FLCACS employee, or any other person on FLCACS premises; physical or verbal abuse of a student; insubordination or disobedience of an order relating to the safety of children; failure to perform professional duties; possession of, sale, use, or being under the influence of drugs or alcohol on school premises or during school functions; falsification of documents or records or falsification of benefit claims; theft, attempted theft, or misappropriation of FLCACS property or funds; failure to maintain confidentiality; fighting or provoking a fight on school premises; leaving work without supervisory approval and absence for three days without notice; possession of a weapon on school property or during any school sponsored event; gambling on FLCACS property; destruction of FLCACS property, materials, or equipment; and undermining FLCACS's code of ethics.

Severance Pay & Exit Interview

Employees shall not be entitled to severance pay. All departing employees are strongly encouraged to participate in an exit interview.

R-13b - Partner Organizations

The request is not applicable.

R-13b - Partner Commitment

The request is not applicable.

R-14ad Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. The response should describe the process applicants used and will use to recruit well qualified proposed board members who bring relevant experience that will support effective governance and should also describe steps that were taken and will be taken to recruit board members who are representative of the interests of the students and families the school proposes to serve. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details.

- ***Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "Treasurer," "CMO Representative," "Parent Representative," etc.***
- ***Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve (e.g., "Academic Committee," "Finance Committee," etc.).***
- ***Include any currently vacant seats that the board would fill at a later date and specify the date. For example, if the board intends to add the head of the school's parent teacher organization as an ex-officio member after PTO elections in December of the first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether the role would be "Voting" or "Non-Voting and/or "Ex-Officio."***

NOTE: Paid employees of the school including administrators and teachers generally may not serve as voting members of the board, except perhaps in limited circumstances.

	TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1.	Maureen Angotti	Chair	Executive, Governance	Governance	Voting	
2.	Martha Rescigno	Vice Chair	Executive, Curriculum	Curriculum	Voting	
3.	Nikki Kersbergen	Treasurer	Executive, Finance	Finance	Voting	
4.	Holly Grant	Secretary	Executive, Curriculum, Audit	Research	Voting	

5.	Roberta Massarini	Board member	Building, Public Relations	Public Relations	Voting	
6.	Bruce MacBain	Board member	Hiring	Administration	Voting	
7.	Susan Dwyer	Board member	Public Relations	Public Relations and Fundraising	Voting	
8.	TBD	Board member		Head of PTO	Non-Voting	X
9.	TBD	Board member		Teacher Representative	Non-Voting	X
10.	TBD	Board member		Athletic Director	Non-Voting	X
11.	TBD	Board member		Student Representative	Non-Voting	X

Board Composition:

Finger Lakes Classical Academy will be governed by the governing board and managed by its School Leader and Business Manager. The governing board will be responsible for adopting policy, overseeing the management of the school, and ensuring financial compliance and responsibility. In addition, the governing board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. The governing board will not be involved in the daily operations of the school, but will hire a School Leader, who will be evaluated at least annually. The School Leader, in partnership with the entire governing board, will decide upon a periodic evaluation of the School Leader's performance. The governing board will ensure the School Leader and Business Manager manage in compliance with the school's charter and with all state and federal laws and regulations.

The governing board will perform ongoing assessments of the school and its programs and operations. Governing board members will participate in and develop short and long range plans for the school. The board will monitor the effectiveness of the school's programs and implementation to determine if the school has met its stated goals.

The School Leader and Business Manager report to the governing board at regular meetings about the school's operations. The School Leader and Business Manager shall present his/her recommendation to the governing board on any subject under consideration prior to action taken on the subject, if requested. The School Leader and Business Manager will be required to attend all governing board meetings.

The School Leader will be responsible for overall instructional leadership for the charter school, including the discipline of students, and the planning, implementation and

supervision of the educational program of the school. The School Leader will have the responsibility for all personnel matters, including periodic evaluation as per FLCACS policy and having the authority to hire, discipline, and terminate all academic employees. The School Leader will establish and maintain an appropriate community relations program. He/she shall uphold and enforce the charter, the governing board policies, and local, state, and federal laws and regulations.

The work of governing and overseeing the school is divided among the board members and supported by the requirement of a minimum of one board member on each committee. Each committee meets monthly and reports to the board as a whole each month. The structure ensures that the board is always informed about the status of the various aspects of school governance.

The founding team has developed the mission, academic program, and structures responsible for developing FLCACS through school startup. Through one-to-one conversations and community outreach efforts, the founding team has been actively recruiting a pool of interested and qualified candidates to participate in the application and founding efforts of the school. The primary qualification for team members is that they support and understand the school's mission and that they desire to develop and maintain a charter school that will provide a classical, content-rich education in the liberal arts and sciences. In addition, a good mix of skills and competencies, such as law, finance, K-12 education, human resources, fundraising, technology, real estate, and experiences will be preferred.

[redacted]

Upon charter authorization, the founding team will transition to the Board of Trustees. This Board will be responsible for governance with more significant involvement in the administrative and operational aspects of starting the school. Day-to-day operations will be under the purview of the School Leader, once hired. The Board will be retaining counsel and has been in conversation with Eagen Law Firm, counsel to Truxton Academy Charter School and other Charter Schools. The Board will be responsible for selecting and hiring the School Leader, who will ultimately be responsible for implementing and refining the academic framework of the school, as approved by the Board, and for school operations.

If it is learned that a Board member did not fully disclose a conflict due to their personal interests in a transaction and did not ensure that the transaction was fair (in agreement with the full board) to the charter, action needs to be taken. Even the perception of unethical behavior can often hurt as much as the real thing. Immediately notification to FLCACS counsel and The SUNY Charter Institute needs to be made.

There are ways to avoid this: Regular training for board members and staff; A conflict of interest policy that explicitly includes the notification of personal interests or the appearance of personal benefit; A travel policy; An annual disclosure form to be completed regularly by board and staff to identify potential conflicts; A policy on the use of tickets to fundraisers detailing who may use them and under what circumstances.
The policies can also include a penalty for failing to disclose or accurately disclose any applicable interest.

The chart on the following page lists the board members, as they exist currently and the proposed Ex-Officio positions.

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- ***Selecting school leader(s) (and partner or management organizations, if any);***
- ***Monitoring school performance including fiscal performance, specifically detailing what that monitoring will entail and what sources of data it will use to assess that the school is meetings its mission, accountability, fiscal, and operations goals; and,***
- ***Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for the achievement of the school's mission and goals.***

The Board is the governing body of the school and has the responsibility to oversee the effective, faithful execution of a traditional, classical-liberal arts educational philosophy according to the following mission statement: To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. It is accountable for the academic, financial, legal, and operational performance of the school. The Board places responsibility for implementing its policies with the School Leader and Business Manager, but the Board remains accountable. The Board will conduct annual reviews of all committees, including a self-evaluation, to ensure effectiveness.

Each Board member will possess and understand the charter application, the bylaws, policies, and the Articles of Incorporation, and sign the Board Duties and Responsibilities Agreement. The FLCACS Board will define and make available Board Duties and Responsibilities for the Board to adopt. It will be the first obligation of each Board member to become informed about the school's history, philosophy of education, contractual goals and obligations, current operations, and concerns. FLCACS will place a premium on the continuing education of its Board.

The Board will oversee and create the educational and operational policies of the school to ensure adherence to the school's stated mission and philosophy. The implementation of Board policies and procedures, and daily operations will be the responsibility of the School Leader and Business Manager. Public schools have the Business Manager report directly to a Superintendent, who then reports to the Board. Charter schools do not have a Superintendent. We want the School Board to have a thorough understanding of the academic mission along with a complete fiscal picture. We want our School Leader to have fiscal awareness but to be primarily concerned with the Academic Program. We want our Business Manager to have awareness of the academic program needs but be primarily concerned with the operational budget. The Business Manager and School Leader will work closely together throughout the year to ensure the proper blending of academic wants and fiscal realities.

Having the Business Manager report directly to the Board, as well as the School Leader, provides advantages including a clearer line of accountability for the charter's overall financial health, and allowing the School Leader to focus more on educational leadership without being bogged down in day-to-day non-academic financials.
The Board, as the governing body, can directly monitor and scrutinize the school's financial status without relying solely on information provided by the School Leader, whose focus and expertise should be academic. This can lead to more objective and complete financial planning and resource allocation. The Board can hold the Business Manager directly accountable for financial performance, allowing for clear communication and potential corrective actions if necessary.

It is crucial to maintain open communication between the Business Manager and the School Leader to ensure alignment on priorities and effective collaboration in decision-making. The Board retains the right to update its policies throughout the life of the school.

The mission will guide all the efforts to govern FLCACS and drive the Board's decision making processes for the students and families served. The mission will be posted prominently throughout the school building, included on all Board meeting agendas, and referenced before making any key governance and operating decisions. It will also be included as an important aspect in parent and community communications and documents, such as the family handbook and staff handbook.

Specific responsibilities of the board may include but are not limited to the following: advocacy, school leader support, fiscal accountability, development and fundraising, community outreach, grievance, recruitment, charter fidelity, compliance with applicable laws and regulations, and development to support the program. These responsibilities may vary according to need and may be delegated to a third party where applicable. The following serves as a cursory definition of each aspect of the responsibilities listed.

Advocacy: The Board members serve as ambassadors for the charter by clearly protecting and articulating the school's mission and goals and by garnering support in the community. The Board will operate with openness and keep communication frequent and clear through monthly board meetings.

School Leader Support: The Board is responsible for providing strategic leadership for the school. The Board will select, hire, and evaluate the School Leader. The Board provides input and feedback to the School Leader on specific issues and concerns (e.g. school culture, discipline policy, student recruitment, etc.). They formally evaluate the School Leader on an annual basis. They support the School Leader by ensuring that he/she has the moral and professional support needed to further the goals of the school.

Fiscal accountability: The Board is responsible for financial oversight of operations at FLCACS. The board will also support the financial stability of the school in conjunction with the Business Manager and School Leader and has final responsibility in all fiscal affairs of the school. The Board participates in the budgeting process each year, providing advice and feedback to the Business Manager, and formally evaluating the Business Manager annually. They monitor the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place. Financial reporting of the Treasurer to the board is required in the bylaws to ensure fiscal controls and responsibility.

The board treasurer will work closely with the **Business Manager** in order to guide and monitor the school's fiscal performance. While the Business Manager will have some autonomy to accomplish the necessary tasks required for the operation of the school; any transactions over $5,000 must be approved by the board treasurer. In addition, the Business Manager will present the expected expenditures and revenues to the Board Treasurer multiple times throughout the month. This will enable the Treasurer to prepare their monthly reports for the Board and keep a continual line of communication open between the Business Manager and the Treasurer without stifling the day-to-day operations.

Development/fundraising: The Board has a fiduciary responsibility to ensure that the FLCACS students receive maximum benefit from the educational resources available. The Board assures there are adequate resources for the school to fulfill its mission by raising funds from the local school community as needed. Additional fundraising will be done in partnership with the Friends of FLCACS and can take place for large-scale capital campaigns.

Compliance: The Board monitors and ensures compliance with the New York Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices. The Board will review school data against State and Federal charter requirements to ensure compliance. The Board has the ultimate responsibility for charter compliance.

Grievance: The Board serves as the grievance committee for parent and staff concerns that are unable to be resolved by the School Leader. The board will also be responsible for answering grievances brought forth by the community concerning the compliance, integrity, and accountability of the school and the Board that has gone through the proper chain of command stated in the complaint policy (R-14g).

Section 2855 (4) of the NYS Charter Schools Act provides a formal complaint process for use by individuals (including parents) or groups who believe that a charter school has violated a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school. **That process requires that the complaint be brought first to the School's board of trustees** (or its designee as described in the School's complaint/grievance policy). The charter school is required to provide you with a copy of its complaint/grievance policy upon request.

Recruitment: The Board will actively recruit new board members and committee members. The **School Leader** will be recruited by the hiring committee formed by the Board. Once selected, the School Leader will join that hiring committee and continue the

search for staff to run the school. The School Leader will have the ability to recommend hires, but final approval will come from the hiring committee.

Evaluation of School Leader: The board will evaluate the School Leader as noted in Request 11ab “School Management and Leadership” annually, based on effectiveness, interaction with parents, students, and teachers, and the overall performance of the school. The FLCACS Board will evaluate the School Leader annually, based on effectiveness, interaction with parents, students, and teachers, and the overall performance of the school. The performance of our school leadership is integral to the success of our faculty and students and therefore has high expectations.

Below are the criteria and procedures for the evaluation of the School Leader and the leadership team positions at FLCACS.

1. Prior to the beginning of the school year, the School Leader and the FLCACS Board will meet to establish specific academic performance and program goals for the year, such as how to address closing potential achievement gaps or improving math skills.

2. A formal meeting during the second marking period will be held to determine progress against the established and specific goals.

3. A formal meeting during the fourth marking period will be held to mark progress against the established and specific goals.

4. The School Leader will submit evidence of the year’s progress toward goals.

5. A comprehensive end-of-year evaluation is delivered by the board after considering the evidence, as well as a self-evaluation.

6. A copy of the evaluation is placed in the School Leader’s personnel file.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

Through community outreach efforts, the current board has been actively recruiting a pool of interested and qualified candidates to participate in the application and founding efforts of the school. The primary qualification for team members is that they support and understand the school's mission, vision, and philosophy and that they desire to develop and maintain a charter school that will provide a classical, content-rich education in the liberal arts and sciences. In addition, a variety of skill sets and competencies, such as law, finance, K-12 education, human resources, fundraising, technology, real estate, and experiences will be preferred.

- ***Ex-officio members (voting and non-voting);***

As an ex-officio member, the School Leader and the Business Manager will be required to be present at all board meetings. The board will transition administrative and operational responsibilities to the School Leader. He/she will provide a monthly board update on pertinent information and the Business Manager will provide an update on finances. Additionally, a parent and teacher representative will also be ex-officio members.

- ***Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable;***

As mentioned above, having the School Leader as an Ex-officio board member, along with a teacher representative, also as an Ex-officio member, will provide the board with information on the day-to-day operations of the school and also insight from staff. This will be in addition to the monthly reports provided by the School Leader and the Business Manager.

- ***New trustee orientation process; and,***
- ***Board/trustee training and development including the self-evaluation tool the board intends to use.***

The Board shall have an annual Board retreat that will include training and orientation for new members, a review of key documents, and strategic planning for the next school year. FLCACS may have a Board committee (including the Board Chair and Vice Chair) that will identify and encourage qualified persons to become candidates to serve on the Board, organize the orientation for new members, and organize the ongoing education for the entire Board. FLCACS will also assist by providing resources to educate Board candidates on the implementation of the mission which is critical to the success of an effective, functioning board.

Board training will include, but is not limited to:

- The governance model of the school, including board roles and responsibilities.
- Details about board processes and procedures.
- The structure of board meetings and the open meetings and public records laws.
- Information about the school's programs, systems, and policies.
- Parliamentary procedures and the role of board members in the use of such procedures.
- A review of the school's bylaws and articles of incorporation.
- A review of the charter and delineation of responsibilities to the authorizer.
- A discussion of the lease and its provisions.
- Proper use of closed sessions and the limitations on items that can be discussed outside of public meetings.
- Structure of public comment periods at board meetings.
- Reviewing, approving, and overseeing school budgets.
- Allocation of board funds and their proper use.
- State assessments and their meaning, impact, and reporting and the school's formative assessment process.
- The School Improvement Plan process.
- Our student discipline policy and behavior management system.
- The family handbook.
- Parent satisfaction surveys.
- Annual reporting requirements.
- Crisis management system/protocol.
- The foundations of the classical curriculum.

Reflection is a necessary component of continual improvement for any organization. A board self-assessment is a process where board members evaluate their performance and the board's effectiveness. It is a key part of good governance and can help a board improve its performance by:

- **Identifying strengths and weaknesses**: Helps boards understand what they're doing well and what needs improvement
- **Improving governance**: Helps boards create a plan to improve their practices and procedures
- **Fostering accountability**: Helps board members openly discuss their roles and responsibilities
- **Building stakeholder confidence**: Helps stakeholders feel confident in the board's leadership
- **Ensuring compliance**: Helps boards meet legal and ethical requirements

Good governance will be achieved by board members evaluating their performance and the board's performance as a whole. The results will be compiled into a report that highlights areas for improvement and the next steps for continual growth.

To ensure an honest and transparent evaluation of the board, FLCACS will hire an outside facilitator to lead the board through its process. Our local BOCES provides this service for the other school districts around us, so we will reach out to them first. This outside facilitator will help us tweak the Self-Assessment Tool from the Charter Schools Initiative https://suny-charters-uploads.s3.amazonaws.com/wp-content/uploads/2020/12/13112354/Sample_Board-Self-Assessment_SUNYCharterSchoolsInstitute-2.docx to make it specific to our local needs during the summer of 2026 before our school opens that fall. Our first formal board self-evaluation will occur in the spring of 2027 toward the end of our first school year.

d. Stakeholder Participation

Explain how the board will effectively collaborate with parents, the community, and school staff in the governance of the educational corporation.

Advisory committees may be created to assist with policy setting and the operation of the school. Policy-setting committees will report to the Board. Operational committees will report to the School Leader. Committees created by the Board may be filled through appointment by the Board chairman or by a majority vote of the Board, depending on the committee.

The Board Chair or majority vote may fill a committee seat with teachers, parents, or other school staff, depending upon the committee and the appropriateness of the appointment. The Board will at all times try to include as many outside interested parties as possible, while at the same time avoiding conflicts of interest.

The Board shall determine how committee members will be selected when it first creates the committee. Board committees shall be composed of at least one director and other persons selected by the Board to serve on that committee. The School Leader and Board chairman, or their designee, shall be ex-officio, non-voting members of all Board committees. Committees may include but are not limited to: executive, curriculum, hiring, finance, audit, public relations & marketing, buildings & facilities, and fundraising.

R-14e. Bylaws

Provide a draft of the proposed education corporation's governing bylaws.

Finger Lakes Classical Academy Charter School Proposed Bylaws

ARTICLE I - NAME; LEGAL STATUS
1.1 Name, Location and Address.

The name of the corporation is Finger Lakes Classical Opportunities, Inc. doing business as Finger Lakes Classical Academy Charter School (hereafter, "FLCACS"), and the name of the charter school governed by the corporation is 501 (c3) Finger Lakes Classical Academy Charter School.

The initial principal office of the FLCACS shall be as stated in the Articles of Incorporation, 4130 Westlake Road, Auburn, NY 13021.

FLCACS may at any time and from time to time change the location of its principal office, though FLCACS expects to maintain its principal address at the school. The school is located at [TBD - as soon as Charter is approved].

1.2 Legal Status. FLCACS is a nonprofit entity under New York law. It exists in order to create, promote, and govern the operations of the school. The school is a charter school pursuant to the New York State Board of Regents.

ARTICLE II - PURPOSE and NON-PROFIT STATUS
2.1 The purpose of FLCACS is to provide education to students in Kindergarten through twelfth grade through the operation of a public charter school.

2.2 Nonprofit Status. FLCACS is organized as a New York State nonprofit public benefit corporation exclusively for charitable, educational and scientific purposes, including, for such purposes, the making of distribution to organizations that qualify as exempt organizations under section 501(c3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE III-BOARD OF TRUSTEES

SECTION I: Responsibilities

1. Authority
    a. The business and affairs of FLCACS shall be managed and controlled under the general direction of the Board of Trustees of FLCACS (the "the Board of Trustees" and each member thereof, a 'Trustee") in accordance with the purposes and limitations set forth herein and in the Charter

Agreement between FLCACS and the Board of Trustees of the SUNY Charter Institute.

Powers

a. The Board of Trustees of FLCACS shall have general and specific powers, as follows:

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

2. Specific Powers: 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:

a. To be responsible for all decisions concerning the acquisition, sale, purchase, and use of FLCACS assets;

b. To establish and supervise compliance of all FLCACS policies, regulations, rules, the retention, supervision, evaluation, and all other employment decisions concerning the Head of School of FLCACS;

c. To approve all contracts of employment, including pay and fringe benefits provided thereunder;

d. To approve all personnel decisions involving the termination of employment, demotion, transfer, or promotion of FLCACS personnel;

e. To provide oversight and supervision of all facets of the operations of FLCACS, including approval and supervision of its curriculum, education programs, and all related matters;

f. To carry out all other duties that are necessary and appropriate to the governance and management of FLCACS are or may be prescribed by these bylaws, or which may otherwise be required by law.

g. To exist as a governing board and perform all duties appurtenant thereto, including overseeing and directing the organization and administration of the education program, curriculum, policies, and operations of FLCACS consistent with the provisions of the charter granted by the New York State Board of Regents on _____, 2021 and the charter agreement between the FLCACS and the New York State Board of Regents, dated _____, 2021.

h. To ensure that the administrators and faculty of FLCACS offer an exceptional, relevant and rigorous curriculum to the enrolled students.

i. To oversee the development and, to the extent necessary, implementation of a fair and unbiased lottery system, that is compliant with Education Law § 2854 (2) (b) and providing a preference to applicants residing within the School District location.

j. To direct and supervise its administrators and employees relative to the applications for grants and other funding for the sole benefit of the FLCACS educational programs, facilities and related operations.

3. Consistent Exercise of Powers: All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which FLCACS is formed and provisions of Section 501(c3) of the Internal Revenue code.

SECTION 2: Board Composition

A. Character

In general, board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving education in the community. All board members must be committed to dedicating the necessary time and energy to ensure the effective and smooth operation of the school.

B. Membership and Number of Trustees

1. The Corporation has no members. The rights which would otherwise best in the Directors of The Corporation (herein after the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees for approval by the School Board. The School Board of Trustees shall operate according to these bylaws and the Conflict of Interest Policy. Pursuant to Charter Schools Act Article 2853(1)(g), The School Board has final authority for policy and operational decisions of the Charter, and the School Board may delegate decision-making authority to officers and employees of the school in accordance with the provisions of the Charter.

2. The Board shall consist of not less than five or more than eleven members. A trustee must be over the age of 18. The Board may be increased or decreased in size only within the stated limits by resolution of the Board. Voting position of the Board shall have a three-year term. Ex-Officio position of the Board shall have a one-year term.

3. Removal of a Trustee - In accordance with New York State Education Law subdivision 226(8), the School Board may remove or suspend from office by a vote of a majority of the entire Board any Trustee, Officer, or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.

4. The Corporation's nominating committee, known as the Governance Committee, shall present a slate of potential Trustee and officers for election by the Board of Trustees. This slate will be presented at the annual meeting of the School Board. Any vacancies occurring in the School Board and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the governance Committee, by a majority vote of the seated Trustees.

5. Resignation of a Trustee - A trustee can resign at any time by filing a written resignation with the Chair of the Board.

6. Vacancies may be filled by a majority vote of the Board at any duly called meeting of the Board, for the balance of the unexpired term.

7. No Voting Board member may be concurrently employed by FLCACS or receive fees for services rendered to FLCACS. However, the School Board may approve reimbursements of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.

8. Ex-Officio Board members may be concurrently employed by FLCACS or receive fees for services rendered to FLCACS.

C. Experience

The Board of Trustees shall have experience that demonstrates a combination of all or some of the following area of expertise: finance; law; human resources; public relations and marketing development; fundraising; economic development; community leadership; curriculum and instruction in PK-16 education and/or administration; facilities and/or real estate; social work and/or counseling; and strategic planning.

D. Nomination & Election of Trustees

1. Nomination: To become a Trustee, a person shall be nominated by a current Trustee.

2. Election: Trustees shall be elected a majority vote of the Trustees present at a meeting of the Board of 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. The election of any new Trustee is subject to approval by the State University Board of Trustees, which has the right to reject the election of any new Trustee.

3. Eligibility: The board may elect as a Trustee any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. Each Trustee shall be at least eighteen years of age: however, the Board may seek the ex officio advisement of students, depending upon the issue at hand.

4. Interested Persons: No one described as an "interested person" shall sit on the Board concurrent with receiving compensation by the Corporation for services rendered to it.

SECTION 3: Meetings

A. Regular Meetings. The Board shall establish a regular schedule for regular meetings that should occur monthly, no fewer than ten (10) months per year. Minutes of each Board meeting shall be taken and approved by the Board.

B. Special Meetings. Special meetings of the Board may be called by the Chair, or in the absence or incapacity of the Chair, by the Vice-Chair, or by written request of any members of the Board.

C. Emergency Meetings. On very rare occasions, the board may need to call an emergency meeting. The Board will take all reasonable steps to provide notice of such meetings and will ensure that notice and procedure for such meetings follow state statute.

D. Accessibility. Monthly FLCACS Board meetings shall be open to FLCACS staff and the public who may participate in discussion, but may not vote.

SECTION 4: Quorum

One-half plus one of the trustees shall constitute a quorum at all meetings of the Board. All actions shall be by simple majority vote of members present and voting.

ARTICLE IV - OFFICERS

SECTION 1: Number, Election and Terms of Office

A. The Board of Trustees shall bi-annually elect a Chair, Vice-Chair, and Treasurer from the members of the Board. Election of officers shall take place at the first regular Board meeting following the annual meeting.

B. Officers shall serve a term of two years, and can be re-elected. Vacancies may be filled at any duly called Board meeting, for the balance of the unexpired term.

C. The Recording Secretary shall be appointed by a majority of the Board at the annual meeting and can be re-appointed.

1. The Recording Secretary shall be responsible for the records of the proceedings of the Board and of the Executive Committee.

2. The Recording Secretary shall be responsible for recording minutes of Board meetings.

3. The Recording Secretary shall keep an on-going and accurate record of Board meeting attendance, and shall report to the Board when a member has failed to meet attendance requirements.

4. The Recording Secretary shall be responsible for maintaining necessary organizational records and all official Board correspondence. In the absence of the Recording Secretary, the presiding officer may appoint a temporary secretary.

5. The Recording Secretary shall also perform such other duties as may be designated from time to time by the Board or the Chair.

D. Three Board members will be elected or reelected by the Board at its annual meeting. A slate of nominees for board membership shall be offered from the floor when an opening is available. Terms of office shall be three years in terms to be staggered so that as nearly as possible, one-third of the member terms expire with the conclusion of the annual meeting. Board members may be re-elected.

SECTION 2: Duties

A. Chair

The Chair shall preside at all meetings of the Board and shall be responsible for its efficient operation. The Chair shall appoint all persons of standing for special committees.

B. Vice-Chair

The Vice-President shall be the contact person regarding electronic communication with the Board and have such powers and responsibilities as are designated from time to time by the Board or by the Chair including the option to conduct on-line Board voting when needed. The Vice-Chair shall preside at meetings in the absence of the Chair, and shall carry out such other duties of the Chair as shall be required.

C. Treasurer

1. The Treasurer shall be a full member of the Board of Trustees and be one of two signatures required for any bank account opened for the sole use of FLCACS.

2. The Treasurer shall be responsible for accepting, recording and depositing all financial contributions and payments to FLCACS and monitor the disbursement of those funds by our supporting corporation; shall make sure that all funds are properly collected, accounted for and deposited, that all bills are properly verified and paid, and that all receipts and disbursements are recorded pursuant to standard accounting procedure. These responsibilities may be delegated to an employee of FLCACS, as long as oversight of the Treasurer exists.

3. The Treasurer shall also render regular financial statements or reports of the income and expenses of FLCACS to the Board during its regular meetings and to other agencies as are or may be prescribed by law.

4. The Treasurer will be a standing member of the Finance Committee in order to assist and support their activities and responsibilities.

SECTION 3: Vacancies

Whenever a vacancy shall occur in the office of Chair, Vice-Chair, Secretary or Treasurer, such vacancy shall be filled by majority vote during any duly called meeting of the Board, and the person(s) so designated shall serve for the remainder of the unexpired term.

ARTICLE V- COMMITTEES

SECTION 1: Standing Committees

Committees as described and approved by the Board, have the responsibility of notifying the Board of their meetings and providing a written summary of meeting attendance, topics discussed and action taken. The Recording Secretary will maintain these reports and share when needed.

A. Executive Committee - Executive Committee shall consist of the Chair, Vice-Chair, Recording Secretary, Treasurer. A quorum of the Executive Committee shall consist of three members of the Committee. Decisions shall be made by majority vote of those present and voting. The Executive Committee shall be responsible for long-range planning for FLCACS and shall make recommendations to the Board in this regard. The Executive Committee shall be empowered to act on behalf of the Board in such matters as are deemed appropriate by the board, subject to ratification at the next regularly scheduled Board meeting.

B. Curriculum Committee- Chairman will be a member of and appointed by the Board of Trustees. Responsibilities include informing and assessing the effectiveness and future needs as regards implementation and integration of FLCACS curriculum Assessment Standards as well as fulfilling the Mission statement of FLCACS. These members may be solicited or volunteer and will be approved by the FLCACS Board.

C. Finance- Chairman will be a member of and appointed by the Board of Trustees. The responsibilities include, but are not limited to, creating and publishing an Operational Budget for FLCACS, consulting with an accountant on spending options and legal restrictions, if any, in terms of satisfying the laws of New York State and accepted spending guidelines of the NYS Dept. of Ed.

D. Audit - The board may designate an Audit Committee, which committee shall consist entirely of independent members. Each member of the Board shall, upon initial appointment and annually thereafter, provide to the Chair of the Board a completed independence questionnaire in the form attached to the Corporation's Ethics Policy. The Chair shall determine the independence of each Member based on such member's responses to the questionnaire.

This committee shall undertake the following duties:

1. The Audit Committee shall annually retain, or renew the retention of the independent auditor to conduct the audit of the Corporation's financial statements, and upon the completion thereof, and review the results of the audit and any related management letter with such independent auditor. In furtherance of the responsibilities described in this Section 3(a) of the Article, the Audit Committee shall:

    a. Review with the independent auditor the scope and planning of the audit, prior to commencement of the audit;

    b. Upon completion of the audit, review and discuss with the independent auditor

        (i) any material risks or weaknesses in internal controls identified by the auditor,

        (ii) any restrictions on the scope of the auditor's activities or access to requested information;

        (iii) any significant disagreements between the auditor and management, and

        (iv) the adequacy of the Corporation's accounting and financial reporting process.

    c. Annually consider the performance and independence of the independent auditor.

2. The Audit Committee shall maintain, monitor and administer the FLCACS Ethics Policy and the Whistleblower Policy (if any) of the Corporation. In the event that the Board of Trustees does not establish an Audit Committee, or the Audit Committee is otherwise inactive, the duties of the Audit Committee shall be undertaken by the Board of Directors, excluding only those directors who are not independent.

E. Public Relations/Marketing- Chairman will be a member of and appointed by the Board of Trustees. The responsibilities shall include, but are not limited to, planning for and providing information about FLCACS to the public and encouraging interaction and support of the school's mission and program. The chairman will also supervise all Internet websites sponsored by FLCACS and consult with the Board on appropriate information to be shared electronically. The chairman may also designate a specific individual to regularly monitor and respond to inquiries and comments received on these Internet websites with approval of the Board.

F. Building and Facilities - Chairman will be a member of and appointed by the Board of Trustees. The responsibilities shall include, but are not limited to, the bidding process and maintenance of the school building and present and proposed outbuildings. This committee will support school maintenance and custodial employees and bringing concerns and proposed changes to the Board for review and approval.

G. Fundraising - Chairman will be a member of and appointed by the Board of Trustees. Such responsibilities include, but are not limited to, actively organizing events for the purpose of raising funds. These funds will be used to provide educational benefits and enrichment opportunities for the students of FLCACS. All events will be approved by the FLCACS Board.

ARTICLE VI- FISCAL YEAR

The fiscal year of the FLCACS shall be July 1 through June 30.

Article VII - OTHER PROVISIONS

1. Contracts
    a. Except as otherwise provided in these Bylaws, the School Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute/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 Office, 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.
2. Required Signatures

a. Except as otherwise specifically provided by the School Board resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair, or Treasurer. Such items for amounts of $5,000.00 or greater must be signed by two of these individuals.

3. Disclosure of Conflict of Interest
    a. Regular annual statements from Trustees, Officers and key employees will be completed to disclose existing and potential conflicts of interest.

    b. If a conflict of interest exists, the affected School Board Trustee will not be included in the discussion or vote as it relates to the conflict as to avoid "Self-Dealing" transactions. A "Self-Dealing" transaction is a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest.
        i. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the School Board's general standard of care:
            1. A transaction which is part of a public or charitable program of the Corporation, if the transaction

                (1) is approved or authorized by the School Board in good faith and without unjustified favoritism; and (2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

ARTICLE VIII- DISSOLUTION

Upon dissolution of the corporation, its assets shall be distributed according to provision described in the Finger Lakes Classical Academy Charter School state charter requirements.

ARTICLE IX- PARLIAMENTARY AUTHORITY

Robert's Rules of Order Revised shall govern the proceedings of this corporation except as otherwise provided by Board By-Laws.

ARTICLE X- AMENDMENTS

These by-laws may be altered, amended, added to, or repealed by a two-thirds vote of the Board at any duly called meeting of the Board.

R-14f. Code of Ethics and Conflict of Interest Policy

Provide a draft of the proposed education corporation's code of ethics and conflict of interest policy. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees but also to officers and employees of the school in conformity with N.Y. General Municipal Law. Please see the Board Governance Guide for more details.

Finger Lakes Classical Academy Charter School
Annual Conflict of Interest Statement For Trustees and Employees[1]

Name (please print): _____

Date: _____

Position:

Are you a voting Trustee? Yes ___ No ___

Are you an Officer? Yes ___ No ___

If yes, which Officer position do you hold: _____

Are you an Employee? Yes ___ No ___

If yes, what position do you hold: _____

I affirm the following:

I have received a copy of the FLCACS Code of Ethics. _____ (initial)

I have read and understand the Code of Ethics. _____ (initial)

I agree to comply with the Code of Ethics. _____ (initial)

[1] (Credit due to Truxton Academy Charter School for a large portion of this response.)

I understand that FLCACS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more tax-exempt purposes. _____ (initial)

Disclosures:

Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Code of Ethics with FLCACS? Yes ___ No ___

If yes, please describe it:

_____

If yes, has the financial interest been disclosed, as provided in the Code of Ethics? Yes ___ No ___

In the past, have you had a financial interest, including a compensation arrangement, as defined in the Code of Ethics with FLCACS? Yes ___ No ___

If yes, please describe it, including when (approximately):

_____

_____

If yes, has the financial interest been disclosed, as provided in the Code of Ethics? Yes ___ No ___

Are you an independent agent, as defined in the Code of Ethics? Yes ___ No ___

If you are not independent, why?

_____

Signature of Trustee or Employee:

_____

Date_____ Date of Review by Executive Committee: _____

Proposed Finger Lakes Classical Academy Charter School Code of Ethics

I. Purpose

Finger Lakes Classical Academy Charter School's bylaws address the conduct of its board members. Members will be required to sign conflict-of-interest disclosure statements, be familiar with their responsibilities as members in the context of open meetings, and clearly understand their ethical and fiduciary obligations to the school. Board members will participate in thorough governance training. The governing board meets at least once each month (except during the summer and/or school holidays as deemed appropriate) to consider and adopt policies, to act on committee recommendations, and to consider requests and concerns from parents, students, teachers, and the public.

The Board of Trustees of Finger Lakes Classical Academy Charter School and the Founding Applicant Group hold their positions to serve and benefit the school community, and not for obtaining personal or private gain in the exercise of their official powers and duties. Finger Lakes Classical Academy Charter School recognizes that sound and ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. The Board also recognizes its obligation under the NYS General Municipal Law, setting forth the standards of conduct required of all school trustees, officers, and employees.

II. Definitions

A. The term "Board" means the Board of Trustees of the Finger Lakes Classical Academy Charter School.

B. The term "Code" means this Code of Ethics.

C. The term "School" means Finger Lakes Classical Academy Charter School.

D. The term "School officer, officer, employee, or staff member" means a paid or unpaid officer or staff member of the School including, but not limited to, the members of the Board of Trustees.

E. The term "gift" means anything of value, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form. The value of a gift is the gift's fair market value, determined by the retail cost of the item or a comparable item. The fair market value of a ticket entitling the holder to food, refreshments, entertainment, or any other benefit is the face value of the ticket or the actual cost to the donor, whichever is greater.

F. The term "interest" means a direct or indirect pecuniary or material benefit accruing to an officer or employee (unless the context otherwise indicates), but does not include any benefit arising from the provision or receipt of any services generally available to the

residents or taxpayers of the state of New York, or a lawful class of such residents or taxpayers.

G. The term “matter” refers to any actual or proposed contract purchase agreement, lease agreement or other agreement, including oral agreements with a municipality.

H. The term “relative” means a spouse, parent, grandparent, step-parent, sibling, stepsibling, sibling’s spouse, child, step-child, uncle, aunt, nephew, niece, first cousin, or household member of a School officer or employee, and individuals having any of these relationships to the spouse of the School officer or staff member.

III. Applicability

This Code applies to School officers and staff members.

IV. Standards of Conduct

General Conduct: An officer or employee shall use conduct in accordance with the core values, mission and vision of Finger Lakes Classical Academy Charter School. Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees and Founders, shall adhere to the following.

A. Partners

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

b. No trustee, officer, individual, or employee of a corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of education management services to the charter school shall serve as a voting member of the Board.

B. Gifts

a. An officer or employee shall not directly or indirectly violate §805a (1) (a) of the General Municipal Law by soliciting any gifts; nor shall an officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more if it could reasonably be inferred the gift was intended to influence the performance of official duties or was intended as a reward for any official action.

b. This section does not prohibit any other gift, including:

i. Gifts made to the School;

ii. Gifts from a person with a family or personal relationship with the officer or employee when the circumstances make it clear that the personal

relationship rather than the recipient's status as a School officer or employee, is the primary motivating factor for the gift;
iii. Gifts given on special occasions, such as marriage, illness, or retirement, which are modest, reasonable and customary;
iv. Unsolicited advertising or promotional material of little intrinsic value;
v. Awards and plaques having a value of $75 or less, which are publicly presented in recognition of service as a School officer or employee.

c. The Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Inexpensive gifts from children may be accepted in the spirit in which they are given.

C. Confidential Information:
An officer or employee shall not disclose confidential information acquired in the course of official duties or use such information to further personal interest. In addition, information shall not be disclosed regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

D. Investments in Conflict with Official Duties:
An officer or employee shall not invest or hold any investment directly in any financial business, commercial or other private transaction that creates a conflict with official duties. Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited.

E. Representation before the School

a. An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

b. Representation before the Board for a contingent fee: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter.

c. Disclosure of interest in matters before the Board: A member of the Board of Trustees and any officer of employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record and in writing the nature and extent of any direct or indirect financial or other private interest future interest in such matter.

F. Private employment:

a. Officers or employees shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of their official duties or violates §805-a (1) or (d) of the General Municipal Law as interpreted by this Code.

b. Future employment: Officers or employees shall not, after the termination of service, or employment with the Board, appear before the Board, or any panel or committee of the Board in relation to any case, proceeding, or application in which they personally participated during the period of their service or employment or that was under his or her active consideration.

G. Prohibition on Use of School Position for Personal or Private Gain

Officers or staff members shall not use their School position or official powers and duties to secure a financial or material benefit for themselves, a relative, or any private organization in which they are deemed to have an interest.

H. Use of School Resources

School resources shall be used for lawful School purposes. School resources include, but are not limited to: School personnel, money, vehicles, equipment, materials, supplies, or other property.

I. Interest in Contracts

a. No officer or staff member may have an interest in a contract that is prohibited by §801 of the General Municipal Law.

b. Every officer and staff member shall disclose Interests in contracts with the School in the time and in the manner required by Section V of this Code and as provided in General Municipal Law §803.

V. Disclosure of Interests

A. Whenever a matter requiring the exercise of discretion comes before officers or staff members, either individually or as a member of the Board, and disposition of the matter could result in a direct or indirect financial or material benefit to themselves, a relative, or any private organization in which they are deemed to have an Interest, the officer or staff member promptly disclose in writing the nature of the Interest.

B. The disclosure shall be made when the matter requiring disclosure first comes before the officer or employee, or when the officer or employee first acquires knowledge of the Interest requiring disclosure, whichever is earlier.

VI. Recusal and Abstention

A. Officers or staff members may not participate in any decision or take any official action with respect to any matter requiring the exercise of discretion (including, but not limited to, discussion and voting) when they know or have reason to know that the action could confer

a direct or indirect financial or material benefit on themselves, a relative, or any other private organization in which they are deemed to have an interest.

B. In the event that Section VI of this Code prohibits an officer or employee from exercising or performing a power or duty:

a. If the power or duty is vested in an officer as a member of the Board, then the power of duty shall be exercised or performed by the other members of the Board.

b. If the power or duty is vested in an individual, then the power or duty shall be exercised or performed by their deputy or, if the officer does not have a deputy, the power or duty shall be performed by another person to whom the officer may lawfully delegate the function.

c. If the power or duty is vested in a staff member, the staff member must refer the matter to the Head of School who shall designate another person to exercise or perform the power or duty.

VII. Disclosure, Recusal, and Abstention Not Required

A. This code's prohibition on the use of a School position, disclosure requirement and requirements relating to recusal and abstention shall not apply with respect to the following:

a. Any matter requiring the exercise of discretion that directly affects any of the following groups of people or a lawful class or such groups:

i. All School officers or staff members;
ii. All residents or taxpayers of the School or an area of the School; or
iii. The general public.

b. Any matter that does not require the exercise of discretion.

B. Recusal and Abstention shall not be required with respect to:

a. Any matter which comes before the Board when a majority of the total membership would otherwise be prohibited from acting by Section VI of this Code; or

b. Any matter which comes before a School officer when the officer would be prohibited from acting by Section VI of the Code and the matter cannot be lawfully delegated to another person.

c. Adoption of the School's annual budget.

VIII. Personal Representations and Claims Permitted

This Code shall not be construed as prohibiting School officers or staff members from:

A. Representing themselves, or their spouse or minor children before the School; or

B. Asserting a claim against the School on their own behalf or on behalf of their spouse or minor children.

IX. Posting and Distribution

The Board Chair shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of office or employment.

A. The School Leader must post a copy of this Code and copy of any amendment to this Code conspicuously in the School building. The Code and any amendment must be posted within ten (10) days following the date on which the code or amendment as applicable, takes effect.

B. The School Leader, at the directive to the Board Chair must distribute a copy of this Code, including any amendments to the Code, to each person who is or becomes a School officer or staff member.

C. Every School officer or staff member who receives a copy of this Code or an amendment to the Code must acknowledge such receipt in writing in the form attached hereto. Such acknowledgments must be filed with the School, which must maintain such acknowledgements as a public record.

D. The failure to post this Code or an amendment to the Code does not affect either the applicability or enforceability of the Code or any amendment. The failure or a School officer or staff member to receive a copy of this Code or any amendment to this Code, or to acknowledge receipt thereof in writing, does not affect either the applicability or enforceability of the Code or amendment to the Code.

X. Filing Requirement

Within thirty (30) days of the Board's adoption of the Code or any amendment, the School shall file a copy of this Code or amendment, as applicable, with the Office of the NY State Comptroller.

XI. Enforcement and Penalties

In addition to any penalty contained in any other provision of law, any School officer or staff member who shall knowingly and intentionally violate any of the provision of the Board's Code of Ethics may be censured, fined suspended or removed from office or employment, as the case may be, in the manner provided by law.

Code of Ethics Acknowledgement

I, _____, an

officer/staff member of the School, do hereby acknowledge receipt of a copy of the Code of

Ethics of the Finger Lakes Classical Academy Charter School

on this _____day of _____, in the year _____.

_____ Signature of officer/staff member

_____ Printed name of officer/staff member

_____ Effective Date

R-14g Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints. Please refer to the Guidelines for Complaint Policies and Procedures available on our website.

The Finger Lakes Classical Academy Charter School Board firmly believes that adults must be models of good character, even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the appropriate chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first, since the teacher always has more direct knowledge of the student than anyone else. FLCACS recognizes that during the management of a school, a variety of areas of concern or controversy may occur. Each and every complaint will be handled in a prompt, respectful manner.

Purpose and Scope

This policy pertains to certain complaints about instructional materials, personnel, teacher vacancies, missed assignments, and emergency or urgent facilities conditions that pose a threat to the health and safety of students and/or staff. This policy is to comply with applicable NY State laws and regulations governing these subjects in order to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate. FLCACS will maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following:

FLCACS and New York State Department of Education.

FLCACS maintains that this policy will serve as a uniform complaint procedure for investigating complaints of;

(1) discrimination including but not limited to age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental/physical disabilities; and

(2)complaints related to personnel issues, academic issues, any single person or combination of persons including staff, student, parent, family, or volunteer matters that appear to compromise and/or conflict with school's mission and/or charter,

violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education and nutrition services.

FLCACS will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance.

Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirement and are governed by state and/or federal authority. Either of these complaint procedures, however, is intended to govern every type of complaint about a school. These complaint procedures address only those complaints that fall within the policy's specified scope.

FLCACS encourages informal and formal resolution to complaints whenever possible. Any issues are best resolved through communication between the parties most immediately involved.

Formal Complaints

A formal complaint involves an alleged violation of the law or FLCACS' charter. All formal complaints must be in writing to the Board of Trustees. FLCACS Leadership will complete a thorough investigation, including interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint. If the complaint involves School Leadership, the investigation will be completed by the School Board.

Upon resolution of a formal complaint, FLCACS will provide to the complainant:

1. the Board's written determination including any remedial actions to the taken;

2. a written notice to the complainant that he or she may file an appeal with the SUNY Charter Schools Institute if the complaint involves a violation of law or charter; and,

3. a copy of the SUNY Charter Schools Institute's Grievance Guideline

If a complaint is not able to be brought to resolution by the FLCACS Leadership, then the complainant(s) has/have the right to bring the complaints to the School Board during a regularly scheduled Board Meeting. In this case, the complainant(s) has/have the right to file a written appeal to the School Board within fifteen days of receiving the decision that had been rendered by the FLCACS.

If, after presentation of complaint to the School Board, the complainant determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the SUNY Charter School Institute, which shall investigate and respond, taking remedial action if necessary.

Informal Complaints

All complaints that do not involve violations of law or FLCACS' charter are considered informal complaints. Informal complaints are not required to be submitted in writing and a written response to the complainant may (or may not) be provided. Common areas of informal complaints that could be reasonably expected are further outlined below.

Parents/Guardians

Classroom teachers will be the first line of communication for parents and guardians to address concerns. Teachers will respond to parent inquiries promptly, respectfully, and in accordance with the school's guidelines for handling parent grievances. If parents are unsatisfied with the response from their student's classroom teacher (or if the nature of the complaint does not involve a classroom teacher), parents should contact the School Leader to arrange a meeting to discuss the concerns. The school leadership will make every reasonable attempt to respond appropriately to parent concerns in such a way that resolves the issue satisfactorily.

On the rare occasion when speaking directly with the teacher or the school leadership team does not resolve the concern, parents or guardians may bring the unresolved concern directly to the FLCACS Board of Trustees. Parent concerns directly relating to a Board policy or decision, an alleged violation of state law, charter, or other applicable laws, or concerns about the school management or operations, will be advised to be brought directly to the Board. Concerns brought to the Board must be presented in writing as a formal complaint. The grievance may be submitted to the board in writing. The board will review the summary and will make one of the following determinations: The board may decide to support the previous decision; The board may appoint up to two board members to address the issue; The board may address the issue in an open board format; The board may address the issue in an executive session.

Parental concerns and grievances may also be raised during the community comments portion of the board of directors meeting. The concern or grievance must be submitted in writing, and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained during an open board meeting. Concerns or grievances should be addressed in one of the aforementioned steps before using this option.

Employees
In all instances, employees are encouraged to resolve issues on their own by speaking to the other employee respectfully. In the event that the employee cannot resolve the issue with another employee, an employee wishing to lodge a complaint about a procedure or action of another employee should notify the complainant's immediate supervisor; in the event that their immediate supervisor cannot be helpful because the supervisor is the issue or it is deemed futile to go to one's immediate supervisor, the employee can then go to the School Leader. In any case the employee should resolve the issue as soon as possible after the occurrence, but not later than two weeks. Failure to formally complain within two weeks will be deemed a waiver of the complaint.

The School Leader shall be the investigator and arbiter of all such grievances. If the employee believes that the matter is not satisfactorily resolved, the grievance may be appealed to the Board of Trustees in writing within ten working days from the date you receive the School Leader's decision. A committee consisting of the Board Chairperson, the teacher representative on the Board, and a third Trustee jointly selected by the other two committee members shall be the final arbiter of such grievances. In the event that the complaint involves a procedure, action, or directive of the School Leader, an employee may file a complaint with the Board. In such instances, the Board will be the investigator and final arbiter of the complaint. All employees are encouraged to discuss problems or complaints with the School Leader. FLCACS will make a good faith effort to achieve a satisfactory resolution of the problem at the earliest time possible.

Community Residents
Students, parents, and staff live in and around the community, and the school will strive to be a successful contributor to the community's economic, social, and cultural success. Community residents wanting to express concerns, share ideas, or make requests of the school will be welcomed at regularly scheduled public board meetings. Time will be allotted on the agenda for each meeting for public comment.

Credit due to:
Ascent Classical Academy of Douglas County
Truxton Academy Charter School
Buffalo Commons Charter School
Seven Oaks Classical School

R-14h Board Member Resumes

Submit updated resumes for all board members that include each board member's professional experience and educational background. Please do not submit full-form curriculum vitae that include extensive information about publications, conference presentations, etc.

- ***Attach board member resumes as Microsoft Word® or Adobe Acrobat® files named: R-14h - Board Member Resumes.***

Please find attached the Board Member Resumes in the following order

Maureen Kinney Angotti

Martha (Mitchell) Rescigno

Nikki Kersbergen

Holly Grant

Roberta Massarini

Bruce MacBain

Susan Dwyer

Maureen Kinney Angotti

[redacted]

Response 14-2

Response 24-525

Martha Rescigno

[redacted]

[redacted]

[redacted]

Response 14-3

Response 24-526

Nikki D. Kersbergen
[redacted]

[redacted]

Response 14-4

Response 24-527

Nikki D. Kersbergen
[redacted]

[redacted]

Response 14-5

Response 24-528

Nikki D. Kersbergen
[redacted]

[redacted]

[redacted]

HOLLY GRANT

[redacted]

[redacted]

[redacted]

Roberta Massarini

[redacted]

[redacted]

[redacted]

[redacted]

Bruce MacBain

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

Susan M. Dwyer

[redacted]

[redacted]

[redacted]

[redacted]

Response 14-11

Response 24-534

[redacted]

R-14i. Board Members Request for Information Forms

Each proposed board trustee must complete, sign, and attach the Request for Information Prospective Charter School Trustees ("RFI") form available on the Institute's website.

NOTE: Existing SUNY-authorized education corporations submitting an application to open a new school are not required to submit RFI forms for existing trustees.

- ***Attach board member RFI forms as Microsoft Word® or Adobe Acrobat® files named: R-14i - Board Member RFI Forms.***

Please find attached the Board Member Request for Information Forms in the following order.

Maureen Kinney (Angotti)

Martha Rescigno

Roberta Massarini

Nikki Kersbergen

Bruce MacBain

Holly Grant

Susan Dwyer

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Finger Lakes Classical Academy Charter School

2. Full name: Maureen Kinney Angotti

[redacted]

3. A brief educational and employment history (or you may attach a resume):

   ☑ Resume attached. Attach Resume Here

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Non-public school - Saint John Paul II Academy

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

Friends with Martha Rescigno and Roberta Massarini

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Notify and take advisement from the SUNY Charter Institute

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Maureen Kinney Angotti, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

[redacted]

Maureen Kinney Angotti

[redacted]

[redacted]

[redacted]

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

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2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

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education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

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        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

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trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Finger Lakes Classical Academy Charter School

2. Full name: Martha Maria Rescigno

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ■ Yes.

Details:

I have worked on this application with the whole team. Maureen Kinney (Angotti) is also a personal friend at this point.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

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☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

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I would consult with the SUNY board and our lawyer to ensure that the matter was dealt with ethically and legally.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Martha Maria Rescigno, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

[redacted]

Martha Rescigno

[redacted]

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

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        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

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    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Finger Lakes Classical Academy Charter School

2. Full name: Roberta Massarini

[redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Notify SUNY Charter Institute

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Roberta Massarini, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

[redacted]

Roberta Massarini

[redacted]

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Finger Lakes Classical Academy Charter School

2. Full name: Nikki Kersbergen

[redacted]

3. A brief educational and employment history (or you may attach a resume):

   ☑ Resume attached. Attach Resume Here

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Creative Environment Children's Learning Center

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ■ Yes.

Details:

I know each of the other prospective board members on the current charter school application with me.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Bring the situation to the attention of the Board President. She will conduct a thorough investigation. If she does not, I would contact the SUNY Charter School Institute and apprise them of the situation.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Nikki Kersbergen, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

[redacted]

Nikki D. Kersbergen

[redacted]

[redacted]

[redacted]

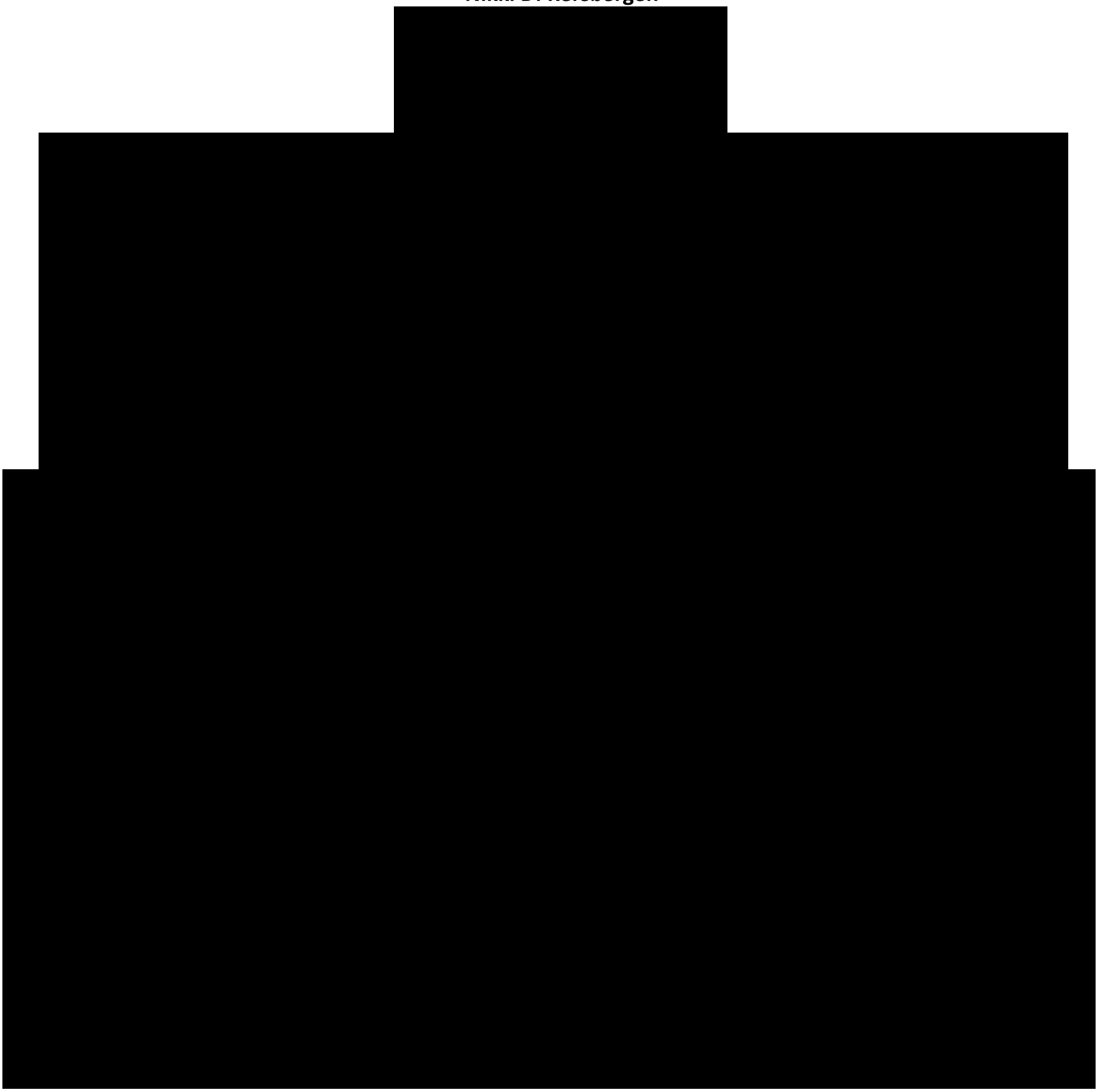
Nikki D. Kersbergen

[redacted]

[redacted]

[redacted]

Nikki D. Kersbergen



SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

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        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Finger Lakes Classical Academy Charter School

2. Full name: Bruce MacBain

[redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ■ Yes.

Details:

I worked on the application for the charter school with other trustees.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would ask SUNY for guidance.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Bruce MacBain, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

[redacted]

Bruce MacBain
[redacted]

[redacted]

[redacted]

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Finger Lakes Classical Academy Charter School

2. Full name: Holly Grant

[redacted]

3. A brief educational and employment history (or you may attach a resume):

   ☑ Resume attached. Attach Resume Here

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

If I suspected board members of self-dealing, I would document the facts, review the organization's conflict of interest policy and legal obligations, and report the issue through proper internal channels—such as to the board chair, ethics committee, or legal counsel. If internal reporting is compromised, I would bring the matter to the appropriate external authority, ensuring transparency and protecting the integrity of the organization.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Holly Grant, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

[redacted]

HOLLY GRANT

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Finger Lakes Classical Academy Charter School

2. Full name: Susan M. Dwyer

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would immediately report it to governing officials at the state level.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

None

Certification

I, Susan M. Dwyer, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

[redacted]

Susan M. Dwyer

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

R-15 District Relations

a. Relationship Strategies
Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges. Include any evidence of efforts taken to establish a relationship with the district and the results of such outreach.
b. School Partnerships
Provide a description of low-performing schools in the area where the proposed school intends to be located and explain how the school might partner with those schools to share best practices and innovations

Establishing and opening a new school is a significant undertaking. Currently there are misgivings and misinformation regarding charters in general and specifically the mission, vision, and practices of classical education. The FLCACS School Board and Leader will need to take on the burden of having potentially negative media and community attention placed on the school and be willing to combat that in the most transparent and honorable manner. Along with the Board, he/she will address many challenges in preparation for the school's opening. Eventually, the Business Manager and the SEAC will both be included in the communications with the district schools and the development of a positive working relationship.

Sharing the common goal of providing the highest quality education and the opportunity to enable all students' personal and academic success, FLCACS will continue with a positive, cooperative working relationship with the Auburn City School District, as well as the other 12 districts within our 15-mile radius.

FLCACS plans for that school partnership to include identifying best practices and innovations to show evidence of success. What we can offer parents and families in the Auburn district is a quality choice for students and families who feel their child, for various reasons, would better succeed at FLCACS rather than the traditional public educational setting.

This allows the families to choose a public education that best fits their child's needs. It also eliminates the need to cause financial hardship for local families to pay for private tuition-based schools.

A positive relationship between FLCACS and the Auburn City School District currently exists. Maureen Angotti, FLCACS founder, Roberta Massarini, and Bobby Massarini met with Jeff Pirozzolo, the previous Auburn City School District Superintendent, and Sarah

Cupelli, a former colleague of one of our board members, and the Assistant Superintendent of Curriculum and Instruction. The meeting was both extremely cordial and inviting, as Jeff and Sarah not only wanted to work with us, but also offered to help in any way they could.

They were willing to assist in evaluating our curriculum to ensure we were in sync with school district standards. They were also willing to assist in coordinating special needs issues, transportation, schedules, FRPL programs, and extracurricular activities. As Jeff stated, “In the end, the only thing that matters is the child's education.” As far as he was concerned, it didn’t matter where the child sat, as long as they got the best possible outcome. This healthy relationship allows the students to transition from their home district with minimal disruption for the student. FLCACS will be open with the Auburn district in our communication with families, curriculum, and teaching methods. Mr. Pirozzolo retired this past school year. He remains an advocate of school choice. Mr. Pabis (previous superintendent) and Mr. Pirozzolo both remain in tough and available to our board.

In addition to our meeting with Auburn, the Union Springs Superintendent offered a tour of their facility and was extremely accommodating to the FLCACS Board members who attended.

We have had several meetings with various school board members in the other districts, including the President of the Union Springs School Board and other Union Springs board members, and with other districts including Moravia and Southern Cayuga. All of these meetings have been on the low end, accepting and open, and on the high end, ecstatic and excited about the possibilities. This was both surprising and enlightening.

While we have not heard from the President of the Auburn School Board (unreturned calls and messages), we have however, spoken to individual members of the Board who have also offered to assist in any way possible. The conversations were respectful and encouraging. Being a charter desert, Cayuga County has no experience with public charter schools. District leaders and school board members are not familiar with public charter schools. In our communications, we are trying to educate on what a charter school is and what it is not, while emphasizing the common goal of providing the best education possible for the students of our communities.

We understand that when a new charter school emerges in a traditional district there can be some ingrained “culture clashes” due to two public educational systems taking different approaches to achieve educationally successful outcomes. While we have anticipated challenges and expected some friction, we have yet to encounter the level we had

anticipated. What we have found is that most people in the region are truly concerned about the education of our young, especially following the onset of Covid-19. Where once many school board members and teachers might have seen the unknowns of a charter school as a great threat, they now see it as a potential ally in a fight to accomplish the goal of high-quality education for our youth.

Where we anticipate the most pushback is from the teacher's union. Again, with a common goal of teacher job security, we will emphasize that teacher jobs may be distributed differently, but the numbers will remain comparable. Focusing on the many common purposes will be the key to making a difference and benefiting both parties, but most importantly benefit the students. Accomplishing both the mission of the charter and of the district needs to be the priority. The complexity of a school is influenced by multiple factors. Working together can help to ensure resources are not being duplicated and instead are being used to their potential. Both of us will share the goal of improving the measurable outcome levels of academic success. Specifically, the overlapping services of nursing, busing, and Special Education will need to be emphasized with a continuous open line of communication.

FLCACS will be just starting out, while the district will have the advantage of a tremendous amount of experience. Acknowledging that we value their input and their experience and wisdom must be clearly stated. Initial formal contact will include stating the objectives or goals, needed resources and relationships to accomplish our objectives, and key people in the partnership, along with describing potential barriers to success and how to overcome them. The perceived costs of working together cannot outweigh the benefits. Unhealthy competition or territory issues must be addressed quickly. Building the foundation of mutual trust and respect must be established quickly. Contact has already been made. Upon the approval of the FLCACS application, an invitation to the table will immediately be made to the Superintendents of not only our home district, but also the surrounding districts within our 15 mile radius of influence.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed school intends to be located and explain how the school might partner with those schools to share best practices and innovations.

Our School Leader will have working knowledge and understanding of the local community and their school pedagogy and will develop a positive relationship with the district and other school leaders. One of our top priorities is for our school leadership to develop open communication with the key personnel of the home district(s) and have a strong knowledge of the student population demographics in the Auburn City School District and outlying districts of student origin.

FLCACS's primary obligation is to work with each individual student's school district to ensure the provision of services and settings required by each classified student's Individualized Education Plan (IEP). Working with the districts to ensure that eligible students receive services, the Special Education / Academic Success Coordinator (SEAC) will communicate with the Committee on Special Education (CSE) Chair at each district of residence. Discussions on IEP-related items, service provisions, and other special education matters will ensure the seamless transition and provision of services to the same extent as provided in and by all district schools. FLCACS will work directly with the district to schedule related services as required by a child's IEP. The School Leader and SEAC will maintain communication concerning the services that the district will provide related to IEPs.

Services may be contracted out to a private provider to ensure fair and adequate funding for related student services. The School Leader and Business Manager will maintain ongoing communication with the student registrar, the finance department, and the CSE of each district of residence to confirm enrollment and funding. FLCACS will meet monthly to review funding received from districts and discuss changes in enrollment and related services.

At this early stage in our relationship, we believe that our relationship is threefold.

1. Financial
   Our School Leader and Business Manager will meet with the Auburn Enlarged City School District's (AESCD) Superintendent/business manager to overview the budgeting process between the FLCACS and AESCD. This will entail who and how many students will be coming to the charter school and how much financial monies will be owed to FLCACS for the education of students by AESCD received tax dollars. This process will also occur with all the districts our students hail from.

2. Shared Services
   There may be some areas where it is possible to share some services in order to keep costs down for both FLCACS and AESCD. These may be related to transportation, nursing, or breakfast and lunch being served by AESCD instead of FLCACS developing its own breakfast and lunch program. We may need to share some special education services, such as a school psychologist or therapist, depending on the needs of the students. This process will also be discussed with the outlying districts in addition to our home district. While finding shared services will be more difficult in the outlying districts, open dialogue will be able to determine what possibilities exist for working together for mutual benefit.

3. Educational Accountability

   The Special Education/Academic Success Coordinator (SEAC) at FLCACS will communicate with the district's CSE Chair on IEP-related items, service provisions, and other special education matters. FLCACS will work directly with the district to schedule related services as required by a child's IEP. The School Leader and SEAC will maintain ongoing communication with the student registrar, the finance department, and/or the CSE Chair of each district of residence to confirm enrollment and the services that the district will provide, as well as ensure that funding has been received.

R-16ac Facilities

Describe the facility needs of the proposed school for each year of the charter term including any unique features necessary to implement the school design and academic program including:

- ***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 ELL services, labs, specialty classes, and intervention or enrichment programs;***
- ***Space requirements for administrative functions, food services, a nurse's office, and physical education; and,***
- ***If the applicants intend to offer a residence program for students, describe the facility requirements to support this program including overnight staffing and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.***

The desired location of the school's facility is within the Auburn City School District. With layout and codes in mind, we would prefer a building that has previously been, or is currently being used, as a school.

The number of general education classrooms required for the first year is five, followed by: second year six, third year seven, fourth year eight, and fifth year nine.

Additional classroom space to accommodate Special Populations, Art, Music, and a teacher area would be a minimum of five rooms.

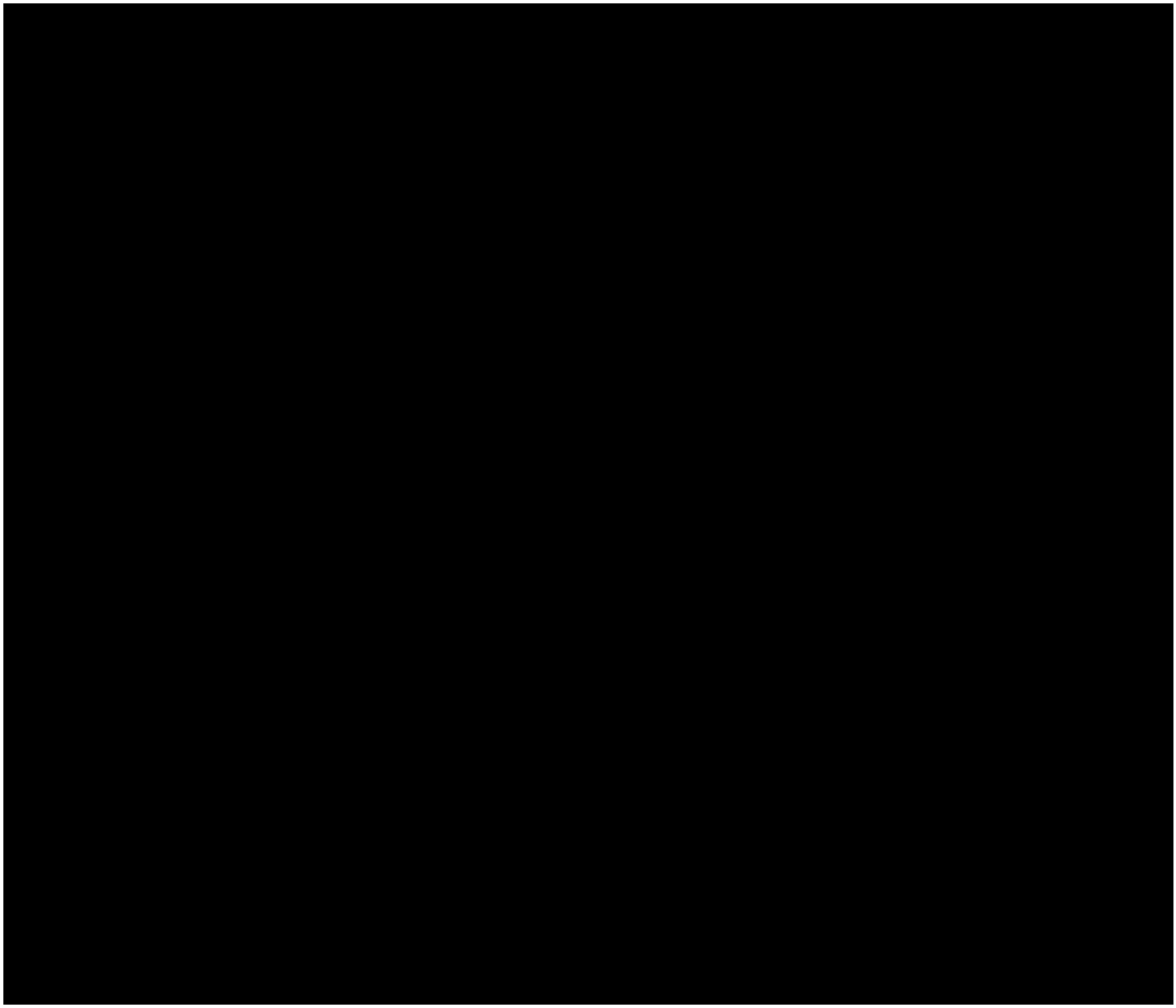
Administrative functions would require a minimum of four office areas, School Leader/Administrative Assistant, Business Leader/Office/Enrollment, SEAC/Special Education teachers, and a reception area. There also needs to be a cafeteria area, a health office that can be secured, and a larger activity area (preferably a gymnasium), and an outside playground.

b. Facility Selection
Describe the efforts to date to secure a facility for the school including:

- ***If the applicants have identified a facility, a description of the facility and how it meets the school's 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;***
- ***How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation;***
- ***If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;***
- ***If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;***
- ***If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, and discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,***
- ***If another organization is assisting the applicants in obtaining facilities, provide information about the organization.***

FLCACS is looking to use an existing school building for its classroom instruction. FLCACS has been in contact with the planning committee for the future of church and school buildings by the Roman Catholic Diocese of Rochester to potentially secure a facility from a list of recently closed parochial school buildings. There are two primary Diocesean buildings currently being considered:

[redacted]



c. Facility-Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility

Currently, there are no conflicts of interest in any of the facilities we are looking at. We are also looking at pricing that is Fair Market Value (FMV) for leases in our area.

We would eventually like to own a building, but that will take fundraising and being established with a solid track record and standing in the community. During our initial operations, leasing is cost-effective.

It is difficult for us to describe the actual lease since we cannot agree to anything without obtaining our charter approval first. If we receive the approval, one of our first priorities will be securing a lease on a building. Since no Board Members or Board Consultants own any property or are being utilized by FLCACS as real estate representatives, we do not see any Conflicts of Interest on the horizon.

Before signing any lease, the Board must approve the transaction. Any potential conflicts will be discussed. If they exist, an independent auditor will make sure that FMV is being utilized. If the specific facility still brings up a “red flag,” the Board will put the lease on hold and advise the building committee to continue searching until an appropriate facility can be located. Due to the economic struggles of this area, a larger-than-average number of commercial properties are available; finding a suitable one at a reasonable price should not be a problem. Realtor and charter advocate, Cheri Emmi-Stebbins, has done her research and is waiting on an approved application.
https://emmirealty.com/about-us/

R-16d Facilities

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.), to use a particular facility, as part of this response.

NOTE: If the applicant has identified a facility, include certification from an architect that the proposed facility meets NYSED or NYC specifications, as applicable, by the date the school would commence instruction and the cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed startup budget.

The three locations are situated within the boundaries of the greater Auburn city area as shown in Figure 1. These locations will serve families encompassing thirteen school districts.

FIGURE 1

Since we do not have a lease at the time, FLCACS can't provide any blueprints, certified estimates, or lease particulars. We have used the going rate of $17/sq. ft. in our budgeting.

Our estimated need for the first year is 9,830 +/- square feet. As we add classes this increases. On the next page is a chart of our projected space needs:

Room Type	**Square Footage**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**
General Classrooms	810 (K 900)	5 (one K classroom)	6 (one K classroom)	7 (two K classrooms)	8 (two K classrooms)	9 (two K classrooms)
Specialty Classrooms (art and music)	810	5	5	5	5	5
PE (Gymnasium)	1,900	1	1	1	1	1
Spec Ed	650	1	1	1	1	1
Nurse	150	1	1	1	1	1
Reception	400	1	1	1	1	1
School Leader	150	1	1	1	1	1
Business Manager	150	1	1	1	1	1
SEAC	150	1	1	1	1	1

Teacher Lounge	200	1	1	1	1	1
Cafeteria	1,900	1	1	1	1	1
Static Space	*5780*					
Total Space	**22,950** (encompassing space being used through year five)					

R-17 – Food Services

Describe the plans for food services the school will provide. Indicate if the school will participate in the Federal school lunch and/or breakfast program. While food service plans are at the discretion of the school, please note that many school districts allow charter schools to participate in district food service contracts or programs.

FLCACS will have lunch available for purchase, at full or reduced price. In addition, students will also be allowed to bring their lunch to school.

FLCACS intends to participate in the Federal Free-and Reduced-Priced lunch and snack programs administered by the U.S. Department of Agriculture, and adhere to all applicable requirements including meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Food will be prepared and brought to the school by a prominent food service provider. We plan to work with the local school district in making these arrangements. The food will be served in our own food service facilities, including kitchen and cafeteria accommodations. The buildings we are most interested in were schools in the past and have kitchen areas already in place.

Expenses for subsidized meals will be met by subsidy revenues received from the Federal and State meal programs, and expenses for full-price meals will be met by sales charges. The food service program has been reflected in the budget, as well as an overage for children who are supposed to be paying, but from whom funds have not been received for some reason. All children will be served, regardless of their ability to pay.

Traditionally, our area has had a relatively high percentage of students eligible for free and reduced-price lunches. To improve student performance, attendance, and health, we will explore a breakfast-in-classroom concept, combined with our daily class or school-wide meeting. If enrollment follows historic trends of greater than 50% FRPL, the school will be able to offer an after-school snack program via the USDA’s school-based snack program.

Should there be an unexpected school closure (such as the Covid19 shutdown of 2020) bag lunches will be provided for all children eligible for the free or reduced cost lunch program. AECSD already has an excellent track record in responding to the nutritional needs of its students in the crisis of Covid19.

R-18 – Health Services

Describe the plans for health services the school will provide including provision for a school nurse, medical space and equipment, procedures for proper collection and storage of immunization and medical records, immunization records checks, and procedures for provision of medication to students who require it within applicable law. Applicants may wish to refer to NYSED's School Health Services information in developing this response.

FLCACS will comply with all health services requirements applicable to other public schools including, but not limited to, all immunization and diagnostic testing requirements. FLCACS shall provide on-site health care services similar in scope to those available to children attending other public schools. FLCACS will seek to have a school nurse available to supervise the disbursement of medication (in accordance with §2853(4) (a) and §912 of the Education Law), the treatment of students who are ill or injured, and train faculty and staff in first aid. Hearing and vision testing will be administered to all new students by a qualified individual coordinated by the School Leader. A review of student immunization requirements and the proper supporting documents shall be completed for all new students.

Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for the administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will be expected to provide emergency contacts in the event their child becomes ill or is injured.

The school will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide proof for FLCACS documentation that their child has received all required doses of vaccines. Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician, physician assistant, 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 contrary to such immunizations as per current New York State law.

Students requiring medication must bring a letter from their physician showing medical necessity, or "Authorization for the Administration of Medication to Students". All medication must be sent with the pharmacy label attached. Only medications requiring a dose during school hours will be administered in school. All daily or twice/day medications shall be administered at home before or after school. Asthmatic students who require daily medication must have a current "Authorization for Administration of Medication to

Students” form on file. The student will be sent to the medical room daily at the prearranged time. Medication will only be administered by a school nurse. Medication must be stored in the medical room except for students with documented permission to carry and self-administer their own medication. Diabetic students requiring blood sugar monitoring must have a glucose monitoring form on file. These students will be sent to the medical room at prearranged times as per their physician’s instructions. Blood sugar monitoring and the administration of insulin will be performed by a school nurse.

The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include:

1. following non-patient-specific standing orders and protocols authorized by a physician or a nurse practitioner and

2. maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

FLCACS will adopt certain recommendations in the New York State Education Department’s manual GUIDELINES FOR MEDICATION MANAGEMENT IN SCHOOLS.

All instructional staff will receive CPR training and an automated external defibrillator (AED) will be on site. Instructional staff will also receive basic First Aid training, including First Aid for Choking. Staff will be trained in Disaster Preparedness and Drill protocols that cover Fire Alarms, Stay in Place, Bomb Threats, Natural Disasters (Earthquake, Thunderstorms, Tornadoes, Flooding), Extreme Weather, Evacuations, and Active Shooter. Specifically assigned staff will be trained to take on the nurse’s responsibilities during any of these drills or actual emergencies if the nurse is not on the premises.

The nurse's office will be locked. In addition, a lock will be on the cabinet where medications are kept. The nurse’s office will also contain a small refrigerator, with a thermometer for supplies such as ice packs and medications that require refrigeration. As such, the refrigerator will also have a lock on it. No food will be allowed in this refrigerator.

The nurse’s area will be equipped with an eye wash station, an automated external defibrillator (AED), a wheelchair, and a nebulizer. The eye wash station and the AED will be in an area accessible to all staff. In addition, the nurse’s office will contain a wheeled cart. All medications will be stored in containers that allow for easy transfer into the wheel cart.

During a fire drill or an actual alarm, the nurse, or the assigned staff member for times when the nurse is not on the premises, will be responsible to take all medication, a First Aid Kit, and the Medical Profile Binder, containing all of the children's information, and a nebulizer in the cart with him/her to a predetermined location known to all staff.

The nurse will also be responsible for providing student education regarding the following:

Fire Safety
Emergency Preparedness Safety
Lead Poisoning
Health and Hygiene (brushing teeth, etc.)
Outdoor Safety
Bus Safety
Stranger Danger

R-19 – Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also, describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation that does not align with district options including days when the proposed school would be in session but the district schools would not be in session. This response should also include discussion of how the school would communicate the requirement that parents of students seeking transportation services must submit a written request no later than April 1st to the school district in which they reside, including how this would be ensured in light of the identified admissions lottery date from Response 5.

FLCACS students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635.

If a student is not eligible, the student's parent or guardian will be responsible for providing transportation.

The calendar of FLCACS will closely align with the Auburn City School District to minimize transportation conflicts.

In the event that the school is running a field trip or a special session which is outside the school location and/or regular school hours, FLCACS will provide transportation through First Student or the transportation department of one of the homeschool districts.

The Business Matnager will work closely with the Transportation Directors of the homeschool districts to include, but not limited to: Auburn Enlarged City School District, Port Byron Central School District, Weedsport Central School District, Union Springs Central School District, and Southern Cayuga Central School District.

The Business Manager and Enrollment Assistant will collect transportation forms from each homeschool district to be included in the enrollment/registration packet. The forms and reminder emails will be sent to parents to provide the written requests to the Enrollment Assistant. The Enrollment Assistant will collect the completed transportation forms and submit them directly to the transportation department of the homeschool. The Business Manager and Enrollment Assistant will cooperate with all deadlines and requirements imposed by the transportation departments.

R-20 Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, personal injury, and any school-owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

FLCACS has consulted with David Wicker, Senior Account Executive with CH Insurance for a proposal relating to insurance requirements. Mr. Wicker has consulted with several public and private schools and recommended the following policies:

Type of Insurance	Limits
● Director and Officer	$3,000,000
● General Liability	$3,000,000
● Umbrella Policy	$5,000,000
● Workman's Comp	Statutory Limits
● Personal Property	$1,000,000
● Cyber Liability	$250,000
● Real Estate	$1,000,000
● DBL/PFL	Statutory Limits

This package is estimated to cost $30,000-$40,000 per year at the onset and grow toward the $50,000 mark as the school grows. We are budgeting for the higher value to be safe. Workman's Comp has been incorporated into the Payroll Tax portion of the budget, but if we can bundle it together, we should be able to save funds.

R-21ad Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.

Due to ongoing uncertainty of economic conditions and enrollment pattern shifts, the Institute encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies. Discussion of these and any other safeguards should be included in this response.

NOTE: Schools that include at-risk designations, "preferences," or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding. Additional information on funding opportunities is available on NYSED's website. IMPORTANT: Timing delays of start-up funds can cause significant obstacles for new charters. Recent CSP grant awards have experienced significant delays in the flow of payments to approved charter recipients. As a precaution, SUNY advises new charter applicants to take steps that include proactive planning of financial backstop measures to ensure financial stability

FLCACS's budget and cash flow projections are extremely conservative in order to ensure fiscal stability throughout the long-term plan. We have built in planned increases in expenses year to year and have still maintained a cash reserve every year. We have projected expenses high and revenue low.

We have tried to make sure we have a reserve every year as we are anticipating a potential revenue per pupil decrease due to the pending NYS Budget Crises.

FLCACS is anticipating receiving the CSP grant for $1,000,000. While we are aware that we may be eligible for an increase of $250,000 for this grant, for budgetary purposes we have decided to not include that, even though we will be applying for it. In our projected K-4 budget, we do not need the entire $1,000,000.

In our K-4 budget: The distribution of the CSP grant is spread over three years, allocating $365,000 in the Pre-Open, and $ 325,000 in the year 1, and $ 310,000 in year 2. We do not technically need the funds in year 3 in our K-4 budget. Maintaining a large cash reserve in the 3rd Year is due to anticipated increased expenses, including the hire of an additional Teaching Assistant and the bringing of our Specialty Teachers to FTE. By spreading the CSP grant over several years we will have a reserve to handle any shortfall in cash flow from the districts.

Should we not be awarded $1,000,000 in CSP funding: In our K-4 budget, we need $355,000 in year 1 (we are asking for $365,000 to provide a little wiggle room for unexpected expenses). We are asking for $162,500 to begin year 2 so we can pay our expenses in the first 2 months. We will be building relationships with the districts in the planning year to ensure on-time tuition payments. If we have on-time payments, we will not need the additional $162,500 in January of year 2. We will not need additional CSP funds after year 2.

We are in talks with the Emerson Foundation, specifically with Daniel Fessenden, the Executive Director. The foundation maintains a strong interest in their community and takes special interest in projects from throughout the region that have a connection with the founder's community. The Foundation provides support to a wide array of qualified organizations. Their grant making is responsive to those opportunities that present as the most compelling and impactful and provide the most sustainable investment. They believe strongly in the value of challenge grants as a way to motivate other funders and build stronger relationships. We plan to leverage the support of the Emerson Foundation to motivate other funders to support FLCACS.

Board member, Susan Dwyer, will be contacting other local foundations: Allyn Foundation, Columbian Foundation, DE French Foundation, Stanley Metcalf Foundation, and the Cayuga Fund of the CNY Community Foundation. We are also speaking with local banks to secure a business line of credit. This will ensure we have enough cash-flow when we need it.

We believe that our budget is aligned with our mission of providing the best possible classical education with exposure to the finest in literature, science, math, and the arts. To do that FLCACS will expend a large amount of our funding on properly equipping the classrooms with the best reading material and all the equipment needed to bring the wonders of science and math to life. We have allocated $ 850 per pupil in the first year and $ 750 per pupil thereafter (with

inflationary increases built in) to be spent on materials for just that purpose. This will allow our teachers to have the materials they need, including our Specialty teachers.

True learning occurs in an ordered and disciplined environment, as such we will have our students wear uniforms. However, we have a budget of $45 per student to provide the uniforms shirts so our Academy remains truly TUITION-FREE.

Our payroll cost is within line with the other schools in the community, and while not the highest, we have budgeted enough to allow for merit pay increases so that we maintain the best of the best.

In order to maintain our projected enrollment numbers, we have allocated a generous sum to Student Recruitment and Marketing, not just in the first year, but in every successive year as we continue to look to expand our grade offerings.

FLCACS realizes that the number of students per teacher is not only limited by the teacher's ability, but also by the physical size. We are looking to maintain a teacher-to-student ratio of approximately 22:1, with no more than 25 students in a classroom. As we expand our Kindergarten enrollment, we will expand to two teachers in a room and eventually two classrooms. It is only in year three that we expect our enrollment to go over 25 for a particular grade level, and at this point, there is enough of a cash reserve to handle any additional expense that we may incur.

We believe that this plan is both reasonable and sustainable, with an expected enrollment of 110 over 5 grade levels in the first year, 132 over 6 grades in the second year, and increasing to 264 over 9 grades in the fifth year. These numbers are realistic.

As for other funding sources, our budget is set up so that we are not looking to generate any money from programs like FRPL. In fact, we have budgeted at a loss, assuming that there will be children who are provided a meal and are not part of the program, but collecting the funds from the parents may be difficult. Anticipating situations like this in advance will alleviate any financial pressure and subsequently alleviate any problems that could occur due to unexpected family hardship.

FLCACS has attempted to anticipate all potential financial drawbacks and plan for them accordingly. This conservative philosophy will guarantee our success and should be obvious when reviewing our budget.

Mitigation Strategies include but are not limited to :

(1) deferring costs that are deemed non-essential or could be deferred until the following year,

(2) participating in national charter school purchasing collaboratives to reduce costs, and

(3) evaluation of staffing needs, reducing non-instructional positions.

Surplus Strategies include but are not limited to:

(1) Increasing salaries or adding stipends for teacher leaders to attract and retain talent,

(2) Adding personnel (e.g. counselor, custodian) earlier in the initial charter term to support student learning and school operations, and

(3) add to employee benefit plans.

b. Financial Planning

Explain the process the school will use to develop its annual budget including:

- ***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 and on what interval.***

Besides hiring an Accounting Firm to do our annual audit, FLCACS will also have an experienced charter school CFO to train and mentor our management staff on proper bookkeeping methods and compliance with Generally Accepted Accounting Principles (GAAP) and Procurement Guidelines established by the State Procurement Council pursuant to State Finance Law Article 161(2)(d) as well as incorporating best practices.

Our Business Manager, in conjunction with our School Leader and Board Treasurer will be responsible for the development of the Annual Budget. Recommendations will be made to the Finance Committee of the School Board prior to the review, and approval of the School Board. Any modification to the approved budget throughout the year will be the responsibility of the Business Manager, School Leader, and the Board Treasurer working together. This will apply for minor changes under 0.5% (half a percent) of the overall budget. Any modification beyond this level will require review and approval by the board.

The budget will be created and proposed to the board by the first Monday in May for the upcoming school year. All modifications to the proposed budget will then be

discussed between the School Leader, the Treasurer, and the Finance Committee Board members, and a Final Budget should be proposed and approved no later than the last Monday before the school year ends.

The Board of Trustees will review standard financial statements at monthly Board meetings. These statements include, but are not limited to, Budget vs. Actual Reports, Balance Sheets, Statements of Cash Flows, and regularly updated projections. Should variances from budgets become significant, the school Leader and Finance Committee will review the approved budget to determine if the existing budget requires amendment or if another corrective action is required to realign activity with the approved budget.

c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

FLCACS' Accounting Firm, a licensed NYS CPA firm, will perform an annual audit prior to April; so that it coincides with the time the School Leader, Business Manager, and Board Treasurer are working on the new budget. This way any questions or concerns that come up during the audit can be addressed in the planning stage.

This audit will be done by an independent firm and not a member of the Board or any employee of FLCACS. The Audit will provide all necessary NYSED and SUNY financial reports, including but not limited to a statement of financial position, a statement of expenses, a statement of activities, and a statement of cash flows.

The Accounting Firm will be selected by the Audit Committee and will present directly to the committee prior to reporting to the School Board. In addition to the annual audit, FLCACS will comply with requests for audits to be completed by the NYS Comptroller's Office and any other organization granting funds to FLCACS.

d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Applicants should refer to and incorporate elements of the Institute's Closure Plan, in developing this response. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

FLCACS will allocate $ 25,000 per year for the first three years in escrow to pay for legal expenses, the final audit, and other expenses affiliated with the dissolution.

Upon the decision by the board for the dissolution of FLCACS, the board will designate a trustee to work with the School Leader for the various tasks that will ensue.

First, the School Leader, with the assistance of the designated trustee, will establish communication with the parents of the students, informing them of the decision of the board, their options for future schooling of their child, and contact information for the school district they live in.

Next, the School Leader, with the assistance of the designated trustee, will then reach out to the school districts to inform them of the impending dissolution and provide them with a list of all the students of FLCACS who are in their districts, along with contact information so that they can reach out to the parents to ensure that no break occurs in the child's education.

Then the School Leader, with the assistance of the designated trustee, will distribute the appropriate student records to the school that they will be attending next.

The Lawyer for the school, in conjunction with the treasurer and the designated trustee, will determine the list of available assets in comparison to the list of open debt. Then a plan will be determined to best process those assets to meet the school's obligations in compliance with all legal requirements.

All SUNY Closure procedures will be complied with and all reports will be the responsibility of the School Leader and the designated trustee. Any legal documentation and any financial information will be the responsibility of the school's lawyer and the treasurer respectively.

Financials:

Upon notification of closure, FLCACS will begin a full audit of liquid and fixed assets. The school will contact, in writing, all creditors and vendors to inform them of the school closure and the closure of accounts, as well as settle all outstanding debts. The school will furnish copies of financial information and report on the school's financial position within 30 days of the closure notice. The school will provide the required financial updates to SUNY.

Inventory and Distribution of Assets:

Within 45 days of the Notice of Closure, FLCACS will contract with a third-party assessor to inventory fixed assets and their location on fair market value. Copies of all reports will be provided to SUNY. Consistent with the timeline outlined in the Closure Plan, FLCACS' Board of Trustees will vote to disperse all fixed and liquid assets to the local school district or local charter school.

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL
BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230601

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
630918	Abraham Wing School	14,508	14,414
570101	Addison Central School District	13,483	13,998
410401	Adirondack Central School District	13,609	14,242
080101	Afton Central School District	13,338	14,425
142101	Akron Central School District	12,238	12,666
010100	Albany City School District	17,297	18,150
450101	Albion Central School District	11,437	11,342
140101	Alden Central School District	11,278	11,552
180202	Alexander Central School District	13,225	13,582
220202	Alexandria Central School District	13,883	14,211
020101	Alfred-Almond Central School District	13,454	13,846
040302	Allegany-Limestone Central School District	11,601	11,884
460102	Altmar-Parish-Williamstown Central School District	13,897	14,775
580303	Amagansett Union Free School District	63,430	66,779
140201	Amherst Central School District	11,866	12,177
580106	Amityville Union Free School District	20,322	21,330
270100	Amsterdam City School District	11,428	12,108
120102	Andes Central School District	20,369	22,921
020601	Andover Central School District	13,869	14,696
660405	Ardsley Union Free School District	23,390	23,877
640101	Argyle Central School District	13,591	13,900
571901	Arkport Central School District	11,921	12,379
131601	Arlington Central School District	13,767	14,268
670201	Attica Central School District	10,506	10,650
050100	Auburn Enlarged City School District	12,014	12,550
090201	AuSable Valley Central School District	15,292	15,650
491302	Averill Park Central School District	11,727	11,937
570201	Avoca Central School District	15,491	15,733
240101	Avon Central School District	12,710	13,016
580101	Babylon Union Free School District	19,015	19,591
080201	Bainbridge-Guilford Central School District	13,059	13,600
280210	Baldwin Union Free School District	17,405	18,119
420901	Baldwinsville Central School District	13,687	14,369
521301	Ballston Spa Central School District	13,810	14,259
401301	Barker Central School District	13,698	13,902
180300	Batavia City School District	14,183	14,862
570302	Bath Central School District	10,455	11,010
580501	Bay Shore Union Free School District	18,584	19,322
580505	Bayport-Blue Point Union Free School District	19,427	19,845
130200	Beacon City School District	14,127	14,549
231301	Beaver River Central School District	11,448	11,902
660102	Bedford Central School District	23,269	23,781
090301	Beekmantown Central School District	14,511	15,200
020801	Belfast Central School District	14,257	15,543
220909	Belleville Henderson Central School District	9,807	8,999
280207	Bellmore Union Free School District	21,708	21,851
280253	Bellmore-Merrick Central High School District	15,793	16,643
061001	Bemus Point Central School District	14,350	15,050
490101	Berlin Central School District	15,059	15,762
010201	Berne-Knox-Westerlo Central School District	16,417	17,445
010306	Bethlehem Central School District	13,877	14,248
280521	Bethpage Union Free School District	19,074	19,547
030200	Binghamton City School District	12,716	13,159
661905	Blind Brook-Rye Union Free School District	21,332	21,863
430501	Bloomfield Central School District	12,412	12,784
022902	Bolivar-Richburg Central School District	13,492	13,619
630101	Bolton Central School District	23,321	22,841
151801	Boquet Valley Central School District	16,118	16,179

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
570401	Bradford Central School District	14,482	14,595
510101	Brasher Falls Central School District	13,401	14,212
580512	Brentwood Union Free School District	17,336	18,655
480601	Brewster Central School District	18,579	19,194
661402	Briarcliff Manor Union Free School District	24,366	25,099
580909	Bridgehampton Union Free School District	77,128	80,321
260101	Brighton Central School District	14,868	15,314
171102	Broadalbin-Perth Central School District	10,318	10,743
261801	Brockport Central School District	12,643	12,925
062301	Brocton Central School District	15,187	15,576
660303	Bronxville Union Free School District	22,599	22,773
250109	Brookfield Central School District	15,370	16,195
490202	Brunswick Central School District	12,816	12,966
161601	Brushton-Moira Central School District	14,380	15,092
140600	Buffalo City School District	13,966	14,614
520101	Burnt Hills-Ballston Lake Central School District	12,031	12,266
661201	Byram Hills Central School District	22,205	22,745
180701	Byron-Bergen Central School District	12,815	13,311
190301	Cairo-Durham Central School District	11,469	11,719
240201	Caledonia-Mumford Central School District	11,829	11,887
641610	Cambridge Central School District	14,254	14,485
410601	Camden Central School District	10,529	10,411
570603	Campbell-Savona Central School District	10,128	9,870
270301	Canajoharie Central School District	12,596	12,689
430300	Canandaigua City School District	12,078	12,155
021102	Canaseraga Central School District	13,884	14,238
250901	Canastota Central School District	11,955	12,186
600301	Candor Central School District	14,867	15,234
571502	Canisteo-Greenwood Central School District	16,137	16,471
510201	Canton Central School District	14,138	14,877
280411	Carle Place Union Free School District	21,973	22,208
480102	Carmel Central School District	17,378	17,628
222201	Carthage Central School District	9,585	11,256
060401	Cassadaga Valley Central School District	14,998	15,554
050401	Cato-Meridian Central School District	12,490	12,836
190401	Catskill Central School District	16,209	16,925
042302	Cattaraugus-Little Valley Central School District	13,840	14,485
250201	Cazenovia Central School District	12,544	13,008
580233	Center Moriches Union Free School District	17,208	17,889
580513	Central Islip Union Free School District	23,314	23,773
460801	Central Square Central School District	11,269	11,626
212101	Central Valley Central School District at Ilion-Mohawk	10,419	10,874
661004	Chappaqua Central School District	20,759	20,890
120401	Charlotte Valley Central School District	14,135	14,582
160801	Chateaugay Central School District	12,794	12,850
101001	Chatham Central School District	14,311	14,730
060503	Chautauqua Lake Central School District	14,720	14,983
090601	Chazy Union Free School District	12,944	13,182
140701	Cheektowaga Central School District	11,807	12,087
140709	Cheektowaga-Sloan Union Free School District	13,109	13,396
030101	Chenango Forks Central School District	12,269	12,367
030701	Chenango Valley Central School District	12,523	13,055
472202	Cherry Valley-Springfield Central School District	15,158	15,980
440201	Chester Union Free School District	17,038	18,711
251601	Chittenango Central School District	13,375	13,879
261501	Churchville-Chili Central School District	11,762	11,856
110101	Cincinnatus Central School District	14,259	14,531
140801	Clarence Central School District	11,924	12,255

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
500101	Clarkstown Central School District	16,094	16,651
140703	Cleveland Hill Union Free School District	13,021	13,429
510401	Clifton-Fine Central School District	18,641	19,336
411101	Clinton Central School District	13,827	14,130
650301	Clyde-Savannah Central School District	17,096	17,628
060701	Clymer Central School District	16,472	16,709
541102	Cobleskill-Richmondville Central School District	13,615	14,328
010500	Cohoes City School District	14,664	15,120
580402	Cold Spring Harbor Central School District	21,234	21,646
510501	Colton-Pierrepont Central School District	21,630	22,735
580410	Commack Union Free School District	16,226	16,129
580203	Comsewogue Union Free School District	15,780	16,294
580507	Connetquot Central School District	18,484	18,928
471701	Cooperstown Central School District	14,060	14,790
230201	Copenhagen Central School District	11,278	11,643
580105	Copiague Union Free School District	18,229	19,284
520401	Corinth Central School District	11,929	12,685
571000	Corning City School District	12,843	12,874
440301	Cornwall Central School District	13,242	13,748
110200	Cortland City School District	12,043	12,767
190501	Coxsackie-Athens Central School District	13,661	13,897
660202	Croton-Harmon Union Free School District	17,200	17,728
150203	Crown Point Central School District	18,940	19,974
022302	Cuba-Rushford Central School District	14,136	14,788
241001	Dansville Central School District	13,400	13,797
580107	Deer Park Union Free School District	16,635	16,871
120501	Delhi Central School District	15,600	15,984
140707	Depew Union Free School District	11,538	11,888
031301	Deposit Central School District	15,029	15,448
250301	DeRuyter Central School District	13,217	13,898
660403	Dobbs Ferry Union Free School District	22,177	22,769
211003	Dolgeville Central School District	11,045	10,863
130502	Dover Union Free School District	13,390	13,943
120301	Downsville Central School District	19,931	20,796
610301	Dryden Central School District	13,026	13,696
530101	Duanesburg Central School District	10,253	10,888
680801	Dundee Central School District	10,374	10,351
060800	Dunkirk City School District	15,391	16,176
140301	East Aurora Union Free School District	12,126	12,691
490301	East Greenbush Central School District	13,818	14,484
580301	East Hampton Union Free School District	25,462	26,175
260801	East Irondequoit Central School District	13,981	14,391
580503	East Islip Union Free School District	15,228	15,312
280203	East Meadow Union Free School District	17,471	18,034
580234	East Moriches Union Free School District	17,956	18,211
580917	East Quogue Union Free School District	23,025	23,739
500402	East Ramapo Central School District	17,234	16,446
261313	East Rochester Union Free School District	14,647	15,126
280219	East Rockaway Union Free School District	20,051	20,524
420401	East Syracuse-Minoa Central School District	16,309	16,813
280402	East Williston Union Free School District	22,710	22,871
660301	Eastchester Union Free School District	20,204	20,794
580912	Eastport-South Manor Central School District	14,193	15,013
141201	Eden Central School District	12,097	12,520
660406	Edgemont Union Free School District	20,605	21,135
520601	Edinburg Common School District	23,504	22,195
470501	Edmeston Central School District	13,638	14,226
513102	Edwards-Knox Central School District	12,406	13,338

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
180901	Elba Central School District	14,281	14,877
590801	Eldred Central School District	13,146	12,264
622002	Ellenville Central School District	18,905	19,550
040901	Ellicottville Central School District	13,525	14,454
070600	Elmira City School District	12,981	13,017
070902	Elmira Heights Central School District	11,844	12,735
280216	Elmont Union Free School District	16,052	16,551
660409	Elmsford Union Free School District	25,552	26,451
580401	Elwood Union Free School District	16,077	16,452
420601	Fabius-Pompey Central School District	13,818	14,344
261301	Fairport Central School District	12,280	12,752
061101	Falconer Central School District	11,542	11,986
590501	Fallsburg Central School District	21,341	22,764
280522	Farmingdale Union Free School District	19,621	20,433
421001	Fayetteville-Manlius Central School District	13,346	13,976
022001	Fillmore Central School District	10,869	11,420
580514	Fire Island Union Free School District	113,268	111,241
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,503	16,858
442115	Florida Union Free School District	16,108	16,651
270601	Fonda-Fultonville Central School District	11,407	11,511
061503	Forestville Central School District	13,180	13,853
640502	Fort Ann Central School District	15,126	15,203
640601	Fort Edward Union Free School District	17,594	20,413
270701	Fort Plain Central School District	13,045	13,044
210402	Frankfort-Schuyler Central School District	11,208	11,770
120701	Franklin Central School District	15,481	15,911
280217	Franklin Square Union Free School District	15,685	16,430
041101	Franklinville Central School District	12,903	12,813
062201	Fredonia Central School District	14,046	14,445
280209	Freeport Union Free School District	17,921	18,373
060301	Frewsburg Central School District	11,698	12,419
021601	Friendship Central School District	14,796	14,937
141604	Frontier Central School District	10,150	10,570
460500	Fulton City School District	13,336	14,140
520701	Galway Central School District	11,157	11,622
650902	Gananda Central School District	11,679	12,532
280218	Garden City Union Free School District	19,064	19,546
480404	Garrison Union Free School District	22,065	21,560
260401	Gates-Chili Central School District	13,011	13,114
220401	General Brown Central School District	10,462	11,049
020702	Genesee Valley Central School District	13,725	14,396
240401	Geneseo Central School District	13,914	14,377
430700	Geneva City School District	15,910	16,112
100902	Germantown Central School District	16,242	16,435
470202	Gilbertsville-Mount Upton Central School District	14,333	14,977
540801	Gilboa-Conesville Central School District	15,860	16,079
280100	Glen Cove City School District	21,520	22,370
630300	Glens Falls City School District	13,380	13,624
170500	Gloversville Enlarged City School District	11,409	11,938
440601	Goshen Central School District	17,870	18,765
511101	Gouverneur Central School District	12,164	12,315
042801	Gowanda Central School District	12,664	13,209
141501	Grand Island Central School District	11,940	12,261
640701	Granville Central School District	11,769	12,228
280407	Great Neck Union Free School District	24,027	24,731
260501	Greece Central School District	12,813	13,465
010701	Green Island Union Free School District	15,554	16,562

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
660407	Greenburgh Central 7 School District	23,424	23,818
080601	Greene Central School District	12,719	13,254
581010	Greenport Union Free School District	21,466	21,953
190701	Greenville Central School District	15,274	15,934
640801	Greenwich Central School District	13,928	14,379
442111	Greenwood Lake Union Free School District	19,851	19,885
610501	Groton Central School District	13,104	13,021
010802	Guilderland Central School District	13,858	14,204
630801	Hadley-Luzerne Central School District	15,824	16,254
480401	Haldane Central School District	15,811	15,174
580405	Half Hollow Hills Central School District	16,418	16,842
141601	Hamburg Central School District	12,324	13,129
250701	Hamilton Central School District	15,230	15,748
511201	Hammond Central School District	15,749	16,699
572901	Hammondsport Central School District	17,510	18,009
580905	Hampton Bays Union Free School District	18,424	19,108
120906	Hancock Central School District	14,039	14,273
460701	Hannibal Central School District	11,420	11,827
580406	Harborfields Central School District	15,708	16,453
030501	Harpursville Central School District	9,923	10,181
660501	Harrison Central School District	25,595	26,207
230301	Harrisville Central School District	15,961	16,773
641001	Hartford Central School District	11,798	11,472
660404	Hastings-On-Hudson Union Free School District	23,686	24,295
580506	Hauppauge Union Free School District	19,302	19,980
280201	Hempstead Union Free School District	24,505	26,196
660203	Hendrick Hudson Central School District	19,996	20,600
210601	Herkimer Central School District	11,537	12,278
511301	Hermon Dekalb Central School District	15,303	15,947
280409	Herricks Union Free School District	18,373	18,702
512404	Heuvelton Central School District	11,482	12,184
280214	Hewlett-Woodmere Union Free School District	24,389	24,550
280517	Hicksville Union Free School District	17,554	18,470
620803	Highland Central School District	14,955	15,350
440901	Highland Falls-Fort Montgomery Central School District	17,287	18,587
261101	Hilton Central School District	11,931	12,298
041401	Hinsdale Central School District	12,139	12,727
141701	Holland Central School District	12,704	12,926
412201	Holland Patent Central School District	12,922	13,618
450704	Holley Central School District	11,011	11,471
110701	Homer Central School District	13,115	13,647
431401	Honeoye Central School District	13,434	13,699
260901	Honeoye Falls-Lima Central School District	11,879	12,473
491401	Hoosic Valley Central School District	12,453	13,005
490501	Hoosick Falls Central School District	14,425	14,970
571800	Hornell City School District	10,107	9,524
070901	Horseheads Central School District	13,016	13,607
101300	Hudson City School District	15,882	16,420
641301	Hudson Falls Central School District	10,969	11,263
190901	Hunter-Tannersville Central School District	17,254	17,744
580403	Huntington Union Free School District	19,495	20,078
130801	Hyde Park Central School District	14,300	14,839
101401	Ichabod Crane Central School District	13,076	13,253
200401	Indian Lake Central School District	24,475	24,595
220301	Indian River Central School District	8,425	8,400
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	14,012	15,182
660402	Irvington Union Free School District	23,064	23,712

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
280231	Island Park Union Free School District	30,496	29,380
280226	Island Trees Union Free School District	17,031	17,493
580502	Islip Union Free School District	16,621	17,071
610600	Ithaca City School District	16,086	16,535
061700	Jamestown City School District	12,240	12,750
420411	Jamesville-Dewitt Central School District	12,986	13,430
572702	Jasper-Troupsburg Central School District	10,673	9,424
540901	Jefferson Central School District	14,299	14,907
280515	Jericho Union Free School District	25,613	26,281
630601	Johnsburg Central School District	19,097	19,828
031502	Johnson City Central School District	14,170	14,900
170600	Johnstown City School District	9,678	9,620
420501	Jordan-Elbridge Central School District	14,484	15,930
660101	Katonah-Lewisboro Union Free School District	21,199	21,540
150601	Keene Central School District	24,890	26,575
450607	Kendall Central School District	13,656	13,835
142601	Kenmore-Town of Tonawanda Union Free School District	11,143	11,968
241101	Keshequa Central School District	13,501	14,262
580805	Kings Park Central School District	15,314	15,610
620600	Kingston City School District	17,811	18,563
441202	Kiryas Joel Village Union Free School District	47,592	47,088
141800	Lackawanna City School District	13,355	14,179
221401	Lafargeville Central School District	11,679	12,035
420807	Lafayette Central School District	19,604	20,031
630701	Lake George Central School District	14,107	14,258
151102	Lake Placid Central School District	16,551	16,988
200601	Lake Pleasant Central School District	28,865	29,396
141401	Lake Shore Central School District	12,946	13,315
662401	Lakeland Central School District	16,385	16,944
141901	Lancaster Central School District	10,740	11,054
610801	Lansing Central School District	14,058	14,889
490601	Lansingburgh Central School District	12,613	13,621
470801	Laurens Central School District	11,871	12,251
280215	Lawrence Union Free School District	19,566	19,372
181001	Le Roy Central School District	13,123	13,628
670401	Letchworth Central School District	12,475	12,870
280205	Levittown Union Free School District	18,400	18,656
400301	Lewiston-Porter Central School District	13,842	14,356
590901	Liberty Central School District	20,666	20,984
580104	Lindenhurst Union Free School District	15,691	16,135
511602	Lisbon Central School District	16,247	17,336
210800	Little Falls City School District	14,527	15,909
421501	Liverpool Central School District	14,609	14,982
591302	Livingston Manor Central School District	18,772	19,639
240801	Livonia Central School District	13,261	14,204
400400	Lockport City School District	12,352	13,235
280503	Locust Valley Central School District	25,005	25,318
280300	Long Beach City School District	23,742	24,051
200701	Long Lake Central School District	43,783	45,736
580212	Longwood Central School District	16,613	17,193
230901	Lowville Academy and Central School District	11,100	11,330
221301	Lyme Central School District	15,605	16,285
280220	Lynbrook Union Free School District	19,673	20,137
421504	Lyncourt Union Free School District	20,816	22,200
451001	Lyndonville Central School District	12,897	12,803
650501	Lyons Central School District	13,774	14,092
251101	Madison Central School District	13,036	13,736
511901	Madrid-Waddington Central School District	13,666	14,184

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
480101	Mahopac Central School District	15,429	15,812
031101	Maine-Endwell Central School District	12,307	12,201
161501	Malone Central School District	12,835	13,668
280212	Malverne Union Free School District	22,087	22,513
660701	Mamaroneck Union Free School District	20,436	20,929
431101	Manchester-Shortsville Central School District	13,329	14,157
280406	Manhasset Union Free School District	22,228	22,468
110901	Marathon Central School District	14,538	14,692
421101	Marcellus Central School District	12,176	12,549
430901	Marcus Whitman Central School District	14,696	15,168
121401	Margaretville Central School District	16,719	18,028
650701	Marion Central School District	13,409	14,006
621001	Marlboro Central School District	18,368	19,088
140702	Maryvale Union Free School District	12,863	13,487
280523	Massapequa Union Free School District	17,941	18,190
512001	Massena Central School District	11,605	11,795
581012	Mattituck-Cutchogue Union Free School District	17,381	17,482
170801	Mayfield Central School District	11,633	11,873
110304	McGraw Central School District	15,873	17,040
521200	Mechanicville City School District	14,005	14,652
450801	Medina Central School District	11,829	12,061
010615	Menands Union Free School District	16,935	17,541
280225	Merrick Union Free School District	19,860	20,027
460901	Mexico Academy and Central School District	13,841	14,417
580211	Middle Country Central School District	15,728	15,899
541001	Middleburgh Central School District	13,755	14,302
441000	Middletown Enlarged City School District	16,816	18,072
471101	Milford Central School District	15,303	15,566
132201	Millbrook Central School District	14,088	13,958
580208	Miller Place Union Free School District	14,280	14,163
280410	Mineola Union Free School District	27,241	29,317
150801	Minerva Central School District	26,331	27,076
441101	Minisink Valley Central School District	13,395	13,743
530515	Mohonasen Central School District	10,995	11,426
441201	Monroe-Woodbury Central School District	16,117	16,787
580306	Montauk Union Free School District	35,371	35,371
591401	Monticello Central School District	16,694	17,313
051301	Moravia Central School District	12,255	12,607
150901	Moriah Central School District	14,528	14,871
471201	Morris Central School District	11,798	11,769
512101	Morristown Central School District	14,307	13,629
250401	Morrisville-Eaton Central School District	14,097	14,345
212001	Mount Markham Central School District	13,231	13,174
240901	Mount Morris Central School District	15,520	16,546
660801	Mount Pleasant Central School District	20,270	21,111
580207	Mount Sinai Union Free School District	16,701	16,975
660900	Mount Vernon City School District	18,589	19,022
500108	Nanuet Union Free School District	19,154	20,033
431201	Naples Central School District	14,923	15,456
411501	New Hartford Central School District	12,563	12,945
280405	New Hyde Park-Garden City Park Union Free School Distric	16,763	18,211
101601	New Lebanon Central School District	17,118	17,830
621101	New Paltz Central School District	17,004	17,754
661100	New Rochelle City School District	18,595	19,210
581015	New Suffolk Common School District	18,495	16,166
300000	New York City Department of Education	18,340	19,044
411504	New York Mills Union Free School District	14,057	14,425
650101	Newark Central School District	13,312	13,987

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
600402	Newark Valley Central School District	12,060	12,557
441600	Newburgh Enlarged City School District	18,149	18,908
151001	Newcomb Central School District	44,320	43,655
400601	Newfane Central School District	11,787	12,037
610901	Newfield Central School District	12,782	13,059
400800	Niagara Falls City School District	12,691	13,138
400701	Niagara-Wheatfield Central School District	12,059	12,411
530301	Niskayuna Central School District	13,877	14,482
580103	North Babylon Union Free School District	16,899	17,354
280204	North Bellmore Union Free School District	17,416	17,655
142201	North Collins Central School District	15,290	15,750
010623	North Colonie Central School District	13,235	13,832
490801	North Greenbush Common School District	17,451	19,542
280229	North Merrick Union Free School District	19,801	20,344
500201	North Rockland Central School District	18,645	18,542
651501	North Rose-Wolcott Central School District	14,020	14,016
661301	North Salem Central School District	22,007	22,564
280501	North Shore Central School District	26,500	26,561
420303	North Syracuse Central School District	13,189	13,620
400900	North Tonawanda City School District	12,142	11,945
630202	North Warren Central School District	16,566	18,716
090501	Northeastern Clinton Central School District	13,658	14,088
090901	Northern Adirondack Central School District	14,780	15,317
580404	Northport-East Northport Union Free School District	19,576	19,893
170901	Northville Central School District	16,742	17,646
081200	Norwich City School District	11,315	12,341
512201	Norwood-Norfolk Central School District	13,121	13,293
500304	Nyack Union Free School District	20,548	20,636
181101	Oakfield-Alabama Central School District	13,727	14,595
280211	Oceanside Union Free School District	16,329	16,554
550101	Odessa-Montour Central School District	11,644	10,910
512300	Ogdensburg City School District	14,939	15,937
042400	Olean City School District	13,076	13,623
251400	Oneida City School District	13,312	14,024
471400	Oneonta City School District	14,182	14,440
421201	Onondaga Central School District	14,786	14,921
621201	Onteora Central School District	20,596	20,915
271201	Oppenheim-Ephratah-St. Johnsville Central School District	13,185	13,403
142301	Orchard Park Central School District	12,567	12,876
412901	Oriskany Central School District	13,279	13,700
661401	Ossining Union Free School District	21,185	22,492
461300	Oswego City School District	13,558	14,279
081401	Otselic Valley Central School District at Georgetown-South (	16,062	16,785
600601	Owego-Apalachin Central School District	13,864	14,625
211701	Owen D. Young Central School District	13,599	13,894
081501	Oxford Academy and Central School District	13,670	14,170
280506	Oyster Bay-East Norwich Central School District	25,087	25,408
581002	Oysterponds Union Free School District	36,838	37,729
650901	Palmyra-Macedon Central School District	11,844	12,055
061601	Panama Central School District	13,050	13,016
512501	Parishville-Hopkinton Central School District	13,015	13,072
580224	Patchogue-Medford Union Free School District	15,532	16,225
181201	Pavilion Central School District	13,338	13,534
131201	Pawling Central School District	17,315	17,980
500308	Pearl River Union Free School District	17,457	17,857
661500	Peekskill City School District	19,292	20,056
661601	Pelham Union Free School District	17,441	17,844
181302	Pembroke Central School District	14,292	14,864

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
261201	Penfield Central School District	14,208	14,721
680601	Penn Yan Central School District	12,888	13,237
671201	Perry Central School District	13,883	14,313
091101	Peru Central School District	14,333	14,270
431301	Phelps-Clifton Springs Central School District	13,460	13,597
462001	Phoenix Central School District	13,230	13,336
440401	Pine Bush Central School District	13,392	13,612
131301	Pine Plains Central School District	16,980	17,511
060601	Pine Valley Central School District	18,916	21,969
043501	Pioneer Central School District	11,715	12,095
261401	Pittsford Central School District	15,137	15,626
280518	Plainedge Union Free School District	17,041	17,457
280504	Plainview-Old Bethpage Central School District	19,684	20,428
091200	Plattsburgh City School District	15,604	16,262
660809	Pleasantville Union Free School District	17,595	18,001
660802	Pocantico Hills Central School District	41,070	44,573
211103	Poland Central School District	13,082	13,516
051101	Port Byron Central School District	12,392	12,753
661904	Port Chester-Rye Union Free School District	16,661	17,942
580206	Port Jefferson Union Free School District	23,536	23,602
441800	Port Jervis City School District	13,564	13,649
280404	Port Washington Union Free School District	23,895	24,786
042901	Portville Central School District	12,327	12,650
512902	Potsdam Central School District	14,232	14,781
131500	Poughkeepsie City School District	15,993	17,097
572301	Prattsburgh Central School District	12,965	14,131
461801	Pulaski (Academy) Central School District	14,245	14,808
641401	Putnam Central School District	24,562	24,346
480503	Putnam Valley Central School District	18,487	18,690
630902	Queensbury Union Free School District	10,905	11,229
580903	Quogue Union Free School District	52,520	51,785
043001	Randolph Central School District	13,591	13,696
010402	Ravena-Coeymans-Selkirk Central School District	14,284	14,577
651503	Red Creek Central School District	12,958	13,478
131701	Red Hook Central School District	15,490	16,054
411701	Remsen Central School District	19,024	19,772
580901	Remsenburg-Speonk Union Free School District	40,932	42,377
491200	Rensselaer City School District	11,361	11,630
131801	Rhinebeck Central School District	18,618	19,164
472001	Richfield Springs Central School District	12,377	12,793
062401	Ripley Central School District	14,040	14,310
580602	Riverhead Central School District	20,107	21,746
261600	Rochester City School District	14,316	14,088
280221	Rockville Centre Union Free School District	21,044	21,669
580209	Rocky Point Union Free School District	15,495	15,947
411800	Rome City School District	14,583	15,273
560603	Romulus Central School District	17,119	17,299
620901	Rondout Valley Central School District	19,344	20,093
280208	Roosevelt Union Free School District	18,964	19,914
591301	Roscoe Central School District	19,803	20,514
280403	Roslyn Union Free School District	22,785	23,236
121502	Roxbury Central School District	19,551	20,374
401201	Royalton-Hartland Central School District	11,206	11,464
261701	Rush-Henrietta Central School District	14,589	15,117
661800	Rye City School District	22,644	23,067
661901	Rye Neck Union Free School District	19,848	20,134
580205	Sachem Central School District	15,181	15,793
221001	Sackets Harbor Central School District	11,892	12,560

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
580305	Sag Harbor Union Free School District	31,073	32,589
580910	Sagaponack Common School District	17,336	16,934
161801	Saint Regis Falls Central School District	17,247	18,861
043200	Salamanca City School District	3,150	3,159
641501	Salem Central School District	16,437	17,359
161201	Salmon River Central School District	16,080	16,527
461901	Sandy Creek Central School District	15,304	16,476
091402	Saranac Central School District	13,923	14,451
161401	Saranac Lake Central School District	16,404	16,998
521800	Saratoga Springs City School District	12,472	12,615
621601	Saugerties Central School District	14,479	14,657
411603	Sauquoit Valley Central School District	14,129	14,508
580504	Sayville Union Free School District	18,007	18,437
662001	Scarsdale Union Free School District	24,704	25,371
530501	Schalmont Central School District	14,896	14,862
530600	Schenectady City School District	14,302	15,027
470901	Schenevus Central School District	14,505	15,001
491501	Schodack Central School District	14,750	15,629
541201	Schoharie Central School District	13,931	14,467
151401	Schroon Lake Central School District	20,697	21,945
521701	Schuylerville Central School District	12,786	12,941
022401	Scio Central School District	12,218	12,467
530202	Scotia-Glenville Central School District	13,540	13,673
280206	Seaford Union Free School District	17,804	18,270
560701	Seneca Falls Central School District	12,802	13,158
280252	Sewanhaka Central High School District	14,545	15,147
541401	Sharon Springs Central School District	16,703	18,393
580701	Shelter Island Union Free School District	29,390	30,042
520302	Shenendehowa Central School District	13,387	13,769
082001	Sherburne-Earlville Central School District	12,490	12,780
062601	Sherman Central School District	12,554	13,115
580601	Shoreham-Wading River Central School District	18,075	18,263
121601	Sidney Central School District	12,367	12,810
061501	Silver Creek Central School District	14,689	15,500
421601	Skaneateles Central School District	13,635	14,208
580801	Smithtown Central School District	16,162	16,524
651201	Sodus Central School District	13,390	13,501
420702	Solvay Union Free School District	13,196	13,585
662101	Somers Central School District	19,134	19,584
010601	South Colonie Central School District	14,280	14,860
580235	South Country Central School District	18,715	18,762
521401	South Glens Falls Central School District	12,249	12,858
580413	South Huntington Union Free School District	18,705	19,418
220101	South Jefferson Central School District	11,296	11,926
121702	South Kortright Central School District	14,111	13,970
231101	South Lewis Central School District	14,885	15,440
500301	South Orangetown Central School District	17,609	18,132
560501	South Seneca Central School District	15,265	15,816
580906	Southampton Union Free School District	26,429	26,855
050701	Southern Cayuga Central School District	15,112	15,815
581005	Southold Union Free School District	19,972	20,423
060201	Southwestern Central School District	13,463	14,074
131602	Spackenkill Union Free School District	18,647	18,787
261001	Spencerport Central School District	12,882	13,226
600801	Spencer-Van Etten Central School District	13,450	13,708
580304	Springs Union Free School District	25,307	25,021
141101	Springville-Griffith Institute Central School District	13,373	13,655
121701	Stamford Central School District	14,495	15,062

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
401001	Starpoint Central School District	12,030	12,553
522001	Stillwater Central School District	10,709	11,435
251501	Stockbridge Valley Central School District	11,879	12,044
500401	Suffern Central School District	18,349	18,986
591502	Sullivan West Central School District	16,052	15,336
030601	Susquehanna Valley Central School District	14,849	15,401
140207	Sweet Home Central School District	14,494	15,224
280502	Syosset Central School District	22,190	22,891
421800	Syracuse City School District	14,128	14,601
100501	Taconic Hills Central School District	16,791	17,622
660401	Tarrytown Union Free School District	18,993	19,455
220701	Thousand Islands Central School District	12,947	13,317
580201	Three Village Central School District	18,646	19,114
151501	Ticonderoga Central School District	16,159	16,451
600903	Tioga Central School District	12,137	12,936
142500	Tonawanda City School District	11,825	12,283
211901	Town of Webb Union Free School District	22,219	23,659
591201	Tri-Valley Central School District	21,869	22,376
491700	Troy City School District	17,346	18,066
611001	Trumansburg Central School District	13,146	13,956
580913	Tuckahoe Common School District	33,661	33,749
660302	Tuckahoe Union Free School District	23,628	24,486
421902	Tully Central School District	11,413	11,529
160101	Tupper Lake Central School District	13,700	14,006
441903	Tuxedo Union Free School District	16,975	17,523
081003	Unadilla Valley Central School District	14,463	15,212
471601	Unatego Central School District	12,799	13,342
051901	Union Springs Central School District	13,169	14,095
280202	Uniondale Union Free School District	23,868	24,737
031501	Union-Endicott Central School District	13,137	13,551
412300	Utica City School District	11,883	12,535
660805	Valhalla Union Free School District	22,037	22,394
441301	Valley Central School District	13,787	14,213
280213	Valley Stream 13 Union Free School District	17,344	17,748
280224	Valley Stream 24 Union Free School District	22,627	23,881
280230	Valley Stream 30 Union Free School District	19,798	20,774
280251	Valley Stream Central High School District	16,576	17,242
412000	Vernon-Verona-Sherrill Central School District	12,131	12,822
031601	Vestal Central School District	14,194	14,792
431701	Victor Central School District	12,403	13,160
011003	Voorheesville Central School District	14,509	15,021
580302	Wainscott Common School District	0	0
621801	Wallkill Central School District	13,334	13,523
121901	Walton Central School District	12,128	12,948
280223	Wantagh Union Free School District	15,279	15,666
132101	Wappingers Central School District	13,591	14,060
631201	Warrensburg Central School District	16,695	16,852
671501	Warsaw Central School District	14,491	15,205
442101	Warwick Valley Central School District	13,908	14,265
440102	Washingtonville Central School District	15,848	16,957
522101	Waterford-Halfmoon Union Free School District	18,969	21,192
561006	Waterloo Central School District	13,189	13,773
222000	Watertown City School District	10,914	11,200
411902	Waterville Central School District	13,217	14,014
011200	Watervliet City School District	11,508	12,189
550301	Watkins Glen Central School District	12,578	13,218
600101	Waverly Central School District	11,454	11,777
573002	Wayland-Cohocton Central School District	12,382	12,798

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
650801	Wayne Central School District	11,428	11,499
261901	Webster Central School District	13,401	13,871
131101	Webutuck Central School District	16,337	16,281
050301	Weedsport Central School District	13,226	12,996
200901	Wells Central School District	23,806	23,577
022601	Wellsville Central School District	14,423	15,052
580102	West Babylon Union Free School District	17,570	18,243
210302	West Canada Valley Central School District	13,916	14,423
420101	West Genesee Central School District	12,652	13,256
280227	West Hempstead Union Free School District	18,215	18,871
260803	West Irondequoit Central School District	13,017	13,674
580509	West Islip Union Free School District	16,035	16,582
142801	West Seneca Central School District	12,157	12,643
040204	West Valley Central School District	15,168	15,063
280401	Westbury Union Free School District	22,378	23,389
062901	Westfield Academy and Central School District	13,050	13,016
580902	Westhampton Beach Union Free School District	20,058	20,335
420701	Westhill Central School District	12,980	13,711
412801	Westmoreland Central School District	12,137	12,610
262001	Wheatland-Chili Central School District	18,604	19,367
170301	Wheelerville Union Free School District	17,400	17,136
662200	White Plains City School District	22,183	23,084
641701	Whitehall Central School District	14,031	14,449
412902	Whitesboro Central School District	12,500	13,105
022101	Whitesville Central School District	11,569	11,948
031401	Whitney Point Central School District	15,007	15,493
580232	William Floyd Union Free School District	16,396	17,019
651402	Williamson Central School District	14,433	14,870
140203	Williamsville Central School District	12,701	12,702
151701	Willsboro Central School District	17,666	18,055
401501	Wilson Central School District	12,487	12,847
191401	Windham-Ashland-Jewett Central School District	21,016	21,703
031701	Windsor Central School District	13,211	14,157
472506	Worcester Central School District	13,958	14,273
580109	Wyandanch Union Free School District	19,368	20,017
490804	Wynantskill Union Free School District	14,616	15,097
671002	Wyoming Central School District	20,994	24,351
662300	Yonkers City School District	17,635	18,310
241701	York Central School District	16,862	18,756
662402	Yorktown Central School District	18,023	18,659

2025 New School Proposal
Budget(s) & Cash Flow(s) Template

Finger Lakes Classical Academy Charter School

Contact Name:	Maureen Kinney Agnotti
Contact Title:	Founder
Contact Email:	angottijp2@gmail.com
Contact Phone:	315-730-8290

First Academic Year:	2026-27
Pre-Opening Period:	July 1, 2025 - June 30, 2026

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
2026-27 through 2030-31

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**AGE RANGE**
Kindergarten	Elementary School	22	22	40	40	40	4-5
1st Grade	Elementary School	22	22	25	40	40	5-6
2nd Grade	Elementary School	22	22	25	25	40	6-7
3rd Grade	Elementary School	22	22	25	25	25	7-8
4th Grade	Elementary School	22	22	25	25	25	8-9
5th Grade	*Elementary School*	0	22	22	25	25	9-10
6th Grade	Middle School	0	0	22	22	25	10-11
7th Grade	Middle School	0	0	0	22	22	11-12
8th Grade	Middle School	0	0	0	0	22	12-13
9th Grade	High School	0	0	0	0	0	13-14
10th Grade	High School	0	0	0	0	0	14-15
11th Grade	High School	0	0	0	0	0	15-16
12th Grade	High School	0	0	0	0	0	16-17
Ungraded		0	0	0	0	0	17-18
TOTAL		110	132	184	224	264	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	1	1	2	2	2
1st Grade	Elementary School	1	1	1	2	2
2nd Grade	Elementary School	1	1	1	1	2
3rd Grade	Elementary School	1	1	1	1	1
4th Grade	Elementary School	1	1	1	1	1
5th Grade	Elementary School	0	1	1	1	1
6th Grade	Middle School	0	0	1	1	1
7th Grade	Middle School	0	0	0	1	1
8th Grade	Middle School	0	0	0	0	1
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0
TOTAL		5	6	8	10	12

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	22	22	20	20	20
1st Grade	Elementary School	22	22	25	20	20
2nd Grade	Elementary School	22	22	25	25	20
3rd Grade	Elementary School	22	22	25	25	25
4th Grade	Elementary School	22	22	25	25	25
5th Grade	Elementary School	0	22	22	25	25
6th Grade	Middle School	0	0	22	22	25
7th Grade	Middle School	0	0	0	22	22
8th Grade	Middle School	0	0	0	0	22
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	110	132	162	180	195
Total Middle School Enrollment	-	-	22	44	69
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**110**	**132**	**184**	**224**	**264**
Change in Net Enrollment from Prior Year (Count)	110	22	52	40	40
Change in Net Enrollment from Prior Year (Percent)	100.0%	20.0%	39.4%	21.7%	17.9%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	110	132	184	224	264
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**13**

PRIMARY SENDING SCHOOL DISTRICT	Auburn Enlarged City School District	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 104,404,172	$ 104,404,172	$ 104,404,172	$ 104,404,172	$ 104,404,172
ENROLLMENT (*Charter School*)		33	40	55	67	79
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.aecsd.education/tfiles/folder1450/Budget%20Expenditures%20%20%26%20Budget%20Statement.pdf				

SECONDARY SENDING SCHOOL DISTRICT	Port Byron Central School District	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 24,867,816	$ 24,867,816	$ 24,867,816	$ 24,867,816	$ 24,867,816
ENROLLMENT (*Charter School*)		22	26	37	45	53
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.pbcschools.org/site/handlers/filedownload.ashx?moduleinstanceid=417&dataid=1600&FileName=PortByron_Budget_Newsletter_2024-25-9.pdf				

PRIMARY/OTHER	**DISTRICT NAME(S)**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Other District 3	Clyde-Savannah Central School District	9	11	15	18	21
Other District 4	Jordan-Elbridge Central School District	8	9	13	16	18
Other District 5	Seneca Falls Central School District	8	9	13	16	18
Other District 6	Cato-Meridian Central School District	6	7	9	11	13
Other District 7	Weedsport Central School District	6	7	9	11	13
Other District 8	Southern Cayuga Central School District	4	5	7	9	12
Other District 9	Union Springs Central School District	4	5	7	9	11
Other District 10	Moravia Central School District	4	5	7	9	11
Other District 11	Skaneateles Central School District	2	3	4	5	5
Other District 12	Marcellus Central School District	2	3	4	4	5
Other District 13	West Genesee Central School District	2	2	4	4	5

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	K-4	K-5	K-6	K-7	K-8
	Enrollment	110	132	184	224	264

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	1.0	1.0	1.0
TOTAL ADMINISTRATIVE STAFF	5.0	5.0	5.0	5.0	5.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	5.0	6.0	8.0	10.0	12.0
Teachers - SPED	0.5	0.5	1.0	1.0	1.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	1.5	1.5	3.0	3.0	3.0
Aides	1.0	1.0	2.0	2.0	2.0
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	8.0	9.0	14.0	16.0	18.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.5	0.5	0.5	0.5	0.5
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	1.0	1.0	1.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.5	0.5	1.0	1.0	1.0
TOTAL NON-INSTRUCTIONAL	2.0	2.0	2.5	2.5	2.5

TOTAL PERSONNEL SERVICE FTE	15.0	16.0	21.5	23.5	25.5

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	K-4	K-5	K-6	K-7	K-8
	Enrollment	110.00	132.00	184.00	224.00	264.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

	WAGES					
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	$ 90,000	$ 90,000	$ 92,700	$ 95,481	$ 98,345	$ 101,296
Instructional Management	$ 60,000	$ 60,000	$ 61,800	$ 63,654	$ 65,564	$ 67,531
Deans, Directors & Coordinators	$ 60,000	$ 60,000	$ 61,800	$ 63,654	$ 65,564	$ 67,531
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -
Operation / Business Manager	$ 75,000	$ 75,000	$ 77,250	$ 79,568	$ 81,955	$ 84,413
Administrative Staff	$ 40,000	$ 40,000	$ 41,200	$ 42,436	$ 43,709	$ 45,020
TOTAL ADMINISTRATIVE STAFF		$ 325,000	$ 334,750	$ 344,793	$ 355,136	$ 365,790
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 52,000	$ 260,000	$ 319,800	$ 433,394	$ 550,396	$ 670,908
Teachers - SPED	$ 60,000	$ 30,000	$ 30,900	$ 61,827	$ 63,682	$ 65,592
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
Teaching Assistants	$ -	$ -	$ -	$ -	$ -	$ -
Specialty Teachers	$ 50,000	$ 75,000	$ 77,250	$ 154,568	$ 159,205	$ 163,981
Aides	$ 31,200	$ 31,200	$ 32,136	$ 64,300	$ 66,229	$ 68,216
Therapists & Counselors	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL INSTRUCTIONAL		$ 396,200	$ 460,086	$ 714,089	$ 839,511	$ 968,697
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ 35,200	$ 17,600	$ 18,128	$ 18,672	$ 19,232	$ 19,809
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ 35,360	$ 35,360	$ 36,421	$ 37,513	$ 38,639	$ 39,798
Security	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ 29,040	$ 14,520	$ 14,956	$ 29,924	$ 30,822	$ 31,747
TOTAL NON-INSTRUCTIONAL		$ 67,480	$ 69,504	$ 86,110	$ 88,693	$ 91,354
TOTAL PERSONNEL SERVICE WAGES		$ 788,680	$ 864,340	$ 1,144,991	$ 1,283,340	$ 1,425,841

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

Description of Assumptions
School Leader
Curriculum Manager
Special Education/ELL and Achievement Coordinator (SEAC)
Business Manager / Grant Writer
Administrative Assistant, Office / Enrollment

Classroom Teachers
0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5 or as needed based on SPED enrollment
contracted as needed
0.5 FTE each for Art & Music, PE, Language first 2 years , 1 FTE each after
1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
contracted as needed

Nurse four hrs/day during school days
Custodian / Maintenance
Food Service (Hourly)

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

Description of Assumptions
School Leader
Curriculum Manager
Special Education/ELL and Achievement Coordinator (SEAC)
Business Manager / Grant Writer
Administrative Assistant, Office / Enrollment

Classroom Teachers. Adding 1 teacher yr 2 and 2 teachers every year after
0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5 or as needed based on SPED enrollment
contracted as needed
0.5 FTE each for Art & Music, PE, Language first 2 years , 1 FTE each after
1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
contracted as needed

Nurse four hrs/day during school days
Custodian / Maintenance
Food Service (Hourly)

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**365,000**
Total Expenses	**352,852**
Net Income	**12,148**

	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	365,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	**365,000**
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**-**
TOTAL REVENUE	**365,000**

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**365,000**
Total Expenses	**352,852**
Net Income	**12,148**

	START-UP PERIOD
EXPENSES	
	FTE No. of Positions
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	1.00	41,538
Instructional Management	1.00	13,845
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	1.00	28,845
Administrative Staff	1.00	15,385
TOTAL ADMINISTRATIVE STAFF	**4.00**	99,613
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	**-**	**-**
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	**-**
SUBTOTAL PERSONNEL SERVICE COSTS	**4.00**	**99,613**
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		10,957
Fringe / Employee Benefits		34,865
Retirement / Pension		10,957
TOTAL PAYROLL TAXES AND BENEFITS		**56,779**
TOTAL PERSONNEL SERVICE COSTS	**4.00**	**156,392**
CONTRACTED SERVICES		
Accounting / Audit		-
Legal		2,500
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		750
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
TOTAL CONTRACTED SERVICES		**3,250**

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**365,000**
Total Expenses	**352,852**
Net Income	**12,148**

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	15,000
Supplies & Materials other	15,000
Equipment / Furniture	40,000
Telephone	600
Technology	30,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	4,000
Staff Development	1,000
Staff Recruitment	5,000
Student Recruitment / Marketing	12,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	2,500
TOTAL SCHOOL OPERATIONS	**125,100**
FACILITY OPERATION & MAINTENANCE	
Insurance	1,000
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	63,200
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	3,910
TOTAL FACILITY OPERATION & MAINTENANCE	**68,110**
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**352,852**
NET INCOME	**12,148**

FINGER LAKES CLASSICAL ACADEMY
PROJECTED BUDGET / OPERATING PLAN PERIOD
July 1, 2025 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus		
DYCD (Department of Youth and Community Developmt.)		
Other		
Other		
TOTAL REVENUE FROM STATE SOURCES		
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation		Anticipate $ 1 M CSP Grant, will use $365 K in Pre-Open, $325 K for the 1st year, $310 K for the 2nd year
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising		
Erate Reimbursement		
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		
TOTAL REVENUE		

FINGER LAKES CLASSICAL ACADEMY
PROJECTED BUDGET / OPERATING PLAN PERIOD
July 1, 2025 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1.00	Starting in January
Instructional Management	1.00	Starting in April
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	1.00	Starting in February
Administrative Staff	1.00	Starting in February
TOTAL ADMINISTRATIVE STAFF	**4.00**	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other	-	
TOTAL INSTRUCTIONAL	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**4.00**	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		
Fringe / Employee Benefits		Health & Dental Insurance
Retirement / Pension		NYS Teacher Retirement Pension System/403b
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	**4.00**	
CONTRACTED SERVICES		
Accounting / Audit		
Legal		Fees to set up 501(c)(3) , tax exemption, and other necessary legal functions
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		
TOTAL CONTRACTED SERVICES		

FINGER LAKES CLASSICAL ACADEMY
PROJECTED BUDGET / OPERATING PLAN PERIOD
July 1, 2025 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	
SCHOOL OPERATIONS	
Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	Classical Education Curriculum
Supplies & Materials other	Classical Education Curriculum supplies
Equipment / Furniture	Office furniture
Telephone	
Technology	Laptops/tech for school administrative staff
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	Office supplies
Staff Development	Classical Education PD for school admin
Staff Recruitment	Online and print recruitment
Student Recruitment / Marketing	Online and print recruitment
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	Bank fees and grant application related fees
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	School building lease
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 1-YEAR	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue	**-**	**-**	**-**	**10,000**	**-**	**-**	**200,000**	**-**	**-**	**155,000**	**-**	**-**	**365,000**
Total Expenses	**-**	**-**	**-**	**-**	**200**	**7,200**	**13,444**	**78,332**	**31,532**	**80,278**	**79,938**	**61,928**	**352,852**
Net Income	**-**	**-**	**-**	**10,000**	**(200)**	**(7,200)**	**186,556**	**(78,332)**	**(31,532)**	**74,722**	**(79,938)**	**(61,928)**	**12,148**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**10,000**	**9,800**	**2,600**	**189,156**	**110,824**	**79,291**	**154,013**	**74,075**	**-**
Net Income	**-**	**-**	**-**	**10,000**	**9,800**	**2,600**	**189,156**	**110,824**	**79,291**	**154,013**	**74,075**	**12,148**	**12,148**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	10,000	-	-	200,000	-	-	155,000	-	-	365,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	10,000	-	-	200,000	-	-	155,000	-	-	365,000
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**-**	**-**	**-**	**10,000**	**-**	**-**	**200,000**	**-**	**-**	**155,000**	**-**	**-**	**365,000**

PRE-OPENING CASH FLOW 1-YEAR

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2025 - June 30, 2026

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	10,000	-	-	200,000	-	-	155,000	-	-	365,000
Total Expenses	-	-	-	-	200	7,200	13,444	78,332	31,532	80,278	79,938	61,928	352,852
Net Income	-	-	-	10,000	(200)	(7,200)	186,556	(78,332)	(31,532)	74,722	(79,938)	(61,928)	12,148
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	-
Net Income	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	12,148	12,148

	FTE No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
Executive Management	1.00	-	-	-				6,923	6,923	6,923	6,923	6,923	6,923	41,538
Instructional Management	1.00	-	-	-	-	-	-	-	-	-	4,615	4,615	4,615	13,845
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-					5,769	5,769	5,769	5,769	5,769	28,845
Administrative Staff	1.00	-	-	-	-	-	-	-	3,077	3,077	3,077	3,077	3,077	15,385
TOTAL ADMINISTRATIVE STAFF	4.00	-	-	-	-	-	-	6,923	15,769	15,769	20,384	20,384	20,384	99,613
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	-	-	-	-	-	-	6,923	15,769	15,769	20,384	20,384	20,384	99,613
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	762	1,735	1,735	2,242	2,242	2,242	10,957
Fringe / Employee Benefits		-	-	-	-	-	-	2,423	5,519	5,519	7,134	7,134	7,134	34,865
Retirement / Pension		-	-	-	-	-	-	762	1,735	1,735	2,242	2,242	2,242	10,957
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	3,946	8,988	8,988	11,619	11,619	11,619	56,779
TOTAL PERSONNEL SERVICE COSTS	4.00	-	-	-	-	-	-	10,869	24,757	24,757	32,003	32,003	32,003	156,392
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-		-
Legal		-	-	-	-	-	-	-	-	-	500	1,000	1,000	2,500
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	125	125	125	125	125	125	750
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	125	125	125	625	1,125	1,125	3,250

PRE-OPENING CASH FLOW 1-YEAR	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue	**-**	**-**	**-**	**10,000**	**-**	**-**	**200,000**	**-**	**-**	**155,000**	**-**	**-**	**365,000**
Total Expenses	**-**	**-**	**-**	**-**	**200**	**7,200**	**13,444**	**78,332**	**31,532**	**80,278**	**79,938**	**61,928**	**352,852**
Net Income	**-**	**-**	**-**	**10,000**	**(200)**	**(7,200)**	**186,556**	**(78,332)**	**(31,532)**	**74,722**	**(79,938)**	**(61,928)**	**12,148**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**10,000**	**9,800**	**2,600**	**189,156**	**110,824**	**79,291**	**154,013**	**74,075**	**-**
Net Income	**-**	**-**	**-**	**10,000**	**9,800**	**2,600**	**189,156**	**110,824**	**79,291**	**154,013**	**74,075**	**12,148**	**12,148**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	10,000	5,000	15,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	10,000	5,000	15,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	25,000	10,000	5,000	40,000
Telephone	-	-	-	-	-	-	-	-	-	200	200	200	600
Technology	-	-	-	-	-	7,000	-	-	-	12,000	6,000	5,000	30,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	500	1,000	500	1,000	500	500	4,000
Staff Development	-	-	-	-	-	-	-	-	-	-	1,000	-	1,000
Staff Recruitment	-	-	-		200	200	200	500	500	1,000	1,200	1,200	5,000
Student Recruitment / Marketing	-	-	-	-	-	-	-	1,000	1,500	3,500	3,500	2,500	12,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	1,000	750	750	2,500
TOTAL SCHOOL OPERATIONS	-	-	-	-	200	7,200	700	2,500	2,500	43,700	43,150	25,150	125,100
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	1,000	-	-	-	-	-	1,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-		50,000	3,300	3,300	3,300	3,300	63,200
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	750	950	850	650	360	350	3,910
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	1,750	50,950	4,150	3,950	3,660	3,650	68,110
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**-**	**-**	**-**	**-**	**200**	**7,200**	**13,444**	**78,332**	**31,532**	**80,278**	**79,938**	**61,928**	352,852
NET INCOME	**-**	**-**	**-**	**10,000**	**(200)**	**(7,200)**	**186,556**	**(78,332)**	**(31,532)**	**74,722**	**(79,938)**	**(61,928)**	**12,148**

PRE-OPENING CASH FLOW 1-YEAR	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue	**-**	**-**	**-**	**10,000**	**-**	**-**	**200,000**	**-**	**-**	**155,000**	**-**	**-**	**365,000**
Total Expenses	**-**	**-**	**-**	**-**	**200**	**7,200**	**13,444**	**78,332**	**31,532**	**80,278**	**79,938**	**61,928**	**352,852**
Net Income	**-**	**-**	**-**	**10,000**	**(200)**	**(7,200)**	**186,556**	**(78,332)**	**(31,532)**	**74,722**	**(79,938)**	**(61,928)**	**12,148**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**10,000**	**9,800**	**2,600**	**189,156**	**110,824**	**79,291**	**154,013**	**74,075**	**-**
Net Income	**-**	**-**	**-**	**10,000**	**9,800**	**2,600**	**189,156**	**110,824**	**79,291**	**154,013**	**74,075**	**12,148**	**12,148**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	-
NET INCOME	**-**	**-**	**-**	**10,000**	**(200)**	**(7,200)**	**186,556**	**(78,332)**	**(31,532)**	**74,722**	**(79,938)**	**(61,928)**	**12,148**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**10,000**	**9,800**	**2,600**	**189,156**	**110,824**	**79,291**	**154,013**	**74,075**	-
ENDING CASH BALANCE	**-**	**-**	**-**	**10,000**	**9,800**	**2,600**	**189,156**	**110,824**	**79,291**	**154,013**	**74,075**	**12,148**	**12,148**

YEAR 1 BUDGET AND ASSUMPTION

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

JULY 1, 2026 - JUNE 30, 2027

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*

Total Revenue			**1,894,167**	**137,078**	**-**	**-**	**900**	**2,032,145**	
Total Expenses			**974,692**	**177,128**	**35,128**	**-**	**439,692**	**1,626,640**	
Net Income			**919,475**	**(40,050)**	**(35,128)**	**-**	**(438,792)**	**405,505**	
Budgeted Student Enrollment			**110**	**-**				**110**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2024-25)							
PRIMARY School District:	Auburn Enlarged City School District	12,550	420,362					420,362	
Other District 1:	Port Byron Central School District	12,753	284,774					284,774	
Other District 2:	Clyde-Savannah Central School District	17,628	161,032					161,032	
Other District 3:	Jordan-Elbridge Central School District	15,930	129,352					129,352	
Other District 4:	Seneca Falls Central School District	13,158	106,843					106,843	
Other District 5:	Cato-Meridian Central School District	12,836	78,171					78,171	
Other District 6:	Weedsport Central School District	12,996	79,146					79,146	
Other District 7:	Southern Cayuga Central School District	15,815	64,209					64,209	
Other District 8:	Union Springs Central School District	14,095	57,226					57,226	
Other District 9:	Moravia Central School District	12,607	51,184					51,184	
Other District 10:	Skaneateles Central School District	14,208	28,842					28,842	
Other District 11:	Marcellus Central School District	12,549	25,474					25,474	
Other District 12:	West Genesee Central School District	13,256	26,910					26,910	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,556	1,513,525					1,513,525	
Special Education Revenue				134,578				134,578	
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,513,525	134,578	-	-	-	1,648,103	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs				2,500	-			2,500	Conservative estimate
Title I			38,555	-	-			38,555	
Title Funding - Other			-	-	-			-	
School Food Service (Free Lunch)			9,000	-	-			9,000	$1,000 per month October - June (reimbursements are on a 1 month delay
Grants									
Charter School Program (CSP) Planning & Implementation			325,000	-	-	-	-	325,000	Anticipate $ 1 M CSP Grant, will use $365 K in Pre-Open, $325 K for the 1st year, $310 K for the 2nd year
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			372,555	2,500	-	-	-	375,055	
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-	-	-	
Fundraising			-	-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	900	900	State Meal Reimbursments delayed by 1 month
Text Book			8,087	-	-	-	-	8,087	
OTHER			-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			8,087	-	-	-	900	8,987	
TOTAL REVENUE			**1,894,167**	**137,078**	**-**	**-**	**900**	**2,032,145**	

YEAR 1 BUDGET AND ASSUMPTION		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		**1,894,167**	**137,078**	**-**	**-**	**900**	**2,032,145**	
Total Expenses		**974,692**	**177,128**	**35,128**	**-**	**439,692**	**1,626,640**	
Net Income		**919,475**	**(40,050)**	**(35,128)**	**-**	**(438,792)**	**405,505**	
Budgeted Student Enrollment		**110**	**-**				**110**	
		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	-	-	-	-	90,000	90,000	School Leader
Instructional Management	1.00	50,000	10,000	-	-	-	60,000	Curriculum Manager
Deans, Directors & Coordinators	1.00	-	60,000	-	-	-	60,000	Special Education/ELL and Achievement Coordinator (SEAC)
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	75,000	75,000	Business Manager / Grant Writer
Administrative Staff	1.00	-	-	-	-	40,000	40,000	Administrative Assistant, Office / Enrollment
TOTAL ADMINISTRATIVE STAFF	5.00	50,000	70,000	-	-	205,000	325,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	5.00	260,000	-	-	-	-	260,000	Classroom Teachers
Teachers - SPED	0.50	-	30,000	-	-	-	30,000	0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5 or as needed based on SPED enrollment
Substitute Teachers	-	-	-	-	-	-	-	contracted as needed
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	1.50	75,000		-	-	-	75,000	0.5 FTE each for Art & Music, PE, Language first 2 years , 1 FTE each after
Aides	1.00	31,200		-	-	-	31,200	1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
Therapists & Counselors	-	-	-	-	-	-	-	contracted as needed
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	8.00	366,200	30,000	-	-	-	396,200	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	0.50	17,600		-	-	-	17,600	Nurse four hrs/day during school days
Librarian	-	-	-	-	-	-	-	
Custodian	1.00	35,360		-	-	-	35,360	Custodian / Maintenance
Security	-	-	-	-	-	-	-	
Other	0.50	14,520		-	-	-	14,520	Food Service (Hourly)
TOTAL NON-INSTRUCTIONAL	2.00	67,480	-	-	-	-	67,480	
SUBTOTAL PERSONNEL SERVICE COSTS	15.00	483,680.00	100,000	-	-	205,000	788,680	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		53,205	11,000	-	-	22,550	86,755	7.65% Fica/Medicare + FUTA (35/mo/employee) + WC($1/100) plus $ 250 fee (put under Mgmt)
Fringe / Employee Benefits		169,288	35,000	-	-	71,750	276,038	35% Salary: Health, Dental, Life, Disability
Retirement / Pension		58,042	12,000	-	-	24,600	94,642	NYS Teacher Retirement Pension and 403b
TOTAL PAYROLL TAXES AND BENEFITS		280,534	58,000	-	-	118,900	457,434	
TOTAL PERSONNEL SERVICE COSTS	15.00	764,214	158,000	-	-	323,900	1,246,114	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	15,000	15,000	Yearly Audit, training of Charter Staff on bookkeeping
Legal		-	-	-	-	12,000	12,000	Retainer ($1K / mo)
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		480	96	128	-	1,692	2,396	Paylocity Quote $4/mo/emp + 125 base/mo
Special Ed Services		-	5,000	-	-	-	5,000	Anticipated Assistance
Titlement Services (i.e. Title I)		-	-	-	-		-	

YEAR 1 BUDGET AND ASSUMPTION	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**1,894,167**	**137,078**	**-**	**-**	**900**	**2,032,145**	
Total Expenses	**974,692**	**177,128**	**35,128**	**-**	**439,692**	**1,626,640**	
Net Income	**919,475**	**(40,050)**	**(35,128)**	**-**	**(438,792)**	**405,505**	
Budgeted Student Enrollment	**110**	**-**				**110**	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other Purchased / Professional / Consulting	8,190	-	5,000	-	-	13,190	$90 per diem substitute for 91 days (10% requirement - 5 classes 182 schedule), Plus budget $5 K/yr for Therapist/Counselors
TOTAL CONTRACTED SERVICES	8,670	5,096	5,128	-	28,692	47,586	

YEAR 1 BUDGET AND ASSUMPTION	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**1,894,167**	**137,078**	**-**	**-**	**900**	**2,032,145**	
Total Expenses	**974,692**	**177,128**	**35,128**	**-**	**439,692**	**1,626,640**	
Net Income	**919,475**	**(40,050)**	**(35,128)**	**-**	**(438,792)**	**405,505**	
Budgeted Student Enrollment	**110**	**-**				**110**	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	41,250	-	-	-	-	41,250	$375 / student first year, $275/student Yr 2-5
Special Ed Supplies & Materials	-	5,000	-	-	-	5,000	
Textbooks / Workbooks	30,250	3,500	-	-	-	33,750	$275 / student, higher for special ed
Supplies & Materials other	22,000	2,500	-	-	-	24,500	$200 / student, higher for special ed
Equipment / Furniture	15,000	-	-	-	-	15,000	Furnishing accounted for in Pre-Open, Art, Music, PE, AV Equipment included here
Telephone	-	-	-	-	6,000	6,000	listed under Mgmt, but for all aspects, Phone, Internet systems based on other school budgets
Technology	20,000	-	-	-	-	20,000	$30 K budgeted in Pre-Open, slowly expand tech for higher grades each year
Student Testing & Assessment	13,158	1,032	-	-	-	14,190	based on Aimsweb All Inclusive Pricing, Special Ed package higher, and Acadience Reading Assesment (flat 129 per student)
Field Trips	11,000	-	-	-	-	11,000	Baesd on 4 Field Trips / year @ $25/student
Transportation (student)	-	-	-	-	-	-	
Student Services - other	4,950	-	-	-	-	4,950	Uniforms - $45/student
Office Expense	-	-	-	-	8,000	8,000	Printing, Postage, Toner, Copier Lease
Staff Development	8,500	1,000	-	-	1,000	10,500	$1K per Teacher, $500 TA, $1K Mgmt
Staff Recruitment	-	-	-	-	8,000	8,000	5% Agency Fee plus online advertising
Student Recruitment / Marketing	-	-	-	-	19,000	19,000	large advertising budget to ensure enrollment numbers
School Meals / Lunch	-	-	30,000	-	-	30,000	Estimated Cost of Providing Meals (including non-FRPL non-payment losses)
Travel (Staff)	5,500	1,000	-	-	1,500	8,000	To support staff education only
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	171,608	14,032	30,000	-	43,500	259,140	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	40,000	40,000	Based on similar school budgets
Janitorial	-	-	-	-	3,600	3,600	Supplies $300/mo
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	Prepaid in Pre-open to obtain lower rate
Repairs & Maintenance	10,000	-	-	-	-	10,000	Will adjust pending site
Equipment / Furniture	12,000	-	-	-	-	12,000	Most purchased in Pre-Open $1K/mo replacement
Security	-	-	-	-	-	-	
Utilities	8,200	-	-	-	-	8,200	$400/mo (not including phone / internet), cash flow shows heat expenses higher in winter - total average $650/mo
TOTAL FACILITY OPERATION & MAINTENANCE	30,200	-	-	-	43,600	73,800	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	**974,692**	**177,128**	**35,128**	**-**	**439,692**	**1,626,640**	
NET INCOME	**919,475**	**(40,050)**	**(35,128)**	**-**	**(438,792)**	**405,505**	

YEAR 1 BUDGET AND ASSUMPTION	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**1,894,167**	**137,078**	**-**	**-**	**900**	**2,032,145**	
Total Expenses	**974,692**	**177,128**	**35,128**	**-**	**439,692**	**1,626,640**	
Net Income	**919,475**	**(40,050)**	**(35,128)**	**-**	**(438,792)**	**405,505**	
Budgeted Student Enrollment	**110**	**-**				**110**	

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*								
PRIMARY School District:	Auburn Enlarged City School District	33					33	
Other District 1:	Port Byron Central School District	22					22	
Other District 2:	Clyde-Savannah Central School District	9					9	
Other District 3:	Jordan-Elbridge Central School District	8					8	
Other District 4:	Seneca Falls Central School District	8					8	
Other District 5:	Cato-Meridian Central School District	6					6	
Other District 6:	Weedsport Central School District	6					6	
Other District 7:	Southern Cayuga Central School District	4					4	
Other District 8:	Union Springs Central School District	4					4	
Other District 9:	Moravia Central School District	4					4	
Other District 10:	Skaneateles Central School District	2					2	
Other District 11:	Marcellus Central School District	2					2	
Other District 12:	West Genesee Central School District	2					2	
Other District 13:		-					-	
Other District 14:		-					-	
All Other School Districts		-					-	
TOTAL ENROLLMENT		**110**					**110**	
REVENUE PER PUPIL		**17,220**					**18,474**	
EXPENSES PER PUPIL		**8,861**					**14,788**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*			FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue			**162,500**	**281,110**	**-**	**282,210**	**9,187**	**282,210**	**163,600**	**282,210**	**1,100**	**282,210**	**1,100**	**284,710**	**2,032,145**
Total Expenses			**123,288**	**114,048**	**144,930**	**144,930**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**1,626,640**
Net Income			**39,212**	**167,061**	**(144,930)**	**137,279**	**(128,243)**	**144,779**	**26,170**	**144,779**	**(136,330)**	**144,779**	**(136,330)**	**147,280**	**405,505**
Cash Flow Adjustments			**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance			**-**	**39,212**	**206,273**	**61,342**	**198,622**	**70,378**	**215,158**	**241,327**	**386,106**	**249,776**	**394,555**	**258,225**	**-**
Ending Cash Balance			**39,212**	**206,273**	**61,342**	**198,622**	**70,378**	**215,158**	**241,327**	**386,106**	**249,776**	**394,555**	**258,225**	**405,505**	**405,505**
			JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE			*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue		Basic Tuition (2024-25)													
PRIMARY School District:	Auburn Enlarged City School District	12,550	-	70,060		70,060		70,060		70,060		70,060		70,060	420,362
Other District 1:	Port Byron Central School District	12,753	-	47,462		47,462		47,462		47,462		47,462		47,462	284,774
Other District 2:	Clyde-Savannah Central School District	17,628	-	26,839		26,839		26,839		26,839		26,839		26,839	161,032
Other District 3:	Jordan-Elbridge Central School District	15,930	-	21,559		21,559		21,559		21,559		21,559		21,559	129,352
Other District 4:	Seneca Falls Central School District	13,158	-	17,807		17,807		17,807		17,807		17,807		17,807	106,843
Other District 5:	Cato-Meridian Central School District	12,836	-	13,029		13,029		13,029		13,029		13,029		13,029	78,171
Other District 6:	Weedsport Central School District	12,996	-	13,191		13,191		13,191		13,191		13,191		13,191	79,146
Other District 7:	Southern Cayuga Central School District	15,815	-	10,701		10,701		10,701		10,701		10,701		10,702	64,209
Other District 8:	Union Springs Central School District	14,095	-	9,538		9,538		9,538		9,538		9,538		9,538	57,226
Other District 9:	Moravia Central School District	12,607	-	8,531		8,531		8,531		8,531		8,531		8,531	51,184
Other District 10:	Skaneateles Central School District	14,208	-	4,807		4,807		4,807		4,807		4,807		4,807	28,842
Other District 11:	Marcellus Central School District	12,549	-	4,246		4,246		4,246		4,246		4,246		4,246	25,474
Other District 12:	West Genesee Central School District	13,256	-	4,485		4,485		4,485		4,485		4,485		4,485	26,910
Other District 13:		-	-	-	-	-	-	-	-	-	-		-	-	-
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,556	-	252,254	-	252,254	-	252,254	-	252,254	-	252,254	-	252,254	1,513,525
Special Education Revenue			-	22,430		22,430		22,430		22,430		22,430		22,430	134,578
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			-	274,684	-	274,684	-	274,684	-	274,684	-	274,684	-	274,684	1,648,103
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	-	-	-	-	-	-	2,500	2,500
Title I			-	6,426		6,426		6,426		6,426		6,426		6,426	38,555
Title Funding - Other			-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)			-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	9,000
Grants															
Charter School Program (CSP) Planning & Implementation			162,500	-	-	-	-	-	162,500	-	-	-	-	-	325,000
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			162,500	6,426	-	7,426	1,000	7,426	163,500	7,426	1,000	7,426	1,000	9,926	375,055
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	100	100	100	100	100	100	100	100	100	900
Text Book			-	-	-	-	8,087	-	-	-	-	-	-	-	8,087
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	100	8,187	100	100	100	100	100	100	100	8,987
TOTAL REVENUE			**162,500**	**281,110**	**-**	**282,210**	**9,187**	**282,210**	**163,600**	**282,210**	**1,100**	**282,210**	**1,100**	**284,710**	**2,032,145**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue	**162,500**	**281,110**	**-**	**282,210**	**9,187**	**282,210**	**163,600**	**282,210**	**1,100**	**282,210**	**1,100**	**284,710**	**2,032,145**
Total Expenses	**123,288**	**114,048**	**144,930**	**144,930**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**1,626,640**
Net Income	**39,212**	**167,061**	**(144,930)**	**137,279**	**(128,243)**	**144,779**	**26,170**	**144,779**	**(136,330)**	**144,779**	**(136,330)**	**147,280**	**405,505**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**39,212**	**206,273**	**61,342**	**198,622**	**70,378**	**215,158**	**241,327**	**386,106**	**249,776**	**394,555**	**258,225**	**-**
Ending Cash Balance	**39,212**	**206,273**	**61,342**	**198,622**	**70,378**	**215,158**	**241,327**	**386,106**	**249,776**	**394,555**	**258,225**	**405,505**	**405,505**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Instructional Management	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Deans, Directors & Coordinators	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Administrative Staff	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
TOTAL ADMINISTRATIVE STAFF	5.00	27,083	27,083	27,083	27,083	27,083	27,083	27,083	27,083	27,083	27,083	27,083	27,083	325,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	5.00	-	-	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	260,000
Teachers - SPED	0.50	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	1.50	-		7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	75,000
Aides	1.00	-	-	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	31,200
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	8.00	-	-	39,620	39,620	39,620	39,620	39,620	39,620	39,620	39,620	39,620	39,620	396,200
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	0.50	-	-	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	17,600
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	1.00	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	35,360
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	0.50	-	-	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	14,520
TOTAL NON-INSTRUCTIONAL	2.00	2,947	2,947	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	67,480
SUBTOTAL PERSONNEL SERVICE COSTS	15.00	30,030	30,030	72,862	72,862	72,862	72,862	72,862	72,862	72,862	72,862	72,862	72,862	788,680
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,229	86,755
Fringe / Employee Benefits		23,003	23,003	23,003	23,003	23,003	23,003	23,003	23,003	23,003	23,003	23,003	23,003	276,038
Retirement / Pension		7,887	7,887	7,887	7,887	7,887	7,887	7,887	7,887	7,887	7,887	7,887	7,886	94,642
TOTAL PAYROLL TAXES AND BENEFITS		38,120	38,120	38,120	38,120	38,120	38,120	38,120	38,120	38,120	38,120	38,120	38,119	457,434
TOTAL PERSONNEL SERVICE COSTS	15.00	68,150	68,150	110,982	110,982	110,982	110,982	110,982	110,982	110,982	110,982	110,982	110,981	1,246,114
CONTRACTED SERVICES														
Accounting / Audit		-	-	7,500	7,500	-	-	-	-	-	-	-	-	15,000
Legal		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		200	200	200	200	200	200	200	200	200	200	200	200	2,396
Special Ed Services		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Titlement Services (i.e. Title I)			-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	13,190
TOTAL CONTRACTED SERVICES		2,716	2,716	10,216	10,216	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	47,586

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue	**162,500**	**281,110**	**-**	**282,210**	**9,187**	**282,210**	**163,600**	**282,210**	**1,100**	**282,210**	**1,100**	**284,710**	**2,032,145**
Total Expenses	**123,288**	**114,048**	**144,930**	**144,930**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**1,626,640**
Net Income	**39,212**	**167,061**	**(144,930)**	**137,279**	**(128,243)**	**144,779**	**26,170**	**144,779**	**(136,330)**	**144,779**	**(136,330)**	**147,280**	**405,505**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**39,212**	**206,273**	**61,342**	**198,622**	**70,378**	**215,158**	**241,327**	**386,106**	**249,776**	**394,555**	**258,225**	**-**
Ending Cash Balance	**39,212**	**206,273**	**61,342**	**198,622**	**70,378**	**215,158**	**241,327**	**386,106**	**249,776**	**394,555**	**258,225**	**405,505**	**405,505**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	41,250
Special Ed Supplies & Materials	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Textbooks / Workbooks	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	33,750
Supplies & Materials other	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	24,500
Equipment / Furniture	7,500	7,500	-	-	-	-	-	-	-	-	-	-	15,000
Telephone	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Technology	10,000	10,000	-	-	-	-	-	-	-	-	-	-	20,000
Student Testing & Assessment	14,190	-	-	-	-	-	-	-	-	-	-	-	14,190
Field Trips	917	917	917	917	917	917	917	917	917	917	917	917	11,000
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	4,950	-	-	-	-	-	-	-	-	-	-	4,950
Office Expense	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Staff Development	875	875	875	875	875	875	875	875	875	875	875	875	10,500
Staff Recruitment	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Student Recruitment / Marketing	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	19,000
School Meals / Lunch	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Travel (Staff)	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	46,273	37,033	17,583	17,583	17,583	17,583	17,583	17,583	17,583	17,583	17,583	17,583	259,140
FACILITY OPERATION & MAINTENANCE													
Insurance	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Janitorial	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Equipment / Furniture	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	683	683	683	683	683	683	683	683	683	683	683	683	8,200
TOTAL FACILITY OPERATION & MAINTENANCE	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	73,800
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**123,288**	**114,048**	**144,930**	**144,930**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	**137,430**	1,626,640
NET INCOME	**39,212**	**167,061**	**(144,930)**	**137,279**	**(128,243)**	**144,779**	**26,170**	**144,779**	**(136,330)**	**144,779**	**(136,330)**	**147,280**	**405,505**
CASH FLOW ADJUSTMENTS													
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	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME	**39,212**	**167,061**	**(144,930)**	**137,279**	**(128,243)**	**144,779**	**26,170**	**144,779**	**(136,330)**	**144,779**	**(136,330)**	**147,280**	**405,505**
Beginning Cash Balance	**-**	**39,212**	**206,273**	**61,342**	**198,622**	**70,378**	**215,158**	**241,327**	**386,106**	**249,776**	**394,555**	**258,225**	**-**
ENDING CASH BALANCE	**39,212**	**206,273**	**61,342**	**198,622**	**70,378**	**215,158**	**241,327**	**386,106**	**249,776**	**394,555**	**258,225**	**405,505**	**405,505**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.								*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**2,032,145**	**2,377,029**	**3,154,489**	**3,491,764**	**4,159,585**	
Total Expenses			**1,626,640**	**1,803,165**	**2,312,896**	**2,610,124**	**2,931,483**	
Net Income (Before Cash Flow Adjustments)			**405,505**	**573,864**	**841,593**	**881,640**	**1,228,102**	
Budgeted Student Enrollment			**110**	**132**	**184**	**224**	**264**	
			Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**1.5%**	**1.5%**	**1.5%**	**1.5%**	**1.5%**	
Per Pupil Revenue		Basic Tuition (2024-25)						
PRIMARY School District:	Auburn Enlarged City School District	12,550	420,362	517,173	721,779	892,448	1,068,073	
Other District 1:	Port Byron Central School District	12,753	284,774	341,600	493,415	609,101	728,146	
Other District 2:	Clyde-Savannah Central School District	17,628	161,032	199,769	276,498	336,775	398,798	
Other District 3:	Jordan-Elbridge Central School District	15,930	129,352	147,703	216,550	270,520	308,900	
Other District 4:	Seneca Falls Central School District	13,158	106,843	122,001	178,867	223,447	255,148	
Other District 5:	Cato-Meridian Central School District	12,836	78,171	92,568	120,801	149,860	179,764	
Other District 6:	Weedsport Central School District	12,996	79,146	93,722	122,307	151,728	182,005	
Other District 7:	Southern Cayuga Central School District	15,815	64,209	81,465	115,762	151,069	204,447	
Other District 8:	Union Springs Central School District	14,095	57,226	72,605	103,172	134,639	167,027	
Other District 9:	Moravia Central School District	12,607	51,184	64,940	92,280	120,425	149,395	
Other District 10:	Skaneateles Central School District	14,208	28,842	43,912	59,428	75,399	76,530	
Other District 11:	Marcellus Central School District	12,549	25,474	38,785	52,489	53,276	67,594	
Other District 12:	West Genesee Central School District	13,256	26,910	27,313	55,446	56,278	71,402	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,556	1,513,525	1,843,557	2,608,794	3,224,966	3,857,230	
Special Education Revenue			134,578	154,765	177,979	204,676	235,378	Annual increase of 1.5%
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,648,103	1,998,321	2,786,773	3,429,642	4,092,608	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			2,500	2,875	3,306	3,802	4,373	Annual increase of 1.5%
Title I			38,555	40,483	42,507	44,632	46,864	Annual increase of 0.5%
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			9,000	10,350	11,903	13,688	15,741	Annual increase of 1.5%
Grants								
Charter School Program (CSP) Planning & Implementation			325,000	325,000	310,000	-	-	Anticipate $ 1 M CSP Grant, will use $365 K in Pre-Open, $325 K for the 1st year, $310 K for the 2nd year
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			375,055	378,708	367,715	62,122	66,977	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			900	-	-	-	-	
Text Book			8,087	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			8,987	-	-	-	-	
TOTAL REVENUE			**2,032,145**	**2,377,029**	**3,154,489**	**3,491,764**	**4,159,585**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**2,032,145**	**2,377,029**	**3,154,489**	**3,491,764**	**4,159,585**	
Total Expenses		**1,626,640**	**1,803,165**	**2,312,896**	**2,610,124**	**2,931,483**	
Net Income (Before Cash Flow Adjustments)		**405,505**	**573,864**	**841,593**	**881,640**	**1,228,102**	
Budgeted Student Enrollment		**110**	**132**	**184**	**224**	**264**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	1.00	90,000	92,700	95,481	98,345	101,296	School Leader
Instructional Management	1.00	60,000	61,800	63,654	65,564	67,531	Curriculum Manager
Deans, Directors & Coordinators	1.00	60,000	61,800	63,654	65,564	67,531	Special Education/ELL and Achievement Coordinator (SEAC)
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	75,000	77,250	79,568	81,955	84,413	Business Manager / Grant Writer
Administrative Staff	1.00	40,000	41,200	42,436	43,709	45,020	Administrative Assistant, Office / Enrollment
TOTAL ADMINISTRATIVE STAFF	5.00	325,000	334,750	344,793	355,136	365,790	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	5.00	260,000	319,800	433,394	550,396	670,908	Classroom Teachers
Teachers - SPED	0.50	30,000	30,900	61,827	63,682	65,592	0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5 or as needed based on SPED enrollment
Substitute Teachers	-	-	-	-	-	-	contracted as needed
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	1.50	75,000	77,250	154,568	159,205	163,981	0.5 FTE each for Art & Music, PE, Language first 2 years , 1 FTE each after
Aides	1.00	31,200	32,136	64,300	66,229	68,216	1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
Therapists & Counselors	-	-	-	-	-	-	contracted as needed
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	8.00	396,200	460,086	714,089	839,511	968,697	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.50	17,600	18,128	18,672	19,232	19,809	Nurse four hrs/day during school days
Librarian	-	-	-	-	-	-	
Custodian	1.00	35,360	36,421	37,513	38,639	39,798	Custodian / Maintenance
Security	-	-	-	-	-	-	
Other	0.50	14,520	14,956	29,924	30,822	31,747	Food Service (Hourly)
TOTAL NON-INSTRUCTIONAL	2.00	67,480	69,504	86,110	88,693	91,354	
SUBTOTAL PERSONNEL SERVICE COSTS	15.00	788,680	864,340	1,144,991	1,283,340	1,425,841	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		86,755	103,721	137,399	154,001	171,101	Based on 12% of total salaries
Fringe / Employee Benefits		276,038	302,519	400,747	449,169	499,044	35% Salary: Health, Dental, Life, Disability
Retirement / Pension		94,642	103,721	137,399	154,001	171,101	NYS Teacher Retirement Pension and 403b
TOTAL PAYROLL TAXES AND BENEFITS		457,434	509,961	675,544	757,171	841,246	
TOTAL PERSONNEL SERVICE COSTS	15.00	1,246,114	1,374,301	1,820,535	2,040,511	2,267,086	
CONTRACTED SERVICES							
Accounting / Audit		15,000	15,750	16,538	17,364	18,233	Yearly Audit, training of Charter Staff on bookkeeping. 5% increase per year
Legal		12,000	13,200	14,520	15,972	17,569	Retainer ($1K / mo). 10% increase every year
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		2,396	2,516	2,642	2,774	2,912	5% increase each year
Special Ed Services		5,000	6,000	7,200	8,640	10,368	20% increase each year
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		13,190	15,828	18,994	22,792	27,351	20% increase each year
TOTAL CONTRACTED SERVICES		47,586	53,294	59,893	67,542	76,433	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**2,032,145**	**2,377,029**	**3,154,489**	**3,491,764**	**4,159,585**	
Total Expenses	**1,626,640**	**1,803,165**	**2,312,896**	**2,610,124**	**2,931,483**	
Net Income (Before Cash Flow Adjustments)	**405,505**	**573,864**	**841,593**	**881,640**	**1,228,102**	
Budgeted Student Enrollment	**110**	**132**	**184**	**224**	**264**	
	Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	41,250	49,500	59,400	71,280	85,536	Assume 20% increase every year
Special Ed Supplies & Materials	5,000	5,500	6,050	6,655	7,321	Assume 10% increase every year
Textbooks / Workbooks	33,750	40,500	48,600	58,320	69,984	Assume 20% increase every year
Supplies & Materials other	24,500	29,400	35,280	42,336	50,803	Assume 20% increase every year
Equipment / Furniture	15,000	15,750	16,538	17,364	18,233	Assume 5% increase every year
Telephone	6,000	6,300	6,615	6,946	7,293	Assume 5% increase every year
Technology	20,000	21,000	22,050	23,153	24,310	Assume 5% increase every year
Student Testing & Assessment	14,190	14,900	15,644	16,427	17,248	Assume 5% increase every year
Field Trips	11,000	13,200	15,840	19,008	22,810	Assume 20% increase every year
Transportation (student)	-	-	-	-	-	
Student Services - other	4,950	5,940	7,128	8,554	10,264	Assume 20% increase every year
Office Expense	8,000	8,400	8,820	9,261	9,724	Assume 5% increase every year
Staff Development	10,500	12,600	15,120	18,144	21,773	Assume 20% increase every year
Staff Recruitment	8,000	8,800	9,680	10,648	11,713	Assume 10% increase every year
Student Recruitment / Marketing	19,000	20,900	22,990	25,289	27,818	Assume 10% increase every year
School Meals / Lunch	30,000	36,000	50,400	70,560	98,784	20% in year 2, 40% in years 3-5
Travel (Staff)	8,000	8,800	9,680	10,648	11,713	Assume 10% increase every year
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	259,140	297,490	349,835	414,592	495,326	
FACILITY OPERATION & MAINTENANCE						
Insurance	40,000	42,000	44,100	46,305	48,620	Assume 5% increase every year
Janitorial	3,600	3,960	4,356	4,792	5,271	Assume 10% increase every year
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	
Repairs & Maintenance	10,000	10,500	11,025	11,576	12,155	Assume 5% increase every year
Equipment / Furniture	12,000	12,600	13,230	13,892	14,586	Assume 5% increase every year
Security	-	-	-	-	-	
Utilities	8,200	9,020	9,922	10,914	12,006	Assume 10% increase every year
TOTAL FACILITY OPERATION & MAINTENANCE	73,800	78,080	82,633	87,479	92,638	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**1,626,640**	**1,803,165**	**2,312,896**	**2,610,124**	**2,931,483**	
NET INCOME	**405,505**	**573,864**	**841,593**	**881,640**	**1,228,102**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**2,032,145**	**2,377,029**	**3,154,489**	**3,491,764**	**4,159,585**	
Total Expenses		**1,626,640**	**1,803,165**	**2,312,896**	**2,610,124**	**2,931,483**	
Net Income (Before Cash Flow Adjustments)		**405,505**	**573,864**	**841,593**	**881,640**	**1,228,102**	
Budgeted Student Enrollment		**110**	**132**	**184**	**224**	**264**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District:	Auburn Enlarged City School District	33	40	55	67	79	
Other District 1:	Port Byron Central School District	22	26	37	45	53	
Other District 2:	Clyde-Savannah Central School District	9	11	15	18	21	
Other District 3:	Jordan-Elbridge Central School District	8	9	13	16	18	
Other District 4:	Seneca Falls Central School District	8	9	13	16	18	
Other District 5:	Cato-Meridian Central School District	6	7	9	11	13	
Other District 6:	Weedsport Central School District	6	7	9	11	13	
Other District 7:	Southern Cayuga Central School District	4	5	7	9	12	
Other District 8:	Union Springs Central School District	4	5	7	9	11	
Other District 9:	Moravia Central School District	4	5	7	9	11	
Other District 10:	Skaneateles Central School District	2	3	4	5	5	
Other District 11:	Marcellus Central School District	2	3	4	4	5	
Other District 12:	West Genesee Central School District	2	2	4	4	5	
Other District 13:		-	-	-	-	-	
Other District 14:		-	-	-	-	-	
All Other School Districts		-	-	-	-	-	
TOTAL ENROLLMENT		**110**	**132**	**184**	**224**	**264**	
REVENUE PER PUPIL		**18,474**	**18,008**	**17,144**	**15,588**	**15,756**	
EXPENSES PER PUPIL		**14,788**	**13,660**	**12,570**	**11,652**	**11,104**	
CASH FLOW ADJUSTMENTS							
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		-	-	-	-	-	
Total Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	
NET INCOME		**405,505**	**573,864**	**841,593**	**881,640**	**1,228,102**	
Beginning Cash Balance		-	405,505	979,369	1,820,962	2,702,603	
ENDING CASH BALANCE		**405,505**	**979,369**	**1,820,962**	**2,702,603**	**3,930,705**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Auburn Enlarged City School District							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Auburn Enlarged City School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	33	12,738	420,362	21,319	441,681	104,404,172	0.423%
Year 2 (2027-28)	40	12,929	517,173	26,350	543,523	104,404,172	0.521%
Year 3 (2028-29)	55	13,123	721,779	37,833	759,612	104,404,172	0.728%
Year 4 (2029-30)	67	13,320	892,448	47,440	939,888	104,404,172	0.900%
Year 5 (2030-31)	79	13,520	1,068,073	57,588	1,125,661	104,404,172	1.078%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.aecsd.education/tfiles/folder1450/Budget%20Expenditures%20%20%26%20Budget%20Statement.pdf
OTHER NOTES:	

Second Largest Enrollment District: Port Byron Central School District							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Port Byron Central School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	22	12,944	284,774	7,854	292,628	24,867,816	1.177%
Year 2 (2027-28)	26	13,138	341,600	9,707	351,307	24,867,816	1.413%
Year 3 (2028-29)	37	13,336	493,415	13,937	507,352	24,867,816	2.040%
Year 4 (2029-30)	45	13,536	609,101	17,476	626,577	24,867,816	2.520%
Year 5 (2030-31)	53	13,739	728,146	21,215	749,361	24,867,816	3.013%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.pbcschools.org/site/handlers/filedownload.ashx?moduleinstanceid=417&dataid=1600&FileName=PortByron_Budget_Newsletter_2024-25-9.pdf
OTHER NOTES:	

R-21f. Letters of Commitment

Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

As of this time, FLCACS does not have any letters of commitment for funding from private contributors.

Upon receiving approval for our charter, the board will actively pursue private contributions via a fundraising committee and an aggressive marketing campaign.

Board member, Maureen Angotti, has already communicated with a local foundation with an educational mission, the Emerson Foundation. Board member, Sue Dwyer, with extensive community connections, has begun reaching out to several community charities. Funding from private contributions and nonprofit charities is one of Ms. Dwyer's primary board roles.

R-21g - Non-SUNY Financials

The request is not applicable.

R-22 Action Plan

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful startup. In a well-organized chart, the action plan should include:

- **All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to securing a facility inclusive of any necessary construction; hiring personnel; setting up organizational, legal, and financial structures; securing funding; and, selecting or developing critical aspects of the school's academic program including the curriculum;**
- **The start date and projected completion date of each task; and,**
- **The person(s) responsible for each task.**

The Institute encourages applicants to take into account potential challenges(e.g., procurement delays, availability of materials, etc.) in the development of the action plan.

The pre-opening plan is summarized below with the tasks to be completed. FLCACS will first inform the public of its acceptance. Hope has been challenged but not lost. Although there has been a slowing of community outreach it remains ongoing. Outreach and student recruitment will continue aggressively when the application is approved and through opening, including a professional virtual marketing team that has offered their services. The Board will personally reach out to those who have filled out an "Expression of Interest" form. FLCACS has drafted a comprehensive spreadsheet sorted by topic, date, and responsible party. The leadership team will continuously monitor and update this plan, incorporating lessons learned from other charter schools' start-up experiences.

FLCACS's Board has already begun the process of legal consultation regarding the necessary next step non-profit procedures. FLCACS will immediately apply for grant monies available, develop a Fundraising Committee for obtaining private contributions and to assist in community outreach. The Board will also assign chairs to address specific charter school criteria and create other specific need based committees. Top priorities will be to pursue and secure a building and hire a qualified School Leader, followed by a Business Manager, and the Curriculum Leader & Special Education/ Academic Success Coordinator.

Upon final acceptance of the FLCACS Charter, the Board will convene to not only assign tasks to Special Committees (SC), but also to assign a special task force with the specific purpose of detailing the action plan. This task force will meet weekly to ensure that everyone stays on point and to support those who need help in order to provide for a successful school opening.

On the next page is the chart, broken out by Category Type, such as Outreach, Governance, etc. with the tasks we feel need to be accomplished as part of the Pre-Open phase.

While we understand that his chart is not inclusive and will continue to develop as we work towards the open, it covers the base topics and will continue to develop with time.

Legend:	**B=Board SL=School Leader BM=Business Manager CL=Curriculum Leader SEAC=Special Ed/Assessment Coordinator** **BC=Building Committee CC=Curriculum Committee FC=Finance Committee HC=Hiring Committee COC=Community Outreach Committee**

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Governance	Weekly/monthly meetings	B	B	B	B	B
	Research insurance requirements / obtain insurance	B	B			
	Solidify by-laws	B				
	With lawyer-Non-profit status, EIN, 501c3	B				
	Creat bank account		B			
	Establish committees and assign responsibility	B	B			
	Board and committee recruitment	B	B	B		
	Board training		B			
	Fiscal plan for year zero		B/BM			
	Five year budget plan			B/BM/FC		

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Policy&Procedure	Student/Family Handbook	B	B			
	Finalize Student/Family Handbook by SL		SL			
	Approve Handbook			B		
	SL and BM job descriptions	B	B/HC			
	All other job descriptions		B/HC			
	Employee Handbook		B			
	Prepare policies required by authorizer		B			
	Management level policies		SL			
	Approve Management policies		B			

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Business Operation	Legal counsel	B				
	Grant database- federal, local, CSP	B	BM	BM/FC		
	Student recruitment plan to achieve projections	B	B/SL	SL/COC	SL/COC	
	Enrollment system/materials		B/BM	BM		
	Update financial/fundraising plan	B	B/BM	BM/FC		
	Bids for service providers (food, tech, curriculum, insurance, etc)			BM		
	Payroll	B	BM			
	Accounting and auditing firm	B	B/BM	BM/FC		
	Accounts Receivable system	B	B/BM			
	Human Resources system	B	BM			
	Unemployment, Workers' Compensation, Retirement	B	BM			
	Location/Building finances	B	B/BC	BC		
	Inventory management system			BM		
	Safety plan			SL		
	Finalize and present budget			BM		

	Approve budget			B		

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Public Relations	Public Relations and Marketing Plan	B	B			
	Further develop website	B	B/COC			
	Email system	B	B/BM	BM		
	Newsletter Template		SL	SL/COC		
	Community Events and Networks		SL	SL/COC	COC	
	Enrollment campaign	B	B/COC	COC	COC	
	Open enrollment			BM	BM	

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Facility	Viable sites	B	B/BC			
	Finalize/execute finances		B/BM			
	Schedule/secure (inspections, codes, health dept, etc)			BM/BC		
	Necessary contractors			BM/BC	BM/BC	

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Staffing	School Leader search	B	HC			
	School Leader hire		B			
	SL finalizes staffing plan		SL			
	SL post openings		SL	SL		
	Business Manager search		HC			
	Business Manager hire		B			
	Curriculum Leader & Sp Ed Assessment Coordinator hire		SL/HC	SL/HC		
	Teachers & Academic staff hire		SL/HC	SL/HC	SL/HC	
	All other staff hires		BM/HC	BM/HC	BM/HC	

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Academics	Prepare education plan/scope and sequence			SL/CL/CC		
	Prepare education plan to support specific population Finalize class/teacher schedule			SL/SEAC/CC SL		
	School calendar			SL		
	Finalize resource needs			SL/CC		
	Approve resources needs			B		
	Order curriculum, vendor supplies, etc			SL/BM		
	All staff training				ADM team	ADM team
	Academic staff training				SL/CL/SEAC	SL/CL/SEAC

R-23a Supplemental Narrative

a. Supplemental Narrative

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

Below are noted several special friends of the board, who have contributed in meaningful ways and who may continue to provide support. These friends of the board are noted in particular because their support may prove valuable to the decision by SUNY.

Calvin Brainard, Special Projects Administrator & **Dick Beauchine**, CPA, MST, Chief Financial Officer at Waterloo Container:
Mr. Brainard is facilitating the nonprofit paperwork and is highly supportive of the FLCACS mission. They have begun the paperwork and processing for incorporation and 501c3 status with the assistance of a generous local business where Mr. Brainard works. Financial responsibility is being incurred by Mr. Brainard and associates. The federal identification number for the corporation, 84-4722813, has been successfully assigned. Mr. Brainard and Mr. Beauchine are eager to continue to support FLCACS.

Daniel Fessenden / Fred L. Emerson Foundation:
Discussion has already begun with Daniel Fessenden, the executive director, as to the application process for start-up grant money for when we have secured federal incorporation status. The Fred L. Emerson Foundation is a private, family foundation located in Auburn, New York. Since 1932, the Foundation has provided support to core community organizations of Auburn and the surrounding central New York area where its founder, Fred L. Emerson, lived and worked. The foundation seeks proposals where it can be shown their investment will make a critical and significant difference. The Foundation has a long tradition of supporting private higher education in Upstate New York. Education continues to be an area of interest to the Foundation.

Charity Bianchi, Special Education Teacher:
Charity is a mother and educator with a master's in Special Education and has been a great asset to supporting our board and will continue to help as we move forward. With a unique blend of classical education, public education, special education, and homeschooling in her background she has been an invaluable resource that we plan to continue to collaborate with.

Lynne-Marie Ryan, Accountant:
Lynne-Marie has 30 years of non-profit accounting experience and 25 years of management experience. She is currently the Chief Financial Officer for United Way of Central NY. Lynne-Marie is a hands-on manager with expertise in accounting systems development, IT systems, fiscal management, and financial reporting, having worked with NYSARC, the Center for Community Alternatives, and Hospice of Central NY. She is also a mother of three and wholeheartedly believes in school choice.

Aja Hahn, Librarian with a BA in Spanish:
Aja is the Library Media Specialist at Weedsport School District. She works with students from Pre-K through grade 12. Aja directly teaches library skills, research skills, and other literary information. She is also part of the technology integration team, collaborating with students and staff to integrate technology into the education process and co-teaching many subject areas: ELA, Social Studies, and Science. She is a parent of two young boys as well. She is invested in creating a school that will partner with parents to educate children in the classical and liberal arts methodology.

Steven Duffy, School Administrator:
Steve is a board consultant, with almost 30 years in the education field, much of it in administration through the Onondaga/ Cortland BOCES and the Cayuga/ Onondaga BOCES. In addition to recently completing the Superintendent Development Program, Steve has an excellent rapport with numerous educational leaders statewide and within the Auburn district, as well as the outlying schools.

Martha (Mitchell) Rescigno, Hillsdale certified teacher:
Martha was educated in the classical method, E.D. Hirsch, and explicit phonics at Hillsdale College. She still has connections with the college that have been helpful with research and curriculum. She founded a classical homeschool co-op in 2003 when she couldn't find a classical school for her children. She is now running a different co-op that is considered a model in the area, which gives her experience in leadership that will help with developing a school. As a side note, she and her husband have five children and have fostered children from their extended family on multiple occasions so she has an understanding of and compassion for children coming from trauma.

Maureen Kinney (Angotti), private classical school founder:
Maureen played an instrumental role in the founding of one of the local K-8 private schools in Cayuga County. The Mission of John Paul II Academy is based in the Catholic tradition and a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. They offer a traditional pedagogy that

emphasizes active forms of learning. This presents families of our community an opportunity to pursue a better educational choice for children, one that is more rigorous, less costly than other private schools, less intrusive, and more accountable.

Although Maureen had been highly supportive and involved in the school, her work at Finger Lakes Classical Academy Charter School is rooted in the understanding that not everyone will choose a religious mission. She is also looking to help alleviate the widening gap of families unable to pay tuition to a private school. Being a mother of six children, her 18-year professional background in mental health, hosting exchange students from Japan and Spain, and a lifetime of volunteering for her community exemplifies her love for children.

Auburn resident and father of three, **Andrew Mioni** has also been of tremendous assistance as a **Board Consultant**. Andrew earned his BA in English from Kansas State University in 2019. He has worked as an exam developer in the certification industry for the past 5 years, and currently holds the Certified Credentialing Professional (CCP) certification from the Institute for Credentialing Excellence. He also has written or contributed to several books on Catholic theology.

With 20 years of experience in marketing, primarily in the digital space, **Maureen McEvers** brings expertise in content curation, digital strategy, and **brand development**. As the Director of Communications and Marketing at Seymour Library, she manages social media, creates engaging newsletters, develops marketing campaigns, and contributes to public relations efforts to enhance the library's presence in the community. She recently lent her expertise to Finger Lakes Classical Academy, refreshing its website and branding to create a polished and engaging online presence.

Dennis and Cindy Baney are staples of the Auburn area. They and their families are from here and are active members of their community. They have been tireless supporters of the FLCACS mission. They have opened their home and their kitchen countless times for meetings and community gatherings. They have cheered us on and supported us in the community, even at Auburn Board meetings where they are in regular attendance. They have traveled to every neighborhood and community event to post flyers, put out lawn signs, ask for signatures and letters of support, and encourage people to go to our website to learn more. Without their help in community outreach, we would not be where we are today.

Contingency Budget: Pages 104 – 140 in R-23b Supplemental Attachments
In our K-2 budget, we need $355,000 in our planning year, $465,000 in year 1 opening, and $170,000 in year 2. Our K-2 budget is extremely tight because we are only

anticipating 1 classroom per grade level for the 1st two years. In year 3, after we've been established and have experience, we believe we can fill 2 kindergarten classes. Each year thereafter, we want to grow by 1 grade level and add additional classes within the grade levels.

In our K-2 budget: The distribution of the CSP grant is spread over three years, allocating $365,000 in the Pre-Open, and $ 465,000 in the year 1, and $ 170,000 in year 2. Maintaining a large cash reserve in the 3rd Year is due to anticipated increased expenses, including the hire of an additional Teaching Assistant and the bringing of our Specialty Teachers to FTE. Our K-2 budget is much more dependent on CSP funds due to our lower projected enrollment numbers. Our school is not located in a large city. We will be located in a more rural location. There are less children in these areas, overall. We are only projecting one classroom per grade level. K-2 gives us 3 classes and K-4 gives us 5 classes. Obviously, the more classes we can open, the more children we can enroll, and the more tuition we can bring in to pay for our expenses.

We are in talks with the Emerson Foundation, specifically with Daniel Fessenden, the Executive Director. The foundation maintains a strong interest in their community and takes special interest in projects from throughout the region that have a connection with the founder's community. The Foundation provides support to a wide array of qualified organizations. Their grant making is responsive to those opportunities that present as the most compelling and impactful and provide the most sustainable investment. They believe strongly in the value of challenge grants as a way to motivate other funders and build stronger relationships. We plan to leverage the support of the Emerson Foundation to motivate other funders to support FLCACS.

Board member, Susan Dwyer, will be contacting other local foundations: Allyn Foundation, Columbian Foundation, DE French Foundation, Stanley Metcalf Foundation, and the Cayuga Fund of the CNY Community Foundation. We are also speaking with local banks to secure a business line of credit. This will ensure we have enough cash-flow when we need it.

R-23b. Supplemental Attachments

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

On the next few pages you will find the following:

1 - 17 **5 - 8th Grade Curriculum (continued from R-06af)**

18 – 32 **Singapore Math Outline: Grades K – 6th**

33 – 40 **Charlotte Danielson Rubric**

41 - 43 **Atlanta Classical Academy 2023-2024 School Profile**

44 - 46 **Access Literacy: An Introduction**

47 - 92 **BCSI Performance Highlights 2018**

93 - 103 **The Paideia Institute New York City Arete Award**
Mary Beard: Why the Classics Today are Better than Ever Before

104-140 **K-2 Contingency Budget**

Continued from R-06af
FIFTH GRADE*: What Your Fifth Grader Needs to Know, Core Knowledge Foundation*

Phonics & Literacy

Resources:
- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition, (for first year)
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition, (for first year)
- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Spelling List
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet
- Frontiers in Writing: Implementing the Structure and Style Method by the Institute for Excellence in Writing

English Language Arts

Resources:
- Well-Ordered Language, teacher and student edition, Peters and Coupland
- Text Resources, 5th Grade, Core Knowledge Foundation
- Listen, My Children, 5th Grade, Core Knowledge Foundation
- 5th Grade Core Classics, Core Knowledge Foundation

I. Listening and Speaking
    A. Classroom Discussion (5SL1, 5SL1a-d, 5SL2,5SL3)
    B. Presentation of Ideas and Information (5SL4,5SL5, 5SL6)
II. Reading
    A. Phonics: Decoding and Encoding (5RF3, 5RF3a)
    B. Oral Reading and Fluency (5RF4, 5RF4a-b)

C. Reading Comprehension and Response—All Texts (5R9, 5RF4, 5SL2, 5SL3, 5R1, 5R2, 5R3)
D. Reading Comprehension—Fiction, Drama, Poetry (5R9, 5RF4, 5SL2, 5SL3, 5R1, 5R2, 5R3)
E. Reading Comprehension—Nonfiction and Informational Text (5R9, 5RF4, 5SL2, 5SL3, 5R1, 5R2, 5R3)

III. Writing
A. Writing to Reflect Audience, Purpose, and Task
B. Writing to Analyze and Understand Text
C. Conducting Research (5W6, 5W7
D. Narrative Writing (5W3, 5W3a-d)
E. Informative/Explanatory Writing (5W2, 5W2a-e)
F. Persuasive Writing/Opinion (5W1, 5W1a-d)

IV. Language Conventions
A. Command of Language (5L3, 5L3a-b)
B. Spelling (Anchor Standards L2)
C. Grammar (Anchor Standards L1)
D. Capitalization and Punctuation (Anchor Standards L1)
E. Vocabulary (5L4, 5L4a-d 5L5, 5L5a-c, 5L6)

V. Poetry
A. Poems
B. Terms

VI. Fiction and Drama
A. Fiction
B. Drama
C. Literary Terms

VII. Speeches Sayings and Phrases

History and Geography

Resources:
- World Lakes, Core Knowledge Foundation
- Maya, Aztec, and Inca Civilizations, Core Knowledge Foundation
- The Age of Exploration, Core Knowledge Foundation
- The Renaissance and Reformation, Core Knowledge Foundation
- England in the Golden Age, Core Knowledge Foundation
- Early Russia, Core Knowledge Foundation
- Feudal Japan, Core Knowledge Foundation
- The Geography of the United States, Core Knowledge Foundation
- Westward Expansion before the Civil War, Core Knowledge Foundation
- The Civil War, Core Knowledge Foundation
- Native Americans and Westward Expansion: Cultures and Conflicts, Core Knowledge Foundation
- Feudal Japan, Core Knowledge Foundation
- A History of the United States and Its People, Edward Eggleston
- DK Eyewitness Books

World History and Geography

I. World Geography
A. Spatial Sense
B. Great Lakes of the World

II. Early American Civilizations
A. Geography
B. Maya, Aztec, and Inca Civilizations
C. Spanish Conquerors

III. European Exploration, Trade, and the Clash of Cultures
A. Background
B. European Exploration, Trade, and Colonization
C. Trade and Slavery

IV. The Renaissance and the Reformation
    A. The Renaissance
    B. The Reformation
V. England from the Golden Age to the Glorious Revolution
    A. England in the Golden Age
    B. From the English Revolution to the Glorious Revolution
VI. Russia: Early Growth and Expansion
    A. Geography
    B. History and Culture
VII. Feudal Japan
    A. Geography
    B. History and Culture

Mathematics

Resources:

- Primary Mathematics Textbooks 5A & 5B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 5A & 5B, US Edition, Singapore Mathematics
- Primary Math Teacher's Guides 5A & 5B, US Edition, Singapore Mathematics

a. Whole Numbers (NY 5.OA)
b. Multiplication and Division by a 2-Digit Whole Number (NY 5.OA)
c. Fractions (NY 5.NF)
d. Area of Triangle
e. Ratio (NY 6.RP)
f. Angles (NY 6.G)
g. Decimals (N 5.NBT)
h. Percentage (NY 6.RP)
i. Average (NY 6.SP)
j. Rate (NY 5.OA)
k. Graphs: Line Graphs (NY 5.MD)
l. Triangles (N 6.G)
m. 4-Sided Figures (NY 5.G)
n. Tessellations: Tiling Patterns
o. Volume (NY 5.MD), (N 6.G)

Science

Resources:

- Science Explorer series (Teachers Editions): Cells and Heredity, Animals, Human Biology and Health, The Nature of Science and Technology, Integrated Lab Manual

I. Investigating Matter
    A. Properties of Matter
    B. Structure of Matter
    C. Physical Changes in Matter
    D. Chemical Changes in Matter
    E. The Language of Chemistry
II. Energy and Matter in Ecosystems
    A. Organisms Need and Use Energy
    B. Plants and Animals
    C. Matter Cycles Through Ecosystems
III. Modeling Earth's Systems
    A. Spheres of Earth
    B. Modeling Earth's Interacting Spheres
IV. Protecting Earth's Resources

A. Protecting Earth's Water
B. Protecting Earth's Air
C. Protecting Earth's Land
D. Protecting Ecosystems

V. Astronomy: Space Systems
A. Introduction to Astronomy
B. Evidence of Earth's Movement
C. Stars
D. Gravity

VI. The Human Body: Human Hormones and Reproduction
A. The Endocrine System
B. The Reproductive System

VII. Science Biographies

Visual Arts

Resources:
- Art Resources, Grade 5, Core Knowledge Foundation
- Text Resources, Grade 5, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness

I. Art and Architecture of the Renaissance
II. Baroque Art and Architecture
III. American Art: Nineteenth-Century United States
IV. Native American Art
V. Art of Japan
VI. Russian Art and Architecture

Music

Resources:
- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 5, Core Knowledge Foundation

I. Elements of Music
II. Listening and Understanding
A. Composers and Their Music
B. Musical Connections
III. American Musical Traditions
IV. Songs

Latin

Resources:
- Elementa: Foundations for Latin Textbook, The Paideia Institute
- Elementa: Foundations for Latin Student Workbook, The Paideia Institute
- Elementa: Foundations for Latin Teacher's Manual, The Paideia Institute
- Elementa: Foundations for Latin Teacher's Materials, The Paideia Institute

***SIXTH GRADE**: What Your Sixth Grader Needs to Know, Core Knowledge Foundation*

Phonics & Literacy

Resources:
- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition (for first year)
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition (for first year)

- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Spelling List
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet
- English from the Roots Up, Volume I, Joegil Lundquist
- English from the Roots Up, Volume II, Joegil Lundquist
- Investigations in Writing: Implementing the Structure and Style Method

English Language Arts

Resources:
- Well-Ordered Language, teacher and student edition, Peters and Coupland
- Text Resources, 5th Grade, Core Knowledge Foundation
- Listen, My Children, 5th Grade, Core Knowledge Foundation
- Realms of Gold, Vol I, Core Knowledge Foundation

I. Listening and Speaking
    A. Classroom Discussion (6SL1, 6SL1a-d, 6SL2, 6SL3)
    B. Presentation of Ideas and Information (6SL4,6SL5, 6SL6)
II. Reading
    A. Reading Comprehension and Response—All Texts (6SL1, 6SL2, 6SL3, 6SL4, 6SL5, 6SL6)
    B. Reading Comprehension—Fiction, Drama, Poetry (SL1, SL2, SL3, SL4, SL5, SL6)
    C. Reading Comprehension—Nonfiction and Informational Text (SL1, SL2, SL3, SL4, SL5, SL6)
III. Writing
    A. Writing to Reflect Audience, Purpose, and Task (6W1, 6W2, 6W3, 6W4, 6W5, 6W6, 6W7)
    B. Writing to Analyze and Understand Text (6W1, 6W2, 6W3, 6W4, 6W5, 6W6, 6W7)
    C. Conducting Research (6W6, 6W7)
    D. Narrative Writing (6W3)
    E. Informative/Explanatory Writing (6W2)
    F. Persuasive Writing/Opinion (6W1)
IV. Language Conventions (6L3, 6L4, 6L5, 6L6)
    A. Command of Language (6L3)
    B. Spelling (Anchor Standards L2)
    C. Grammar (Anchor Standards L1)
    D. Capitalization and Punctuation (Anchor Standards L1)
    E. Vocabulary (6L3, 6L4, 6L5, 6L6)
V. Poetry
    A. Poems
    B. Terms
VI. Fiction, Nonfiction, and Drama
    A. Fiction
    B. Essays and Speeches
    C. Drama
    D. Literary Terms
VII. Sayings and Phrases

History and Geography

World History and Geography

Resources:
- History & Geography, 6th Grade text, Core Knowledge Foundation
- DK Eyewitness Books

I. World Geography
    A. Spatial Sense
    B. Great Deserts of the World
II. Lasting Ideas from Ancient Civilizations
    A. Ancient Greece
    B. Ancient Rome
III. The Enlightenment
IV. The French Revolution
V. Romanticism
VI. Industrialism, Capitalism, and Socialism
    A. The Industrial Revolution
    B. Capitalism
    C. Socialism
VII. Latin American Independence Movements
    A. History
    B. Geography of Latin America
    C. American History and Geography
I. Immigration, Industrialization, and Urbanization
    A. Immigration
    B. Industrialization and Urbanization
II. Reform

Mathematics

Resources:

- Primary Mathematics Textbooks 6A & 6B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 6A & 6B, US Edition, Singapore Mathematics
- Primary Math Teacher's Guides 6A & 6B, US Edition, Singapore Mathematics

a. Algebra (N 6.EE)
b. Solid Figures (N 6. MD)
c. Ratio (N 6.RP)
d. Percentage (N 6.RP)
e. Speed (N 6.RP)
f. Fractions (N 6.NF), (N 6.NS)
g. Circles (N 6.G)
h. Graphs: Pie Charts (N 6.ND), (N 6.SP)
i. Volume: Solving Problems (N 6.G)
j. Triangles and 4-sided Figures: Finding Unknown Angles (N 6.G)
k. More Challenging Word Problems

Science

Resources:

- Science Explorer series (Teachers Editions): Astronomy, Chemical Building Blocks, Human Biology and Health, Integrated Lab Manual, The Nature of Science and Technology

I. Light and Matter
    A. Light and Matters
    B. Electromagnetic Waves
    C. Characteristics of Light
II. Thermal Energy
    A. Energy
    B. Thermal Energy
    C. Thermal Energy and Currents

III. Weather, Climate, and Water Cycling
    A. Weather
    B. Climate
    C. The Water Cycle
IV. Plate Tectonics and Rock Cycling
    A. Layered Structure of the Earth
    B. Earth Changes Over Time
    C. Plate Tectonics
    D. Evidence of Plate Tectonics
V. Natural Hazards
    A. Landslides and Floods
    B. Hazardous Weather Conditions
    C. Earthquakes and Volcanoes
VI. Cells and Systems
    A. Cells
    B. Cell Division
    C. Cells, Organs, Organ Systems
VII. Science Biographies

Visual Arts

Resources:
- Eyewitness Companions: Art, Robert Cumming, DK Eyewitness
- Eyewitness: Renaissance, Alison Cole, DK Eyewitness
- Core Knowledge Art Sequence large prints

I. Art History: Periods and Schools
    A. Classical Art: The Art of Ancient Greece and Rome
    B. Gothic Art and Architecture
    C. Rococo
    D. Neoclassical Art and Architecture
    E. Romantic
    F. Realism
    G. Impressionism
    H. Post-Impressionism
    I. Architecture in the Age of the Industrial Revolution

Music

Resources:
- Core Knowledge Music Collection, Grades 6, Core Knowledge Foundation

I. Elements of Music
II. Classical Music: From Baroque to Romantic
    A. Baroque
    B. Classical
    C. Romantic
III. Songs

Latin

Resources:
- Wheelock's Latin, Frederic M. Wheelock and Richard A. LaFleur
- Lingua Latina per se Illustrata, Pars I

SEVENTH GRADE

Phonics & Literacy

Resources:

- Get Smart: Grammar through Sentence Diagramming, Elizabeth O'Brien
- Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien
- Sentence Diagramming Exercises: An Introduction to Sentence Diagramming, Elizabeth O'Brien
- Journeys in Writing: Implementing the Structure and Style Method by the Institute for Excellence in Writing

English Language Arts

Resources:

- Realms of Gold Vol II, Core Knowledge Foundation

I. Listening and Speaking
    A. Classroom Discussion (7SL1, 7SL1a-d, 7SL2, 7SL3)
    B. Presentation of Ideas and Information (7SL4, 7SL5, 7SL6)
II. Reading
    A. Reading Comprehension and Response—All Texts (7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6)
    B. Reading Comprehension—Fiction, Drama, Poetry (7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6)
    C. Reading Comprehension—Nonfiction and Informational Text (7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6)
III. Writing
    A. Writing to Reflect Audience, Purpose, and Task (7W1, 7W2, 7W3, 7W4, 7W5, 7W6, 7W7)
    B. Writing to Analyze and Understand Text (7W1, 7W2, 7W3, 7W4, 7W5, 7W6, 7W7)
    C. Conducting Research (7W6, 7W7)
    D. Narrative Writing (7W3)
    E. Informative/Explanatory Writing (7W2)
    F. Persuasive Writing/Opinion (7W1)
IV. Language Conventions (7L3, 7L4, 7L5, 7L6)
    A. Command of Language (7L3)
    B. Spelling (Anchor Standards L2)
    C. Grammar (Anchor Standards L1)
    D. Capitalization and Punctuation (Anchor Standards L1)
    E. Vocabulary (7L3, 7L4, 7L5, 7L6)
V. Poetry
    A. Poems
    B. Elements of Poetry
VI. Fiction, Nonfiction, and Drama
    A. Short Stories
    B. Novels / Novellas
    C. Elements of Fiction
    D. Essays and Speeches
    E. Autobiography
    F. Drama
    G. Literary Terms
VII. Foreign Phrases Commonly Used in English

History and Geography

Resources:

- A History of the United States, Core Knowledge Foundation
- A History of the American People, Paul Johnson
- The American Republic Primary Sources, Bruce Frohnem
- The American Primer: Daniel J Boorstin

A Survey of American History

I. Early Americans and First Europeans
    A. How People Came to America
    B. Indigenous Societies in Central and South America
    C. Indigenous Societies in North America
II. European Exploration and Colonization of the Americas
    A. The Vikings
    B. Quest For Spices
    C. Early Spanish Exploration and Settlement
    D. Search for the Northwest Passage
III. European (English) Colonization of North America (1500–1750)
    A. Beginnings of English Colonization in North America
    B. Southern Colonies
    C. New England Colonies
    D. Middle Colonies
IV. The Revolutionary War (1750–1783)
    A. Background: The French and Indian War
    B. Causes and Provocations
    C. The Revolution
V. Creating a Constitution for the United States (1783–Present)
    A. Main Ideas Behind the Declaration of Independence
    B. Making a New Government: From the Declaration to the Constitution
VI. The New Republic and the War of 1812 (1789–1820s)
    A. Early Presidents and Politics
    B. The War of 1812
VII. Westward Expansion Before the Civil War (1820s–1860)
    A. Exploration of the Western Frontier
    B. Pioneers Move West
    C. Native American Resistance
    D. Conflict with Mexico
VIII. The Civil War and Reconstruction (1820–1877)
    A. Toward the Civil War
    B. The Civil War
    C. Reconstruction
IX. Westward Expansion After the Civil War (1860s–1877)
    A. Increased Movement West
    B. Impact on Indigenous People
X. Immigration, Industrialization, and Urbanization (1865–1914)
    A. Immigration
    B. Industrialization and Urbanization
XI. Social Movements and Reforms (1865–1920)
XII. World War I (1914–1919)
    A. America Becomes a World Power
    B. World War I: “The Great War,” 1914–1918
    C. First World War in Russia and Revolution
XIII. The Twenties and the Great Depression (1919–1939)
    A. The Twenties
    B. The Great Depression
    C. The New Deal
XIV. World War II (1935–1945)
    A. Origins of the Second World War
    B. Onset of World War II in Europe
    C. The United States in the Early Years of the War
    D. The United States Enters the War
    E. Immediate Aftermath
XV. Postwar America and the Cold War, Vietnam, and the Age of Civil Rights (1945–1975)
    A. Origins of the Cold War

B. The Korean War
C. America in the Cold War
D. The Vietnam War
E. The Civil Rights Movement During the Cold War

XVI. The United States at Home and on the World Stage (1975–2000)
A. Social and Technological Change
B. The Rise of Social and Environmental Activism
C. Presidents and Politics

XVII. The Challenges Ahead and Powerful Voices (2001–Present)
A. American Society in the Early Twenty-First Century
B. Presidents and Politics

Mathematics

Resources:

- Dimensions Math: Common Core, 7A & 7B, a Singapore Math Program
- Dimensions Mathematics: Workbook for 7A & 7B, a Singapore Math Program
- Dimensions Mathematics: Workbook Solutions 7A & 7B, a Singapore Math Program
- Dimensions Mathematics: Teaching Notes and Solutions for, 7A & 7B, a Singapore Math Program

a. Factors and Multiples
b. Real Numbers (N 7.NS)
c. Introduction to Algebra (N 7.EE)
d. Algebraic Manipulation (N 7.EE)
e. Simple Equations in One Variable (N 7.EE)
f. Ratio, Rate, and Speed (N 7.RP)
g. Percentage (N 7.RP)
h. Angles, Triangles, and Quadrilaterals (N 7.G)
i. Number Patterns
j. Coordinates and linear graphs (N 7.EE)
k. Inequalities (N 7.EE)
l. Perimeters and areas of plane figures (NY 7.G)
m. Volumes and Surface Areas of Solids (NY 7.G)
n. Proportions (NY 7.G)
o. Data Handling (NY 7.G)
p. Probability of Simple Events (NY 7.G)
q. Probability of Combined Events (N 7.SP)

Science

Resources:

- Science Explorer series (Student and Teachers Editions): Cells and Heredity, Chemical Building Blocks, Chemical Interactions
- Science Explorer series: Earth's Changing Surface, Human Biology and Health, The Nature of Science and Technology, Integrated Lab Manual

I. Chemical Reactions and Matter
A. Matter in Chemical Reactions
B. Atoms, Elements, and Compounds
C. Chemical Bonds

II. Chemical Reactions and Energy
A. Chemical Reactions and Energy
B. Using Energy in Chemical Reactions

III. Metabolic Reactions
A. Humans and Food
B. Energy for Life

C. Cellular Respiration
IV. Matter Cycling and Photosynthesis
A. Cycles in Nature
B. Photosynthesis
C. Matter and Energy in Ecosystems
V. Ecosystem Dynamics
A. Ecosystems
B. Changes in Ecosystems
VI. Earth's Resources and Human Impact
A. Natural Resources
B. Environmental Protection
VII. Science Biographies

Visual Arts

Resources:
- Eyewitness Companions: Art, Robert Cumming, DK Eyewitness
- Eyewitness: Renaissance, Alison Cole, DK Eyewitness
- Core Knowledge Art Sequence large prints

I. Art History: Periods and Schools
A. Fauvism/Expressionism
B. Cubism
C. Surrealism
D. Abstract Expressionism
E. Other Developers of Abstraction
II. Organic Architecture

Music

Resources:
- Core Knowledge Music Collection, Grades 7, Core Knowledge Foundation

I. Elements of Music
II. Classical Music: Romantic and Patriotic
A. Romantic Composers and Works
B. Music and National Identity
III. American Musical Traditions

Latin

Resources:
- Lingua Latina per se Illustrata, Pars I: Familia Romana, Hans H. Orberg
- Lingua Latina per se Illustrata, Pars I: Latine Disco Student Manual, Hans Orberg
- Workbook for Wheelock's Latin, Paul Comeau and Richard A. LaFleur
- Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, Anne Groton and James May

EIGHTH GRADE

Phonics & Literacy

Resources:
- Get Smart: Grammar through Sentence Diagramming, Elizabeth O'Brien
- Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien
- Sentence Diagramming Exercises: An Introduction to Sentence Diagramming, Elizabeth O'Brien
- Voyages in Writing: Implementing the Structure and Style Method

English Language Arts

Resources:

- *Realms of Gold, Vol III*, Core Knowledge Foundation

I. Listening and Speaking
    A. Classroom Discussion (8SL1, 8SL1a-d, 8SL2, 8SL3)
    B. Presentation of Ideas and Information (8SL4,8SL5, 8SL6)
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    B. Elements of Poetry
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    A. Short Stories
    B. Novels
    C. Elements of Fiction
    D. Essays and Speeches
    E. Autobiography
    F. Drama
    G. Literary Terms
VII. Foreign Phrases Commonly Used in English

History and Geography

Resources:

- *A History of the United States*, Core Knowledge Foundation
- A History of the American People, Paul Johnson
- The American Republic Primary Sources, Bruce Frohnem
- The American Primer: Daniel J Boorstin

World History
I. Mesopotamia
    A. Geography
    B. Background
II. Ancient Egypt and Kush
    A. Geography of Region
    B. Government and Rulers
    C. Belief Systems
    D. Structures and Contributions

- E. Decline of the Egyptian Empire

III. The Israelites
- A. Geography of Region
- B. Background

IV. The Ancient Greeks and Greek Civilization
- A. Geography of Region
- B. Background
- C. Life in Greece

V. Ancient India
- A. Geography of South Asia
- B. Background
- C. Belief Systems
- D. Rulers

VI. Early China
- A. Geography
- B. Background

VII. Rome: Republic to Empire and Roman Civilization
- A. Geography
- B. Background
- C. Life in Ancient Rome
- D. The Decline of the Republic and Fall of Western Empire
- E. Byzantium

VIII. Islamic Civilizations
- A. Geography
- B. Pre-Islamic Arabia
- C. Muhammad
- D. Islam
- E. Islamic Civilization

IX. Maya, Inca, and Aztec Civilizations
- A. Geography
- B. Background: Olmecs and Zapotecs
- C. The Maya
- D. The Aztec

X. Imperial China
- A. The Mongols

XI. Europe and Russia in the Middle Ages
- A. Geography
- B. Ancient Korea
- C. Ancient Japan
- D. Imperial Japan
- E. SouthEast Asia

XII. Europe and Russia in the Middle Ages
- A. Geography
- B. Background: Europe
- C. Early Middle Ages
- D. The Church
- E. Charlemagne
- F. High Middle Ages
- G. Manorialism
- H. Towns and Expanding Trade
- I. High Middle Ages Church
- J. The Crusades
- K. Late Middle Ages
- L. Medieval Russia: Background

XIII. West African Kingdoms
- A. Geography

- B. Background
- C. Africa During Europe's Medieval Period
- D. Ghana Empire
- E. Mali Empire
- F. Songhai Empire: Background
- G. Europeans in Africa
- H. Ibn Battuta, Griots, and Oral Traditions

XIV. Renaissance and Reformation
- A. Geography
- B. Background
- C. Trade and Power
- D. The Humanists
- E. New Art and Architecture
- F. Renaissance Florence
- G. The Printing Press
- H. Religious Reformation
- I. Politics and Religion

XV. Exploration, Trade, and Settlement
- A. Geography
- B. The Age of Sail
- C. Transatlantic Slave Trade

XVI. The Scientific Revolution and the Enlightenment
- A. Geography
- B. Background
- C. The European Enlightenment

XVII. Political and Industrial Revolutions
- A. Geography
- B. Background
- C. Origin of the French Revolution and Revolution
- D. Napoleon Bonaparte
- E. Haitian Revolution
- F. Independence Movements in Latin America
- G. Mexico
- H. The Mexican Revolution and Continuing Conflict
- I. Revolutions in Industry, Agriculture, and New Technology: Background

XVIII. A World at War
- A. Geography
- B. Background
- C. British Rule in India
- D. Europeans in Africa
- E. Berlin Conference
- F. Italy Becomes a Nation
- G. German Unification, the Triple Alliance, and the Triple Entente
- H. The Opening of Japan and the Russo-Japanese War
- I. Opium Wars and Revolt in China
- J. French Indochina
- K. Ottomans on the Decline
- L. World War I (1914–1918)
- M. The Russian Revolution

XIX. World War II and the Postwar World
- A. Geography
- B. Globalization
- C. Crisis in Weimar
- D. Italy
- E. The Soviet Union
- F. Countries at War Before World War II

- G. German Expansion and Beginning of World War II
- H. Eastern Front
- I. North Africa and Italy
- J. The Holocaust
- K. D-Day to V-E Day
- L. War in the Pacific
- M. The Atom Bomb
- N. After World War II

XX. East and Southeast Asia in the Second Half of Twentieth Century
- A. Geography
- B. Globalization
- C. People's Republic of China
- D. The Cultural Revolution
- E. Korea's Civil War
- F. Life in North and South Korea
- G. Vietnam
- H. Japan

XXI. Europe in the Second Half of the Twentieth Century
- A. Geography
- B. Globalization
- C. The Iron Curtain
- D. The Atomic Age
- E. European Development and Changes
- F. The Soviet Union Collapses
- G. The Break-up of Yugoslavia
- H. Toward a United Europe

XXII. Africa and the Middle East in the Second Half of the Twentieth Century
- A. Geography
- B. Background
- C. Colonialism Ends
- D. Struggles and Civil Wars
- E. South Africa
- F. Africa's Successes and Achievements
- G. The Middle East
- H. Israel and Regional Conflict
- I. Egypt
- J. Revolution in Iran
- K. Conflicts in the Persian Gulf

XXIII. Latin America in the Second Half of the Twentieth Century
- A. Geography
- B. Background
- C. Guatemala
- D. Panama
- E. Nicaragua
- F. El Salvador
- G. South America: Brazil
- H. Argentina
- I. Columbia
- J. Military Dictatorships in Latin America
- K. Cuba
- L. Haiti and the Dominican Republic

XXIV. Modern World Events, Challenges, and Successes
- A. Geography
- B. Globalization
- C. Population Challenges
- D. Migrating Populations

E. Conflict and Revolution
F. Climate Change
G. Science, Technology, Medicine

Mathematics

Resources:

- The Key to Algebra, Julie King and Peter Rasmussen

a. Operations on Integers (AI N.RN)
b. Variables, Terms, and Expressions (N 8.EE)
c. Equations (AI A.REI)
d. Polynomials (AI A.SSE), (AI A.APR)
e. Rational Numbers (AI N.RN)
f. Multiplying and Dividing Rational Expressions (NY 8.NS)
g. Adding and Subtracting Rational Expressions (NY 8.NS)
h. Graphs (AI A.REI)
i. Systems of Equations (AI A.REI)
j. Square Roots and Quadratic Equations (NY 8.EE)

Science

Resources:

- Science Explorer series: Integrated Lab Manual, The Nature of Science and Technology
- Science Explorer series: Motion, Forces, and Energy, Sound and Light, Electricity and Magnetism
- Conceptual Physics by Paul Hewitt

I. Contact Forces
    A. Motion
    B. Contact Forces
    C. Collisions
II. Sound Waves
    A. Sound Waves and Sound
III. Forces at a Distance
    A. Non-Contact Forces
    B. Magnetism and Electricity
    C. Gravity
IV. Earth in Space
    A. Earth, Moon, Sun
    B. Solar Systems
    C. Stars and Galaxies
V. Genetics
    A. Genetics
    B. Mutations
    C. Sexual and Asexual Reproduction
VI. Natural Selection and Common Ancestry
    A. Natural Selection
    B. Evidence of Common Ancestry
    C. Evolution
VII. Science Biographies

Visual Arts

Resources:

- Eyewitness Companions: Art, Robert Cumming, DK Eyewitness
- Eyewitness: Renaissance, Alison Cole, DK Eyewitness

- Core Knowledge Art Sequence large prints

I. Art History: Periods and Schools
    A. Modern Representational Painting
    B. 20th Century Photography
    C. 20th Century Sculpture
    D. Contemporary Art
II. Post-Modern Architecture

Music

Resources:
- Core Knowledge Music Collection, Grades 8, Core Knowledge Foundation

I. Elements of Music
II. Non-Western Music
III. Classical Music: Modern and Patriotic
    A. Music and National Identity
    B. Modern Music IV. Modern Musical Performers
V. Vocal Music
    A. Opera
    B. American Musical Theater
    C. Song Ballads

Latin

Resources:
- Wheelock's Latin, Frederic M. Wheelock and Richard A. LaFleur
- Workbook for Wheelock's Latin, Paul Comeau and Richard A. LaFleur
- Wheelock's Latin Reader: Selections from Latin Literature, Frederick M. Wheelock and Richard A. LaFleur
- Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, Anne Groton and James May
- New Latin Grammar, J. H. Allen and J. B. Greenough
- Lingua Latina per se Illustrata, Pars I: Familia Romana, Hans H. Orberg
- Lingua Latina per se Illustrata, Pars I: Latine Disco Student Manual, Hans Orberg

marshall cavendish education

PRIMARY MATHEMATICS

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Solve! Heuristics: Work Backwards

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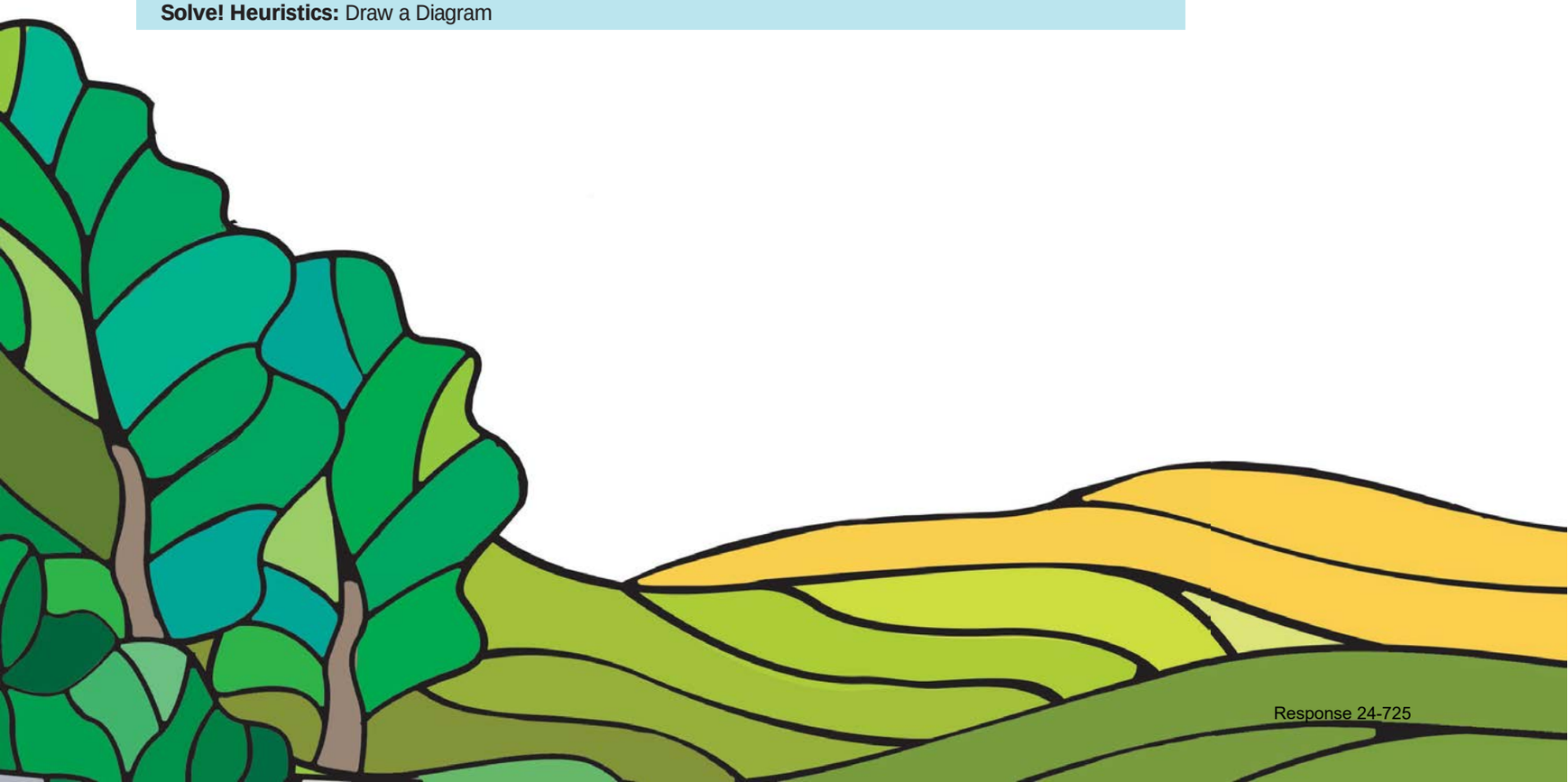
Solve! Heuristics: Draw a Diagram



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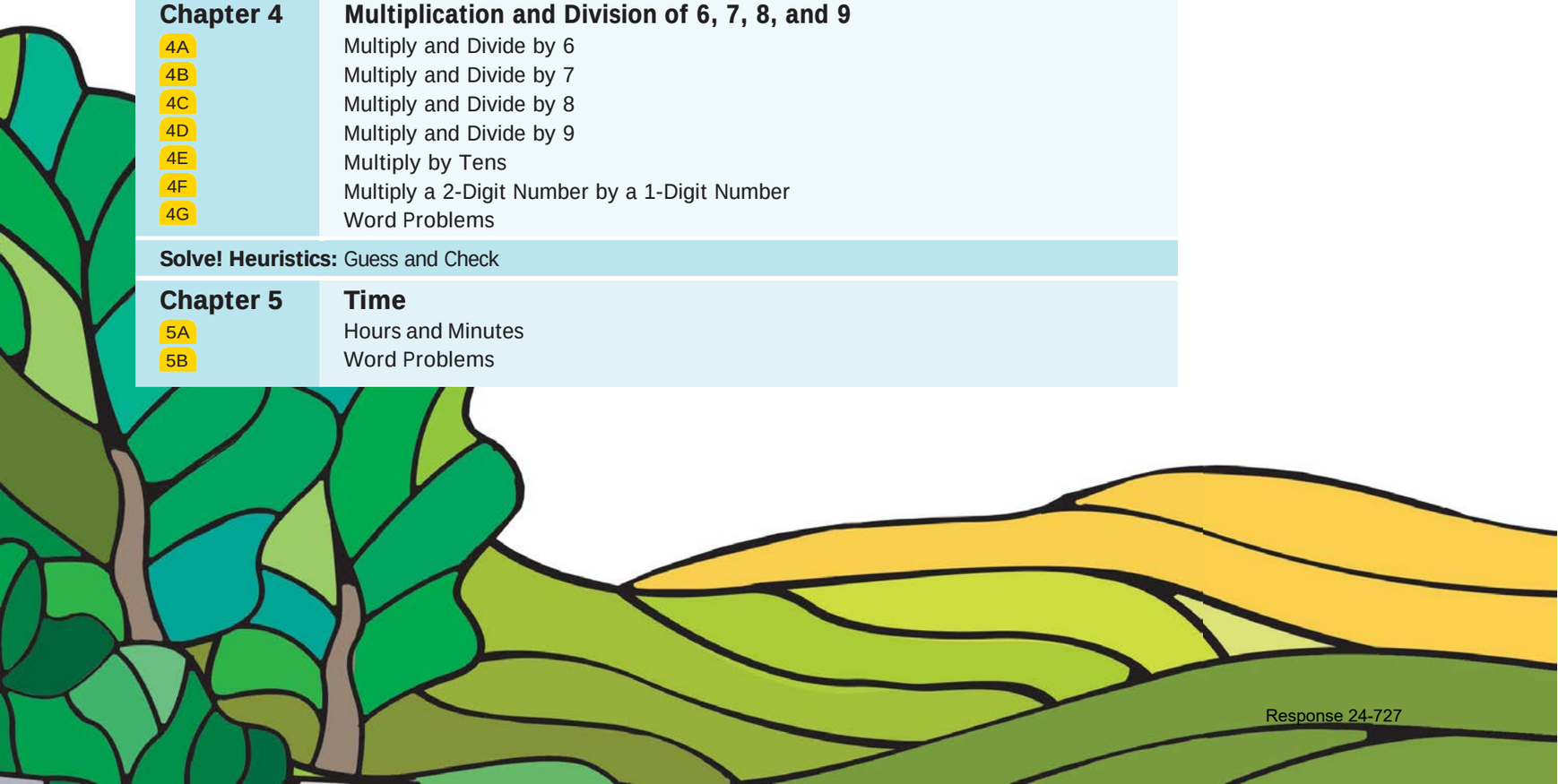

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Solve! Heuristics: Use Before-After Concept

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Solve! Heuristics: Tabulating

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Solve! Heuristics: Look for a Pattern

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Solve! Heuristics: Restate the Problem

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Solve! Heuristics: Look for a Pattern

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Solve! Heuristics: Write an Equation

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- 6A Thousandths
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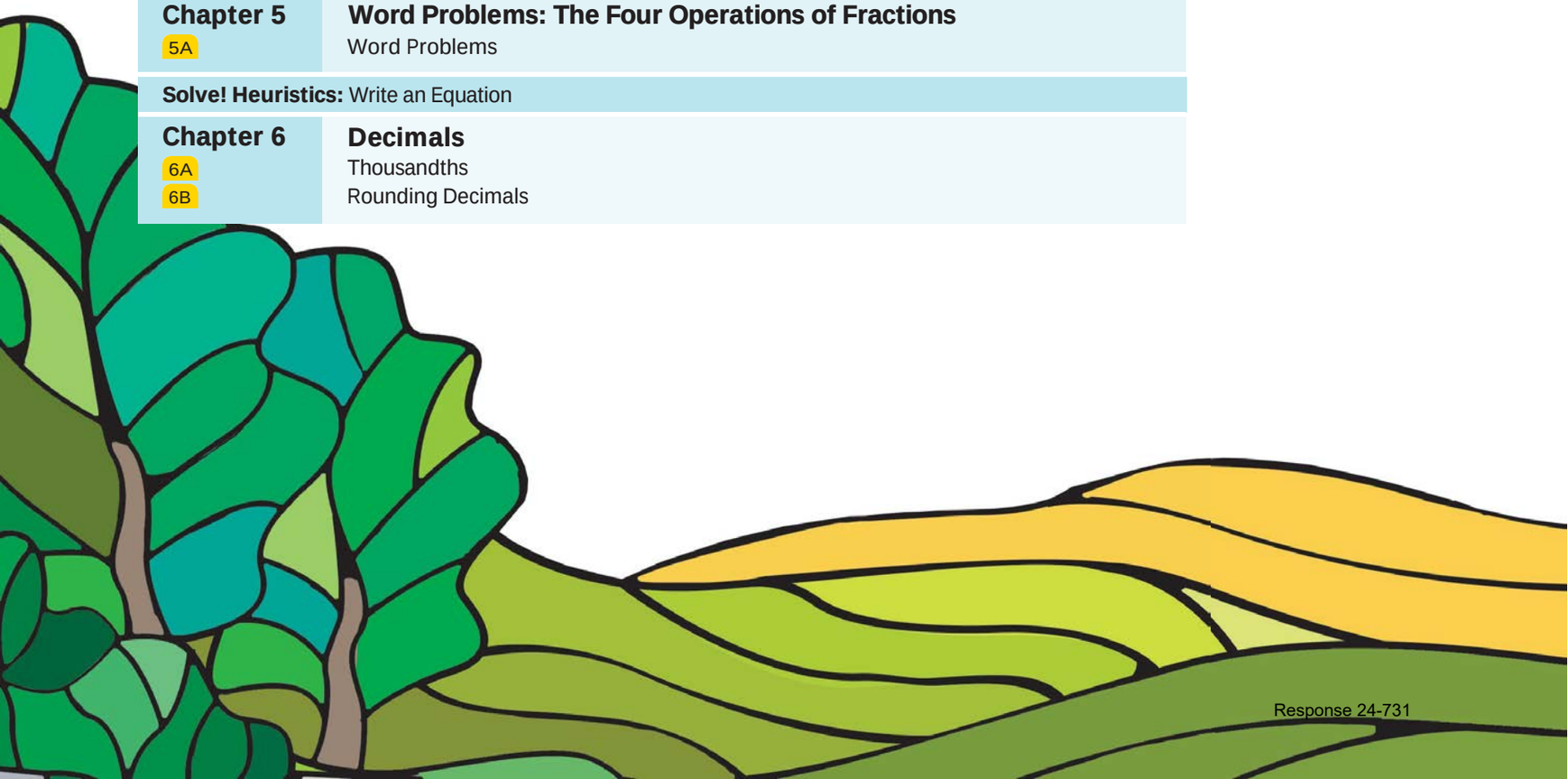

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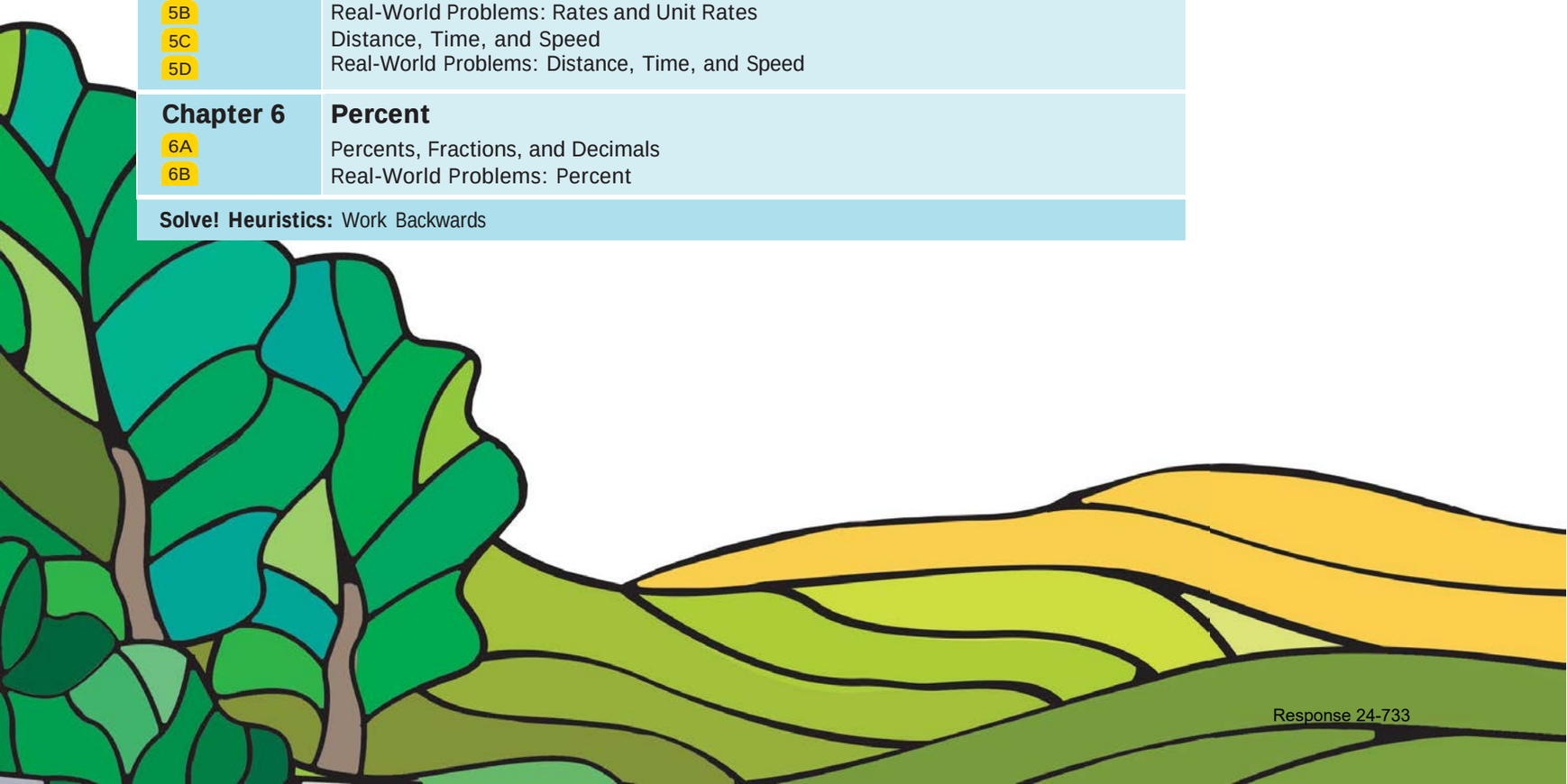

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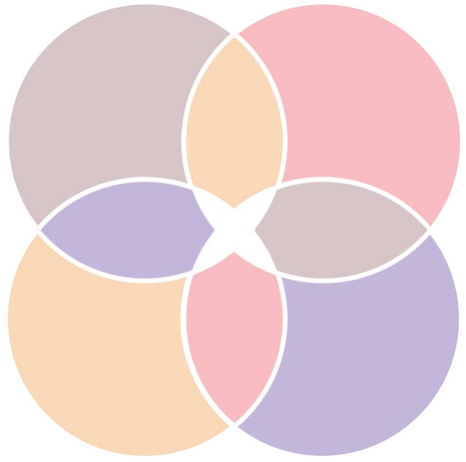
EVALUATION INSTRUMENT

RUBRICS FROM THE FRAMEWORK FOR TEACHING

2013 EDITION



CHARLOTTE DANIELSON

Component	Unsatisfactory	Basi	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks..	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

ATLANTA CLASSICAL ACADEMY

2023-2024 *School Profile*

Aaron Schepps, Principal
aschepps@atlantaclassical.org

Sarah Dollacker, Director of College Advising
sdollacker@atlantaclassical.org

Preciosa Bulauan, College Advisor
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3620 Northside Drive NW Atlanta, GA 30305 • 404.369.3500 (School Office) • 404.795.1049 (Fax) • CEEB Code 110304

ABOUT

Founded in 2014, Atlanta Classical Academy (ACA) is an open-enrollment, AdvancedED accredited, K-12 public charter school for students who live in the Atlanta Public Schools district. The mission of Atlanta Classical Academy is to develop students in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility.

ENROLLMENT

Upper School (7-12)	**291** (30% students from diverse backgrounds)
Elementary School (K-6)	**387** (34% students from diverse backgrounds)
Total Enrollment	**678** (32% students from diverse backgrounds)

FACULTY

The high school faculty of Atlanta Classical Academy has 35 members. Teachers are hired based on their mastery of academic disciplines in the liberal arts and sciences; certification is not required.
69% of the high-school faculty have a Master's degree or PhD, and
28% have taught at the college level.

NATIONAL & STATE HONORS

ACA was awarded the Salvatori Prize for Teaching in 2019 and 2023. ACA is an AP Honors School in Georgia.

CLASS OF 2023

32 students total
19% of the Class of 2024 are First Generation College Students

DISCIPLINE

Atlanta Classical does not share disciplinary infractions with post secondary institutions. Students are expected to honestly answer questions regarding their disciplinary history, and to disclose any disciplinary infractions.

CLASS RANK

Because of the rigorous nature of our program, our students' high standing on national norms, and the small size of our program, Atlanta Classical Academy does not calculate class rank.

GRADING & GRADE POINT AVERAGE

Grade point averages are computed using semester grades and the grading scale below. Atlanta Classical Academy strongly discourages grade inflation.

A	B	C	D
90-100 (4.0)	80-89 (3.0)	70-79 (2.0)	Below 70 (F)

Two GPAs are computed for grades 9-12: a cumulative overall GPA and a cumulative overall weighted GPA. The cumulative overall GPA is based on semester grades earned in all credited subjects graded A-F. The cumulative overall weighted GPA includes an additional 10 percentage points for AP courses.

Class of 2023		Class of 2024	
22%	3.90 and above	29%	3.75 and above
32%	3.5 to 3.89	21%	3.5 to 3.74
31%	3.0 to 3.49	32%	3.0 to 3.49
15%	2.0 to 2.9	17%	2.0 to 2.9
0%	Below 2.0	0%	Below 2.0

100%
of students scored a 3 or above on the Advanced Placement Biology test. The average score on the AP Latin test was 4.75.

70%
of students involved in Athletics

56%
of students involved in Fine Arts

28
Student Clubs

1050-1310
Class of 2024 SAT Composite Middle 50%

$20.2M
Financial aid recieved by Atlanta Classical Academy's first four graduating classes (Classes of 2019, 2020, 2021, and 2022). Each class had a graduation rate of 100%.

100%
of the Class of 2023 attends four-year colleges.

virtus | scientia | felicitas

discussion, as teachers propose questions based on close readings of complete works. Freshmen read The Iliad and The Aeneid and delve into the works of historians and philosophers such as Thucydides, Herodotus, Plato, and Plutarch. In their sophomore year, students read Shakespeare, Chaucer, Dickens, and Austen, while considering the religious and political contributions of Augustine through Adam Smith. Students discover America in their junior year, completing courses in American Literature, American History, and American Government. They read the founding documents as well as the influential Federalist papers and other writings of the founders, presidents, authors, and activists of the 19th century. Finally, the senior year focuses on modern times with works by Fyodor Dostoyevsky and George Orwell and a study of the presidencies, wars, politics, and theories that shaped the era.

Mathematics and science classes place an emphasis on the search for truth and beauty and the primacy of logic (including Euclidian Geometry), as well as deductive reasoning as students move from foundational to more advanced courses. After three years of **Latin** in grades 6-8, with at least two consecutive years in the same language. Other required courses include at least one semester of **Composition** that emphasizes coherent, concise, and compelling writing and habits of clear thinking. Tenth grade students take **Moral Philosophy**, with a focus on the moral traditions of Western Civilization. Students may continue to build upon **music theory** and **art history** instruction received during their elementary and middle school years by participating in **performance ensembles** Seniors must write a 15-page **Senior Thesis** and defend it before faculty members and peers.

Advanced Placement coursework is available in 10th grade, with additional AP courses offered in following years, particularly in math, science, and Latin. Students enrolled in an AP course are expected to take the corresponding exam. Because all our high school courses are rigorous and follow a coherent trajectory, Atlanta Classical Academy offers AP courses only when they closely align with the curriculum. **Students must first complete the non-AP core course and may take optional follow-on AP courses only when this is recommended by their teachers.**

High School Curriculum (Class of 2024)

Area of Study	APS Req. Credits	Req. Credits	Duration	Ninth	Tenth	Eleventh	Twelfth
Literature	4	4.5	Year	Classical Lit	British Lit	American Lit	Modern European Lit. (with senior thesis)
			Semester	Composition			
History	3	4	Year	Western Civ I	Western Civ II	American History	Modern European History
Math	4	4 (during 9-12)	Year	Algebra I	Geometry	Algebra II	Pre-Calculus (or AMDM)
			Year	Geometry	Algebra II	Pre-Calculus	Calculus I or AP Calculus BC
Science	4	4	Year	Biology	Chemistry	Physics	Physiology
				Biology	AP Biology	Chemistry	Physics or AP Physics
				Biology	Chemistry	AP Chemistry	Physics or AP Physics
Foreign Language	2	3 (in 9-12) 2 Credits of Same Language	Year	Latin III	Latin IV	AP Latin or Latin V	Latin VI or AP Latin
			Year	Spanish I	Spanish II	Spanish III	Spanish IV
Personal Fitness / Health	1	1	Semester	Personal Fitness / Health			
Additional ACA Requirements	N/A	2.5	Semester		Moral Philosophy	American Government / Political Philosophy	Economics / Lessons in Wonder

COLLEGE ACCEPTANCES

Beginning with our first graduating class in 2019, Atlanta Classical Academy students have been accepted to colleges and universities across the globe, including the institutions listed below.

Agnes Scott College
Alabana State University
Albany State University
Allegheny College
Appalachian State University
Arcadia University
Arizona State University
Atlanta Metro State College
Auburn University
Augusta University
Babson University
Baylor University
Belmont University
Berry College
Boston College
Boston University
Brandeis University
Brenau University
Bucknell University
California College of the Arts
Case Western University
Cedarville University
Centre College
Citadel Military College
Chattahoochee Technical College
Christopher Newport University
Clark Atlanta University
Clayton State University
Clemson University
Coastal Carolina University
College of Charleston
College of Coastal Georgia
College of the Holy Cross
The College of William and Mary
The College of Wooster
Columbia University
Concordia University
Connecticut College
The Cooper Union
Davidson College
Denison College
DePaul University
DePauw University
Dickinson College
Drexel University
Duke University
Elon University
Emerson College
Emory & Henry College
Emory University
Erasmus School of Economics
Fisk University
Flagler College
Florida Southern College
Florida State University
Fordham University
Fort Valley State University
Furman University
Gardner-Webb University
George Washington University
Georgia College & State University
Georgia Institute of Technology
Georgia Southern University
Georgia State University
Grove City College
Guilford College
Hampton College
Harvard College
High Point University
Hillsdale College
Hobart William Smith College
Hollins University
Houghton College
Howard University
Indiana University
Jackson State University
Jacksonville University
Kennesaw State University
Kentucky State University
Kenyon College
Lafayette College
Louisiana State University
Loyola University (Chicago)
Loyola University (Maryland)
Loyola University (New Orleans)
Macalester College
Marquette University
Mercer University
Miami University (OH)
Michigan State University
Middle Tennessee State University
Middlebury College
Mississippi State University
Morgan State University
Morehouse College
The New School
North Carolina A&T State University
North Carolina Central University
Oglethorpe University
The Ohio State University
The Pennsylvania State University
Piedmont College
Presbyterian College
Purdue University
Queens College of Charlotte
Randolph College
Rensselaer Polytechnic Institute
Rhodes College
Rochester Institute of Technology
Rollins College
Samford University
Savannah College of Art & Design (SCAD)
Seton Hall University
Sewanee: The University of the South
Shorter University
Southern Methodist University
Southern University and A&M College
Spelman College
St. Thomas University (FL)
Temple University
Tennessee State University
Texas A&M University
Texas Christian University
Texas Southern University
Toulouse Business School in Barcelona
Tulane University
Tuskegee University
Tufts University
Union College (NY)
University of Alabama
University of Alabama at Birmingham
University of Arizona
University of East London
University of California-Davis
University of Cincinnati
University of Colorado Boulder
University of Geneva - Switzerland
University of Georgia
University of Kentucky
The University of Lausanne - Switzerland
University of Louisville
University of Mississippi
University of Missouri
University of Montana
University of New Haven
University of North Carolina
University of North Georgia
University of North Texas
University of Notre Dame
University of Pittsburgh
University of Richmond
University of South Carolina
University of St. Andrews
University of St. Thomas (MN)
University of Tennessee
University of Vermont
University of Virginia
University of West Georgia
University of West Virginia
University of Wyoming
Ursinus College
Valdosta State University
Vanderbilt University
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Wake Forest University
Washington & Lee University
West Virginia University
Western Carolina University
Wheaton College
Wingate University
Wofford College
Woodbury University
Xavier University of Louisiana
Young Harris College

Dear School Leader,

This article is intended to help you understand the key elements *Literacy Essentials* and how the elements of the program differ from most other reading/literacy programs.

Program Content

Access Literacy's *Literacy Essentials: The Journey From Spelling to Reading*® teaches children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics), as well as the rules and consistencies governing their use in English words (orthography). Students who begin the program in kindergarten are taught to spell a word to learn how to read it. The research reveals that children who can spell a word can always read it, but the reverse is not true. Many of us, adult users of English, may be skilled in reading and horrible in spelling.

Therefore, this method begins with teaching children the information they need to spell, explicitly teaching a specific set of new words four days each week. These words are then practiced to achieve automaticity for spelling and ultimately automaticity for reading. From my 25+ years of teaching I am convinced that children perish educationally for lack of information, not because the information is too difficult. This is especially true in spelling and reading. Curriculums used in most schools today do not give children the complete body of information they need to successfully navigate the complexities of the phonetics and orthography (spelling system) of English. Many children come to school with thousands of words they can understand and use when speaking and listening. What they desire, is the ability to as quickly as possible read and write with that set of words. When we give children the information they need to be able to do that, the result is excited, engaged readers who willingly write about the interesting things they are learning.

Once the young children have a set of words they can spell accurately, they begin simple sentence writing. In kindergarten, their early sentence writing is their first reading. During the K-2 years, students are taught basic grammar which supports sentence writing that is used to support reading comprehension. Students are daily writing sentences for the purpose of supporting reading. If students have the knowledge and tools to be able to decode the words in a text, the next barrier to comprehension is often sentence structure. Sentences in texts become longer and more complex as reading levels increase and some students do not have the tools to navigate the sentence. Writing sentences allows students to slow their thinking and create mental space to better understand how the order of words and phrases develop meaning. The goal in K-2 is to have students writing sentences with a level of complexity that will lead them easily into the texts at their reading level.

Literacy Essentials: The Journey From Spelling to Reading® differs from other phonics based programs in several ways. The primary difference is **the order in which literacy skills are taught**. Typically, reading programs start by teaching "sight words." Children are given a list of words that they see repeatedly and are asked to just commit to "visual memory." This is much like you learning hundreds of phone numbers. In contrast, this approach uses the basic information about English phonetics and orthography to help children code and analyze the spelling and decoding of more than 2000 words between kindergarten and 3rd grade. As the title of the program indicates, the order of teaching is from spelling to reading. The children first learn to **write and say the sounds** of the 72 common English spelling patterns in isolation, so they can then combine them to **spell** words. With the words they are learning to spell, they will be able to write sentences. These sentences become their first **reading**. This process wires children's brains to **think** deeply and analyze how words work individually, in combination to form thoughts and ideas, and creatively to express ideas in a rich, clear manner. Words are powerful and to wield them well allows individuals an appropriate way to influence the world around them.

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So, the order of teaching literacy skills is a primary difference, but in tandem with the reordering of skills is the **scope and pace** of "what" is taught. For example, all 72 common English spelling patterns (phonograms) and the basic rules of orthography are introduced by the end of first semester of 1st grade. From that point forward (through 3rd grade), the information introduced is practiced with more than 2,000 words, until it is internalized and can be used by older students to independently learn new vocabulary. Other programs stretch the teaching of a much smaller set of spelling patterns (maybe half the number) over grades K-5 with little or no explanation of rules governing how they are used. Thus, other programs must resort to using visually memorized "sight words" to begin reading and most often memorize spelling words by calling out letter names for spelling. Both sight words and calling out letter names for spelling teach children wrong information about how the English code works.

Literacy Essentials reorders the teaching of literacy skills, increases the breadth of information provided to children, and paces the teaching of those skills to make them available to children early in kindergarten and first grade.

The final significant difference with the *Literacy Essentials* program is **how** the information is taught. Each lesson is *multisensory*. Under the overarching umbrella of multisensory, the lessons use *direct instruction*, with *interactive analysis* and *graphic organization* to teach and practice skills. The skills and information are taught using a *multisensory* approach so that the different areas of the brain that are used in writing and reading are wiring code information simultaneously. As the students are learning the spelling patterns and vocabulary, they "see it, hear it, say it and write it." Each time they learn or practice new vocabulary they will simultaneously engage different neurological areas of the brain and wire them together. Another aspect of the curriculum is *directly instructing through an interactive analysis* that leads the children through the thought processes necessary to understand how each word works. As the students engage in this analysis over the course of more than 2,000 words, their brains develop cognitive categories for analysis that eventually result in student independence in learning new vocabulary. Finally, coming alongside the "write it" piece of multisensory, students are provided a notebook, *My Orthography Notebook*, which is structured to help them *graphically organize* the complicated information they are learning about the English code. As students complete the graphic organizers each year with a new set of words (1st – 3rd), the pages provide practice and serve as a reference when questions arise with new vocabulary.

Spelling Vocabulary

Literacy Essentials explicitly teaches more than 2,000 words in grades K-3. These words would be considered high frequency words which simply means "those words used most often in reading and writing." There are many different lists of high frequency words that vary in numbers of words. The vocabulary words taught in *Literacy Essentials* have come from several such lists that include the Fry list and the Ayers list. These lists, compiled at various points in history, comprise the most often used words in reading and writing. The term "sight word" is used in current reading programs to mean a group of high frequency words used in all texts that are "supposedly" unable to be sounded out or explained phonetically or orthographically. So, students are asked to simply memorize them like a picture. They look at the letter combinations and commit the picture of the letters to visual memory. This is an unfortunate misnomer and memorizing "sight words" runs counter to the skills needed for spelling and reading. Most of the words on traditional lists of "sight words" are there because the programs are not teaching enough information about the code to explain the spelling and pronunciation of the words. The real crime is that these words are generally taught first, so students begin their introduction to reading with a faulty notion of how reading a word works. The set of words that traditional programs have students memorize by sight are instead, within the *Literacy Essentials* program, taught from spelling to reading like all the vocabulary taught.

After students have learned the more than 2,000 words taught in *Literacy Essentials* between K-3rd grade, it is recommended that 4th – 6th grade teachers select rich vocabulary from literature and content areas (10-12 words per week) which allows students word study to be integrated with the content they are learning. They should introduce and analyze the words for spelling (with an emphasis on morphology), and practice usage. This approach allows the grade-level teacher to integrate their vocabulary instruction with content while continuing to build and use the students' prior knowledge of orthography learned in K – 3rd.

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Teachers

The expectation for teachers new to an Orton-based curriculum is to first and foremost be courageous learners themselves.

Unfortunately, in our country, most teachers are not being trained in English orthography and phonetics or the science of reading. This method requires them to study and learn a mountain of new information and reconfigure their paradigm for the teaching of reading. Many teachers have been teaching in a particular way for a number of years and it is scary to "let go" of the familiar to leap to the new and unknown. That was my personal experience as well. However, what I had been teaching prior, was not working for many of my students and I knew that. The first year I used an Orton-based program, 1997, I was dumbfounded by what I saw happening with my students. I did not teach it well my first year because I was still a learner myself. However, what happened in my classroom, even with my beginning knowledge of the program, convinced me that I could never again give students less than what this type of curriculum offered them. And even my faulty teaching that first year produced better results for my children than all the previous years. Teachers need to press into difficult material and be patient with themselves as they slowly improve in teaching this curriculum. I had the privilege of sitting under training at least three times. Each time the information landed on more solid ground in my brain which freed me to then add on more pieces to my instruction. Teachers need to understand that 3-5 years are required to have full command of the information and how to implement it at their grade level with fidelity.

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A MAGALOG FOR **SCHOOLS** AND **HYBRID SCHOOLS**

ARTS OF LANGUAGE

Listen. Speak. Read. Write. *think!*

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IEW
Listen. Speak. Read. Write. Think!

IEWSchools.com

2025

Teaching with confidence begins by following our Implementation Plan.

IEWSchools.com/start

1. Connect with your Educational Consultant

Contact one of IEW's Schools Department professionals; they are here to help! Each school is assigned its own Educational Consultant, who is available to answer questions and guide you through IEW's 4-step Implementation Plan. Connect with an Educational Consultant at **IEWSchools.com/connect**

2. Choose a curriculum option

When deciding on the best writing curriculum for your students, be sure that your chosen course is at or below your students' reading level. Select materials that are either theme-based or video-based. Explore your options at **IEWSchools.com/choose**

3. Select a training preference

Learn IEW's writing methodology by scheduling live professional development, attending our Virtual Teaching Writing: Structure and Style workshop, or working through the *Teaching Writing: Structure and Style* video seminar. Learn more about your options at **IEWSchools.com/train**

4. Celebrate student success

Whether your students are gifted or reluctant writers, we are so confident that they will grow to be competent writers that we guarantee your satisfaction! See what people are saying at **IEWSchools.com/celebrate**

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Institute for Excellence in Writing
Listen. Speak. Read. Write. Think!

This magalog and its contents, products, and services are primarily intended for teachers or administrators in a traditional 5-day public, private, or charter school. If you are a homeschool parent or are a parent, teacher, or administrator engaged in independent study or hybrid programs that include direct parental instruction and supervision, please visit IEW.com or contact our customer service team at **info@IEW.com** or **800.856.5815**.

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Response 24-751

Learning to Think:
An Interview with Andrew Pudewa

by Hannah Averitt

What is the first step in learning how to think?

The first step in cultivating good thinking skills is to have a well-furnished mind. Unfortunately, we have seen in recent years an emphasis on output and creativity, letting students flounder around until they discover things. One of the problems with this is that it is hard to think when you don't have the tools. You need to have words in order to structure thoughts, extract them from your mind, and then use them. That is why we have put a strong emphasis on the importance of furnishing the mind through good and great literature, encyclopedic knowledge, and the memorization of beautiful language.

Vocabulary opens the door to furnishing the mind. In IEW's Structure and Style methodology, we create ways for students to find more words. For example, we start with the banned words list and go from there. We have tools like *A Word Write Now* that help students use and internalize a greater variety of nuanced words. One foundational aspect of cultivating thinking is furnishing the mind by stocking it with vocabulary and ideas.

What is the next step?

The next step is the skill of accessing the ideas you have. In its simplest form, thinking is getting stuff out of your mind. You retrieve it by asking questions. Most students in schools are given information they are expected to retain and later access. They are assessed by being asked questions to prove that they retained what they were taught. There is nothing intrinsically wrong with that, but it can become a habit where students are just answering questions rather than learning to ask questions. The act of writing requires you to ask yourself questions.

Response 24-752

How does IEW's method teach students how to think?

The real power of our system is in the structural models because that affects how ideas are collected, organized, and used. Crafting a summary, like any form of writing, is a skill that must be taught and then developed through practice. I'm a violin teacher by primary profession. You don't gain technique without explicit teaching and continuous practice. Students don't learn if they are left to flounder. They may never learn through self-discovery. Teach explicitly and require practice. Students must engage in the activity again and again and again. Unit 4, for example, teaches students to summarize, which on a deeper level is an exercise in the organization and analysis of ideas. Students must complete several Unit 4 lessons to gain mastery.

Another example can be found in Unit 5 where the ability to ask questions that help formulate a sequence of cause and effect, extract ideas from memory and imagination, and apply that knowledge to a situation is also critical.

What is the goal of writing?

Writing isn't just about self-expression, creativity, and discovering yourself. That is a fairly ineffective use of the intellect. The primary goal of writing should be to develop great thinkers through immersion in the thinking of people who are greater than we are and trying to imitate their writing styles. A true study of the classics becomes particularly valuable. You see that with Frederick Douglass. He read as much as he could, and his knowledge of the classics would come out in the allusions and the connections he made in his own writing. In Shakespeare's time it was acknowledged that imitation was not just flattery; it was the best form of learning. In this modern era, imitation has been degraded, and students are expected to do something unique and original to be of value. That's just not true. When you read a great book, it is almost like the book is bringing together a synthesis of the brilliance and beauty of those who went before.

How does IEW's method help students who struggle with writing?

Writing is a complex task. When you tell a student to write something, what has to happen? Well, the first thing is they need to find an idea. If there is no idea, there is nothing to write. Oftentimes, that is where the students have a block. They don't know how to find an idea.

We must note two key things about ideas. First, ideas can preexist in the memory or imagination, or they can preexist in a more immediate way. If I say, "Please write about the last trip you took with your friends or family," I am asking you to rely on memory and imagination to reconstruct some of that experience. On the other hand, if I say, "Please write something about the room we are in right now," that would be easier. For most students, it is easier to start with something they can see than to search their memory or imagination and find stuff.

The second thing is that ideas can preexist in words, or they can preexist primarily in sensory impressions. So, if I say, "Please write about being at the beach," that experience is almost entirely sensory impressions. If I say, though, "Please tell me your favorite Aesop fable or Bible story or fairy tale," that would be different because those things preexist in words. Thus, when we teach students, it is easier to start by asking them to write things that preexist in words. If you start with things which are familiar and preexist in words, that is going to be the easiest way to begin the complex process of writing.

This is where the IEW method starts. We begin with Units 1 and 2, and the subject to be written about is immediate because the source text is right in front of you, all in words. You choose key words, copy them, remove the original, tell the information back, get it in your brain, and then rewrite it. This is not a new idea. You can trace it back to the first exercise of the ancient rhetoric progymnasmata training, which was to retell a fable.

Benjamin Franklin notably talked about this idea as a way to improve written expression. When I hear teachers or parents say, "My student hates writing," the immediate and most consistent diagnosis is that the student is overwhelmed with the process. That is why it is so important to give students the basic skills of how to retrieve and organize ideas into sentences. Our method gives students a path to develop these skills.

With the advancement of AI, why is learning to write necessary?

AI and ChatGPT and other large language models have the capability to churn out pretty close to grammatically correct prose. I would argue that we do not teach writing so that people will do writing. You may not find yourself in a job that requires you to write, or you may find yourself in a job where using AI to write will be more efficient. That doesn't mean that learning the skill of writing was a waste of your time. Learning grammar and understanding the structure of language will help you think.

I always tell students, "It doesn't matter what you're going to do. You can be an engineer, you can be a garbage collector, or you can be in the military. Name any job you can think of. For many jobs, you may not have to write much, but you will have to think." The people who learn to think better through learning to write better are the ones who rise up in positions of leadership because the skills required in leadership are thinking, speaking, writing, and communicating. That should be a lifelong pursuit. Cultivate the language skills that will interface with your ability to communicate ideas.

Hannah Averitt
Product Developer
Editor

Hannah has worked for IEW at various times in the past, including serving IEW as an Educational Consultant for the Schools Department. Having used IEW in the classroom as a student, she benefited firsthand from the Structure and Style method in her language arts education. After completing her MA in linguistics in May of 2023, Hannah is more passionate than ever about language, excellent writing, and all things grammar! In her spare time Hannah enjoys reading and spending time with her family.

WHAT IS INCLUDED IN THE PREMIUM MEMBERSHIP?

PREMIUM MEMBER

Premium Members enjoy a year of additional tools to assist them in implementing Structure and Style in their classrooms or homes, and it's renewable for only $39 per year!

VIDEO TRAINING

Videostream the entire *Teaching Writing: Structure and Style* teacher training seminar.

TEACHING TIPS

View IEW Master Classes, Andrew Pudewa's talk *However Imperfectly*, and the *Teaching Tips with Andrew Pudewa* (TTAP) video series.

ARTICLES AND TALKS

Enjoy articles for school teachers and parents as well as audio conference talks by Andrew Pudewa and others.

SPANISH RESOURCES

Enseñe con confianza y eficacia utilizando estas herramientas en español.

CLASSROOM TOOLS

Download a library of teaching resources for the classroom and access the online IEW Checklist Generator™.

MEMBER PERKS

Take advantage of benefits such as a free physical copy of *However Imperfectly* and a one-time-use free shipping coupon each year.

LEARN MORE

IEWSchools.com/premium

Competent Communicators and Thinkers

Donahue Academy, 2025 Featured School

by Evan Smith

When one hears the name *Institute for Excellence in Writing*, "learning to think" is unlikely to be one of the first educational goals that comes to mind. Is learning to write intertwined with the process of becoming more analytical, cogent, or creative? In general, people view the written word as the culmination of what one has already mentally conceived. IEW's Structure and Style methodology begins by having students write an outline from a source text. To the casual observer, it may not be apparent that students are already advancing the development of their own cognitive ingenuity and critical analysis of a subject through this process-based approach. At IEW, this year's theme is Learn to Think. This year's featured school testifies how the development of thinking as a learnable, teachable skill is the heartbeat of how IEW teaches.

Developing Skills in Students

Donahue Academy is a private Roman Catholic institution located in Ave Maria, Florida. They have been empowering students from K-12 with their mission of pursuing excellence in all things since 2007. Principal Dr. Marc Snyder has plenty to say about how IEW's methodology has helped to achieve Donahue's mission:

> *IEW's imitation method teaches students how to be great writers from the constant practice of writing. This fits perfectly with our mission. We want our students to be excellent in all things, realizing that this does not come without lots and lots of practice. Once students excel in the basics of writing with stylistically beautiful prose, they graduate onto more and more varied and complex approaches to writing: creating*

Response 24-756

stories, critiques, and essays. In my opinion, there's no better way to learn how to write and write well than the approach used by IEW.

Ed Watson, the Assistant Principal and Theology Chair, agrees:

IEW's mimetic approach to writing, instruction through imitation of quality writing, allows students to focus on each part of the writing process and then to begin experimenting within the structure provided by the course. What begins with imitation ends with innovation. IEW's key word outline helps students identify and organize important information, note that information in a useful way, and share that information when asked. It is a skill that seems to have been lost—helping students organize their minds so that what they know is easily accessible and can be related and built upon as they learn more. IEW's slogan summarizes this—Listen. Speak. Read. Write. Think! These are the very skills we want to develop in our students.

From Imitation to Innovation

Dr. Snyder shared some examples of where he has seen IEW help students become not only better communicators but also thinkers:

I stand by the program as the best writing program at the K-8 level. With IEW, students learn how to write by imitation—they read great stories (e.g., an Aesop's fable) and learn how to write a key word outline. By learning this strategy of retelling through outlining, students learn the mechanics of good writing. By adding dress-ups, students learn to write, stylistically and beautifully, as well. The program's EZ+1 concept of learning to master simpler things first before moving on to more complex concepts is simply the best way to learn the fundamentals of writing.

When I became principal of Donahue Academy, I immediately wanted to bring IEW to the school. That is exactly what I did.

Mr. Watson, who had no previous experience with IEW prior to joining Donahue, has witnessed the results of using IEW methods and materials firsthand:

I have had positive feedback from our teachers about Structure and Style for Students *and* Fix It! Grammar. *The framework in* Structure and Style for Students *is useful and adaptable across subject areas. We have seen an improvement in student writing and note-taking, specifically in organization of thoughts and ideas.*

I have also heard positive reviews from families. Some families were skeptical at first, worrying that the program was a lock-step approach that would stifle student and teacher creativity. In reality, the framework has been freeing rather than limiting. It provides the steps in developing quality writing through imitation and gradually releases students to innovate.

Teaching Students to Think

Donahue Academy is a highly respected classical-model school with a 100% college acceptance rate. Mr. Watson sees a clear connection between how the Structure and Style method of teaching writing supports the classical model as it develops thinking as a learnable, teachable skill:

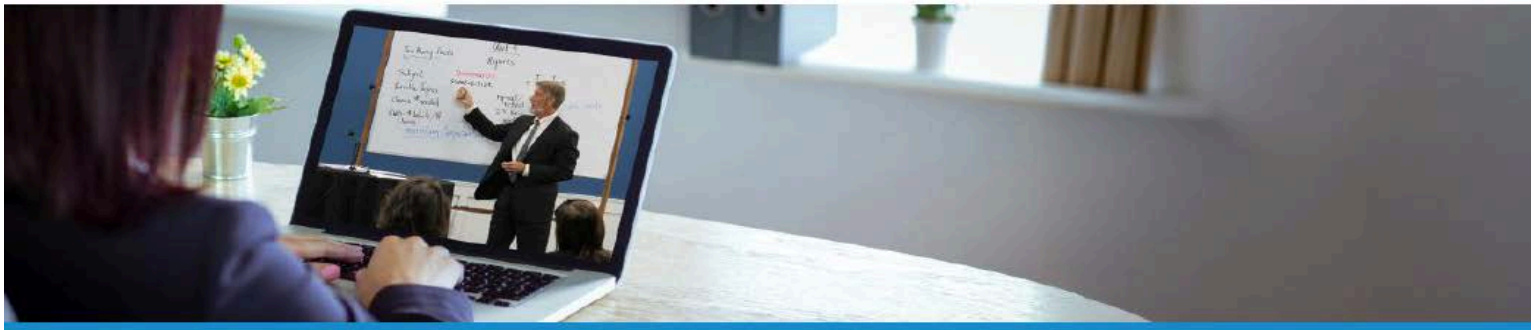
> *The tools and mindsets that we share with our students matter, and we have found IEW to be a good mission-fit partner for us.*
>
> *In the grammar stage, students learn the basic components of good writing. They examine and become comfortable with the tools of writing. In the logic stage, students deepen that understanding and imitate and innovate on models of excellent writing. They repeat particular skills as they are introduced, and eventually those skills become part of their toolbox. Students learn when and where those tools can be used and how. Finally in the rhetoric stage, they build more independently. They have the tools, know how they function, and where to use them. We are at the beginning of our journey with IEW, but the fruits of this journey already appear to be quite ripe.*

The teachers, parents, and students of Ave Maria have found that by implementing the Structure and Style writing method with fidelity, a student is incrementally empowered with great language skills. Students continue to refine their ability to express their ideas in eloquent, creative, and persuasive ways through writing, developing into confident and competent communicators and thinkers as a result.

Evan Smith

Educational Consultant

Evan Smith, a father of six, hails from Indianapolis, Indiana, but has called Oklahoma home since 1997. With a diverse background in acting, music, sales, customer service, distribution, and special needs job coaching, he has valued contributing to IEW's company mission since he was hired for the Customer Service Team in 2017. After nearly five years as a member of Customer Service, he moved to the IEW Schools Department as an Educational Consultant in 2022.



Easier Preparation, Enhanced Fidelity

Implementing Video Lessons as Models

by Jeff Nease, Implementation Coach

"This is the best thing we've ever done", says Andrew Pudewa, Director and Founder of the Institute for Excellence in Writing. Structure and Style for Students is the groundbreaking writing curriculum that has revolutionized not only the way students learn to write, but also how educators teach composition.

The video lessons are effective for direct instruction in homeschools and cooperative school environments, are extremely user friendly. However, first-year teachers new to the teaching profession, new-to-IEW instructors, or even experienced English teachers exploring this new pedagogy have found incredible utility using the video lessons as models for their own teaching. Teachers can observe Andrew Pudewa teaching the same content to a real classroom of students. This exposes the teacher to the flow of the lesson, potential student questions, and correct answers to those student questions for that specific week, preparing the teacher for excellent engagement with students in class. Some classroom teachers even deliver Andrew's weekly jokes! Video-lesson modeling provides especially effective lesson preparation for first-year or new-to-IEW teachers who may be slightly nervous teaching something new.

Video lessons-as-models foster an even more foundational benefit: fidelity to the method. Teachers and students can become frustrated when the Structure and Style method is implemented incorrectly, but teachers who review lesson videos as models are strengthening their own teaching fidelity through constant exposure to the master teacher using the method.

Structure and Style for Students video lessons feature the master teacher enacting instruction with fidelity to IEW's writing method, giving teachers a practical, highly effective model to follow each week. By using the videos as a model, teachers benefit from easier preparation and enhanced fidelity.

Jeff Nease
Implementation Coach
Online Instructor

Jeff Nease, an experienced educator, utilized IEW methods in his high school social studies classes, achieving remarkable results. In 2023 he transitioned to a full-time role with IEW as the Implementation Coach to conduct professional development for teachers. In addition, Jeff serves as an IEW Online instructor and Educational Consultant for the Schools Department, sharing his expertise and passion for effective teaching strategies. His commitment to enhancing educational practices continues to inspire both educators and students alike.

Response 24-759

Interview with Nancy Helm, Education Specialist

South Sutter Charter School, Placerville, CA

by Debbi Hall

This summer at the IEM Innovate Conference in Sacramento, I met Nancy Helm, an Education Specialist for twelve years at the South Sutter Charter School. Soon afterwards, I received an extremely gracious email from her which she titled, "Letter of accolades for IEW." It was so encouraging that we decided to interview her for this article. Nancy's passion for education and her enthusiasm to assist individual students and parents as they instruct their children is profound. IEW is grateful for the value Education Specialists bring to the families served.

Define the role of the Education Specialist in your school. What does a typical day in the life of an ES look like?

First and foremost, the ES has many hats to wear. I cover transitional kindergarten to 12th grade. For example, I am the Teacher of Record for my students. This has me recording learning outcomes and attendance. Occasionally, I have the pleasure of suggesting curricula to help students excel. Additionally, as the ES I am available to meet with high school students as a tutor when needed. Finally, it is my responsibility to ensure we meet state standards.

When did you learn about IEW and what has happened as a result?

I was ambivalent about the IEW writing curriculum [initially] as it seemed like just another writing program with a different spin.

Fast forward to last fall. On the recommendation of friends, one of my families ordered the *Structure and Style for Students* video-based course. This family used IEW's program conscientiously and with fidelity. My curiosity was piqued as their fifth and seventh grade boys shared how funny Mr. Pudewa was and how much they liked his jokes! They watched the videos and proudly showed examples of their work along with their *Fix It! Grammar* assignments. Students, especially these boys, telling me they actually liked writing was new (and news) to me! Their eighth grade relative also enjoyed Mr. Pudewa's teaching.

As I met each of my families at the end of school in May, I shared a bit of this story and encouraged them to consider IEW's *Structure and Style for Students* plus *Fix It! Grammar*. Several parents took my advice and ordered for fall of 2024.

Over the last couple of weeks, I have met with my families [for updates]. I had quite forgotten who ordered what until the students began to show me their work samples! "Mr. Pudewa tells great jokes!" a fourth grade boy shared. "I thought I would miss my other online writing class, but after the first day of Mr. Pudewa's class, I did not miss it at all. I am happy we are doing IEW!" A parent shared that she is going to get IEW for her younger son next year. Comments from other students included "I feel like I am in his class and not all by myself."

What has your experience been when working with families who use our award-winning curriculum *Fix It! Grammar*?

They love *Fix It! Grammar*. It is engaging for the kids, and they can follow along easily. The result? Students are proud of their work with *Fix It! Grammar*.

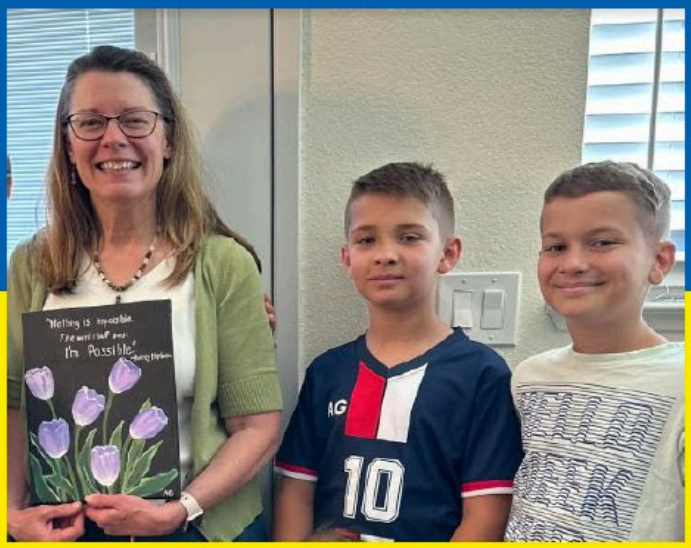
Does your school require that each curriculum meets state standards?

Yes, and I wasn't sure if *Structure and Style for Students* would be considered a full ELA curriculum for high school credits, but Educational Consultant Debbi Hall showed me the scope and sequence page that has the literature suggestions. Yay!

Response 24-760

Nancy shares her unique experience using IEW with a family from Ukraine.

One family in our school faced a unique challenge. The mother was born in Ukraine, and Ukrainian is the language of choice in her home. The children were born in the United States and speak English fairly well, but initially their vocabulary was limited, especially with homophones. During our last meeting of the school year, the three children shared with me the timed IEW writing exercises they did at the beginning and at the end of the year. The difference was astonishing and brought me to tears! Likewise, *Fix It! Grammar* helped them see what words needed to be corrected. They are recognizing things they didn't see before. IEW bridged a gap that I could not. Try as I might, I didn't know how to help them write well. But IEW did! It is no surprise that the three American-Ukrainian children are continuing with your program this year.



Education Specialists love to have an impact on students' academic journeys, like Nancy's encouraging IEW story with this Sky Mountain Academy family!

Education Specialists are often unaware we have a page on our website dedicated to independent study charter schools (ISCS). Nancy Helm caught the vision of what IEW can do for her families. If you or an Education Specialist that you know would like to learn more, IEW maintains a page dedicated to ISCSs, full of resources for Education Specialists as well as families. Visit IEW.com/charter-schools to request a Charter School Examination Packet, watch videos, find information regarding IEW curriculum and state standards, and explore a myriad of resources designed with ISCS needs in mind. To read the full interview with Nancy Helm, visit IEWSchools.com/nancy-helm

Debbi Hall
Educational Consultant

Debbi Hall homeschooled her two daughters through high school using IEW's writing curriculum. This experience and her deep commitment to IEW's mission uniquely qualify her to be an Educational Consultant for Independent Charter Schools. As an IEW Accredited Instructor, she has a heart to help teachers and teaching parents succeed in implementing IEW curriculum as they educate their students.

LEARN MORE

IEWSchools.com/charter-schools

HOW IS OUR WRITING METHOD DIFFERENT?

IEW's unique approach to teaching writing is the Structure and Style® writing method as taught by the *Teaching Writing: Structure and Style* teacher training seminar. (See next page.) IEW's nine structural models help students organize any type of composition and develop confidence in the writing process as they learn. Stylistic techniques are taught incrementally, gently moving students from the basics into more sophisticated writing with greater independence and creativity.

UNIT 1	Note Making and Outlines
UNIT 2	Writing from Notes
UNIT 3	Retelling Narrative Stories
UNIT 4	Summarizing a Reference
UNIT 5	Writing from Pictures
UNIT 6	Summarizing Multiple References
UNIT 7	Inventive Writing
UNIT 8	Formal Essay Models
UNIT 9	Formal Critique

Create an outline.

Write using the outline.

LEARN MORE

What Are We Really Doing Here?

IEWSchools.com/WWDH

STRUCTURE

Students write key word outlines to plan and organize their compositions. Students use the outlines as they follow a particular structural model to compose clear and cohesive paragraphs, descriptive stories, multi-paragraph reports, inventive compositions, and formal essays.

UNIT 1 WRITE KEY WORD OUTLINE

Note Making and Outlines

When students are learning to write, IEW provides them with source texts. Students capture the ideas from the source text in an outline using key words, symbols, numbers, and abbreviations.

Source Text

The Fox and the Goat

By an unlucky chance, a fox fell into a deep well from which there was not escape. A goat passed by and asked the fox, "What are you doing down there?" "Oh, have you not heard?" said the fox. "There is going to b

down here in order to be sure to

you come down too?" the goat

thought this a good idea and jum

into the well. The fox immediate

sprang on the goat's back, and by

putting a foot on the goat's long

horns, managed to hop up to the

Key Word Outline

The Fox and the Goat

1. *fell, well, ∅ escape*
2. *G, passed, asked, "doing?"*
3. *F: "heard? drought, water!"*
4. *"You, too?"*
5. *G, thought, idea, down*
6. *F, back, horns, edge*
7. *F, careful, advice, 1 trouble*

UNIT 2 WRITE A DRAFT COMPOSITION

Writing from Notes

Students then use their key word outlines to write draft compositions.

Advice in Trouble

A fox fell in a well and could not escape. A goat passed by and asked the fox what he was doing. The fox told the goat that he had heard a drought was coming and he wanted to be close to the water. He asked if the goat wanted to join him. The goat thought this was a good idea and jumped in the well. The fox climbed on the goat's back and stepped on his horns. He walked out of the well. The fox said that the goat should be careful if he took advice from a person in trouble.

STYLE

After students understand how to write from notes, they refer to an IEW checklist as they insert stylistic techniques into their drafts to improve vocabulary and sentence structure. As students progress, they learn additional stylistic techniques to further improve their writing.

INSERT STYLISTIC TECHNIQUES

Examples of IEW Stylistic Techniques

Dress-Ups
-ly adverb
who/which clause
strong verb
because clause

Sentence Openers
[2] prepositional
[3] -ly adverb
[6] vss

Decorations
alliteration
simile or metaphor

Advice in Trouble

A fox fell in a well and could not escape. A goat, *who* passed by, ~~and~~ asked the fox what he was doing. The fox told the goat ~~that~~ he had heard a drought was coming ~~and~~ he wanted *because* to be close to the water. He asked if the goat wanted to join him. The goat thought this was a good idea and jumped in the well. The fox *nimbly* climbed on the goat's back and stepped on his horns. He walked out ~~said~~ *remarked* that the goat should advice from a person in t

SAMPLE IEW CHECKLIST

- ☑ -ly adverb
- ☑ *who/which* clause
- ☑ strong verb
- ☑ *because* clause

WRITE FINAL COMPOSITION

Grading Made Easy

Students are required to mark stylistic items from their checklist on their final paper. Grading compositions is a simple process of ensuring that students have included all of the items from their checklist. The Structure and Style writing method is clear, easy, and effective!

Schools@IEW.com

TEACHING WRITING: Structure and Style®

Enjoy the humor, wisdom, and practical tips provided in this comprehensive teaching seminar. Watch on your own or gather with others.

Teaching Writing: Structure and Style
Video Seminar with Seminar Workbook

Here's the course that started it all thirty years ago and continues to be an effective and enjoyable way to teach writing. Beginning with the basics—rewriting a paragraph—and continuing all the way into advanced essay writing, teachers learn how to nurture excellence in writing and thinking in students of any age.

TWSS includes the following:

- over fourteen hours of inspiring, humorous, and immensely practical video instruction.
- five additional hours of student demonstration lessons at four levels.
- a 240-page *Seminar Workbook* which serves as guide that you will refer to again and again.
- a full year of IEW's Premium Membership. (page 7)

Our recommended package includes Forever Streaming.

TWSS Package $189

Choose your video delivery method.

Forever Streaming: IEW.com/TWSS2-FS
DVD: IEW.com/TWSS2-D

Additional Seminar Workbook: IEW.com/SW2 $35

Concerned about Grading?

IEW Gradebook helps you grade more efficiently and effectively.
Learn more at IEW.com/gradebook

IEW GRADEBOOK

Response 24-763

Structure and Style®

FOR STUDENTS

Join Andrew Pudewa as he leads students on a writing journey year after year using IEW's Structure and Style approach. Students will take delight in Mr. Pudewa's humorous, incremental, and effective writing lessons. The curriculum provides clear daily assignments and includes vocabulary words, grammar and literature suggestions, and lesson plans. Easy to use and affordable, *Structure and Style for Students* brings a successful solution to your writing lessons—guaranteed!

BASIC PACKAGE

Lessons from Andrew Pudewa

The SSS Basic package includes a Binder & Student Packet, Teacher's Manual, and 24 video lessons tied to the level of SSS of your choice.

The Basic package contains everything needed for one student to complete this writing course. Videos include English subtitles.

See pages 30, 34, and 38.

$169

VIDEO BASED

Choose your video delivery method, either Forever Streaming or 24 DVDs.*

Those choosing our streaming option will receive a card containing their unique activation code to access the videos at IEW.com

Structure and Style®

FOR STUDENTS

- Level A GRADES 3–5
- Level B GRADES 6–8
- Level C GRADES 9–12

The first year of any level assumes no previous experience, which enables your students to jump right in no matter what their grade level. Contact your Educational Consultant for more information.

COMPLETED YEAR 1? CONTINUE WITH YEAR 2!

** Forever Streaming is nontransferable. Streaming videos belong to the individual teacher or household for whom the original purchase was intended. They cannot be shared or transferred.*

Response 24-764

What's in the box?

The Student Packet corresponds to what the students are watching in the video, making *Structure and Style for Students* IEW's most immersive, easy-to-use video experience.

The Student Binder is an essential component as your students complete and organize each lesson.

The Teacher's Manual mirrors the student packet and includes detailed notes to equip teachers and teaching parents to help their students experience success in Mr. Pudewa's class.

The 24 Lessons are taught by Mr. Pudewa and delivered via your choice of either Forever Streaming* or 24 DVDs. English subtitles included.

FOREVER STREAMING

or

DVD VIDEO

LEARN MORE

Four Deadly Errors of Teaching Writing

IEWSchools.com/FDE

TRY IT FREE!

IEWSchools.com/try-SSS

Response 24-765

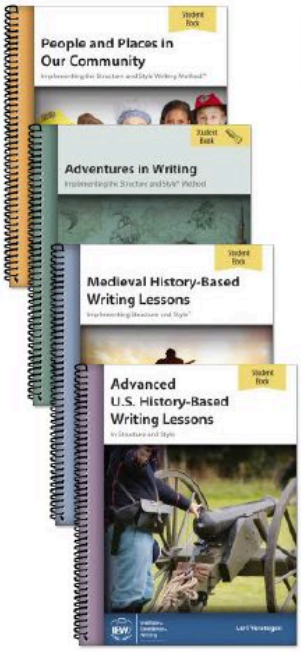
Theme-Based Curriculum

IEW's theme-based writing lessons offer engaging source material and quality writing instruction for your students. Select a theme that complements your classroom focus or aligns with your students' interests. Student books include style practice and vocabulary. These teacher-led courses are designed for instructors who have completed or are currently using the *Teaching Writing: Structure and Style* seminar. While theme-based writing lessons do not include a video component, the teacher's manuals provide comprehensive lesson plans, built on the proven Structure and Style writing method.

WHAT IEW THEME-BASED LESSONS SHOULD I CHOOSE?

Consider the age and grade level of your students to determine where to start. If your students have struggled with prior writing instruction, are reading below grade level, or have learning differences, begin at a lower level. Your students will experience the greatest success if they are not overwhelmed by the source texts, length of assignments, or critical thinking skills required at a higher level.

- Level P Grades K–2
- Level A Grades 3–5
- Level B Grades 6–8
- Level C Grades 9–12



THEME-BASED BOOKS

	1–2	3	4	5	6	7	8	9	10	11–12
Bible Heroes† (page 29)	■	■								
People and Places (page 29)	■	■								
Adventures in Writing (page 31)		■	■	■						
Fables, Myths, and Fairy Tales (page 31)			■	■	■					
Discoveries in Writing (page 31)			■	■	■					
Frontiers in Writing (page 31)				■	■	■				
Investigations in Writing (page 35)				■	■	■	■			
Wonders of Science (page 35)				■	■	■	■			
Ancient History (page 35)				■	■	■	■			
Medieval History (page 35)					■	■	■	■		
U.S. History (page 35)					■	■	■	■		
Canadian History (page 35)					■	■	■	■		
Modern World History (page 35)					■	■	■	■		
Following Narnia® Vol. 1† (page 35)						■	■	■		
Following Narnia® Vol 2† (page 35)							■	■		
Bible-Based† (page 39)								■	■	■
Advanced U.S. History† (page 39)									■	■
Classical Rhetoric† (page 39)										■

TRY IT FREE!

IEWSchools.com/try-theme-based

Narnia, The World of Narnia, The Lion, the Witch and the Wardrobe, **and** *Narnia.com* **are trademarks of** *C.S. Lewis Pte. Ltd. The Chronicles of Narnia* **is a U.S. Registered Trademark of** *C.S. Lewis Pte. Ltd.*

† Contains distinctly Christian content

Are you **overwhelmed** with grading papers?

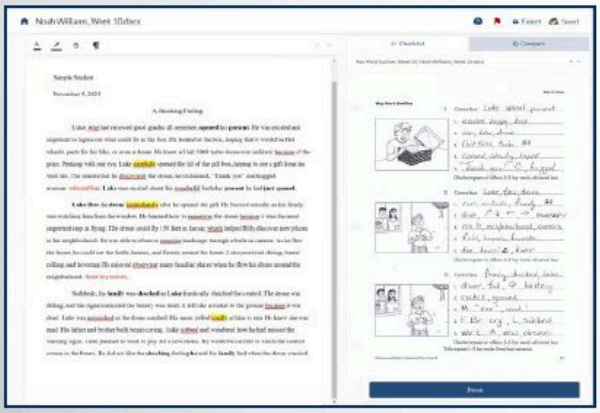
"I am really loving IEW Gradebook so far! It has helped lighten the paper workload."
– Laura M . (Teacher)

IEW Gradebook is a subscription-based program that streamlines grading for teachers. Designed for IEW curriculum users, it organizes student submissions, detects dress-ups, sentence openers, and banned words from the IEW checklist, and suggests comments to insert with a single click.

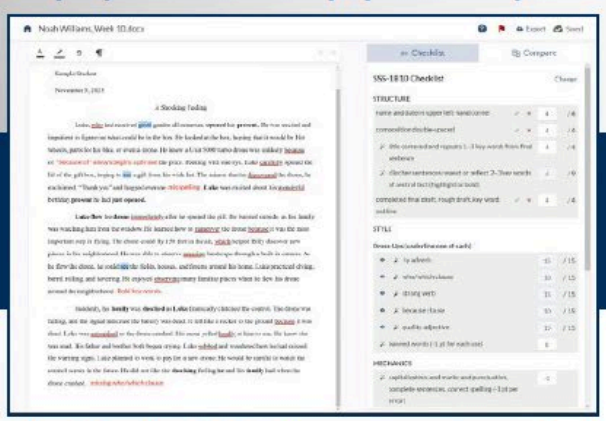
The intuitive side-by-side view of a student's paper and the IEW checklist keeps papers organized and grading distraction-free. It focuses on the details so you can focus on the writing.

IEW® GRADEBOOK

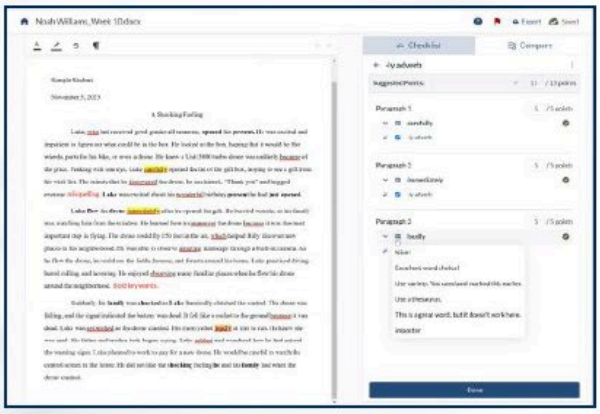
Compare KWO, rough draft, and final draft.



Display checklist and paper side-by-side.



Identify checklist elements automatically.



Simplify grading without sacrificing quality feedback.

Response 24-767

Fix It!® Grammar

Teacher's Manuals and Student Books $19 each

Level 1 *Nose Tree* presumes no prior grammar knowledge and introduces basic parts of speech, end-mark punctuation, phrases, clauses, homophones, and more. (page 32)

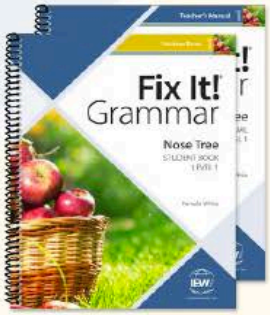
Level 2 *Town Mouse and Country Mouse* continues defining parts of speech, explains basic comma and capitalization rules, introduces complex sentence patterns, and more. (page 32)

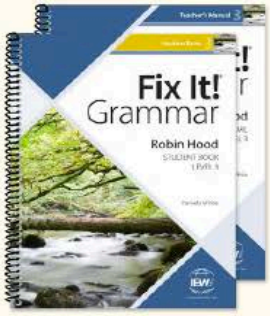
Level 3 *Robin Hood* refines concepts taught in previous levels and explains additional comma rules, various phrasal/clausal constructions, quotation punctuation, indefinite/demonstrative/reflexive pronouns, and more. (page 36)

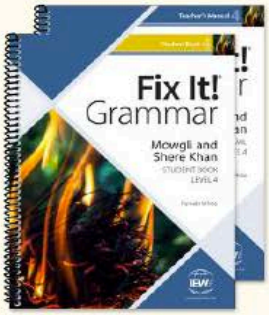
Level 4 *Mowgli and Shere Khan* builds on concepts taught in previous levels and presents a thorough explanation of additional punctuation rules, essential/nonessential clauses, complex sentence patterns, transitional prepositional openers, and more. (page 36)

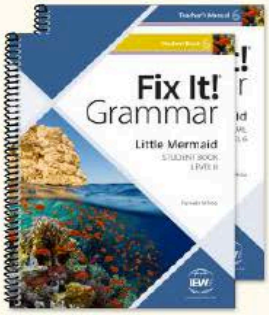
Level 5 *Frog Prince* reinforces information taught in prior books while introducing and discussing advanced grammatical concepts related to verb types, noun functions, and pronoun cases. There is also an emphasis on the grammatical jobs of specific clauses and phrases. (page 40)

Level 6 *Little Mermaid* continues to build on concepts taught in the previous books and explains advanced grammatical items, including invisible #4 and past participial openers, transitions, conjunctive adverbs, verbals, active/passive voice, parallelism, and advanced punctuation. (page 40)









TRY IT FREE!

IEWSchools.com/try-FixIt

Fix It! Grammar offers an engaging and effective approach to grammar instruction while helping students improve their composition skills. It reinforces the application of grammar in everyday writing, boosting their writing confidence. The lessons are quick, practical, and easy to implement, and they are fun for the students!"

– Suzie R. (School Director)

Engaging. Effective. Easy to Use.

In IEW's award-winning grammar program, students analyze an ongoing story and correct embedded errors. This allows them to internalize rules rather than just memorize them. As a result, students' knowledge of accurate punctuation and correct grammar transfer into their own compositions.

Grammar in only 15 minutes a day!

Student Book

Identify and mark grammar concepts.

Find and fix errors.

Week 17 Day 1

Read It!	Mark It!	Fix It!
1 vocabulary	1 article (ar) 3 nouns (n) 1 pronoun (pr) 3 adjectives (adj) 1 -ly adverb (ly) 1 coordinating conjunction (cc) 1 prepositional phrase 1 adverb clause (AC) 2 subject-verb pairs (s v) 1 opener	1 capital 1 comma 1 end mark 1 homophone

timmy was happier in the country because he

rarely noticed loud, or sudden sounds their

Rewrite It!

Institute for Excellence in Writing *Fix It! Grammar: Town Mouse and Country Mouse* Student

Teacher's Manual

Week 17 Day 1

Read It! timmy was happier in the country because he **rarely** noticed loud, or sudden sounds their

Define vocabulary.

rarely
not often

Mark It! 1 article (ar) · 3 nouns (n) · 1 pronoun (pr) · 3 adjectives (adj) · 1 -ly adverb (ly) · 1 coordinating conjunction (cc) · 1 prepositional phrase · 1 adverb clause (AC) · 2 subject-verb pairs (s v) · 1 opener

Fix It! 1 capital · 1 comma · 1 end mark · 1 homophone

Verify student markings.

① subject

s n v adj ar n AC s pr
timmy was happier in the country (because he

ly v adj cc adj n there
rarely noticed loud, or sudden sounds ~~their~~).

Detailed Explanations

Capitalization	***Timmy*** proper noun; first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	***he*** replaces *Timmy*
Adjective	The adjective *happier* follows the linking verb and describes the subject (Timmy). What kind of Timmy? ***happier*** What kind of sounds? ***loud*** or ***sudden***
-ly Adverb	Noticed when? ***rarely***
S V Pairs	***Timmy was; he noticed***
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. PATTERN a and b loud or *sudden*
Homophones	Use ***there***, the adverb pointing to a place.

Rewrite It! Timmy was happier in the country because he rarely noticed loud or sudden sounds there.

Corrected Passage

Institute for Excellence in Writing *Fix It! Grammar: Town Mouse and Country Mouse* Teacher's Manual Level 2 99

Content from the teacher manual *Fix It! Grammar Glossary* has been beautifully designed in thirty full-color cards that highlight key grammar concepts for review and easy reference. The set includes a digital download of grammar activities and games useful for drills and review.

Grammar Cards IEW.com/FIX-GC $15

LEARN MORE!

IEWSchools.com/FIX

Response 24-769

Making a Difference

Teaching Students with Learning Exceptionalities

by Jennifer Mauser

The Structure and Style writing approach works for all students, including those with learning differences. I penned an explanation of the effectiveness of IEW methods and materials for struggling writers in response to a teacher of a student with learning differences that created a natural reluctance in the student to write. The teacher wondered if her efforts using Structure and Style were really helping her student. This was my response:

You are benefiting her even if she physically cannot write with her own hand. Here's the secret about Structure and Style: the writing is only the tangible product.

What we see in writing is the very tip of an iceberg, the written composition that is produced. In actuality, though, this is the least important component of the process. What is far more important is what happens under the surface of the iceberg, which we can't see.

And it's massive.

The bulk of the writing "iceberg" is actually instruction in thinking skills. Having to write about ideas drawn from IEW source texts forces students to slow down, to consider what is being said, and to make a series of judgments. At first these decisions are simple, such as asking which words in the sentence are most important for its meaning in a key word outline.

Over time, the thinking becomes more sophisticated. We begin asking ourselves deeper questions, spurring more questions, later leading us to our surmises. It doesn't happen overnight, and it isn't always easy, but writing with Structure and Style forces us to think.

What really matters is helping your student to think about the source text and to practice using different vocabulary and syntax.

Of course, not every teacher of students with learning differences can individualize learning as much as they would like; the administrative context and teaching environment are different as they navigate standards, IEPs and 504s, and decisions from their local leadership. However, IEW's incremental EZ+1 approach with its power and effectiveness is a boon to instructing all writers, regardless of their age or ability. Persist. You are making a difference, one composition at a time.

Learn more at IEWSchools.com/learning-differences

DIG DEEPER

Reaching the Reluctant Writer

IEWSchools.com/RRW

Jennifer Mauser
Educational Consultant for Learning Differences

Jennifer Mauser, Accomplished IEW Instructor, serves IEW as an Educational Consultant specializing in learning differences and enjoys writing the occasional blog post for the company as well. In addition, she continues to work as a private literacy and writing tutor and teaches Structure and Style at a local co-op.

Response 24-770

Step 1

CONNECT WITH YOUR EDUCATIONAL CONSULTANT

Contact one of IEW's Schools Department professionals; they are here to help! Each school is assigned its own Educational Consultant, who is available to answer questions and guide you through IEW's 4-step Implementation Plan. Connect with an Educational Consultant at **IEWSchools.com/connect**

Debbi Hall
Educational Consultant
Independent Study
Charter Schools
DebbiH@IEW.com

Jeff Nease
Implementation Coach
JeffN@IEW.com

Jennifer Mauser
Educational Consultant
Special Education
JenniferM@IEW.com

Evan Smith
Educational Consultant
Accreditation Specialist
EvanS@IEW.com

Erica Nease
Educational Consultant
EricaN@IEW.com

Renee Vasher
Educational Consultant
Hybrid Schools Manager
ReneeV@IEW.com

To connect with an Educational Consultant

800.856.5815 | Schools@IEW.com | HybridSchools@IEW.com

Step 2 CHOOSE A CURRICULUM OPTION

Select materials that are either theme-based or video-based.
Explore your options at **IEWSchools.com/choose**

OPTION 1

Structure and Style®

FOR STUDENTS

Including 24 video lessons (up to 30 weeks of instruction) taught by Andrew Pudewa using IEW's Structure and Style approach, this curriculum provides clear daily assignments and includes vocabulary words, grammar and literature suggestions, and lesson plans for teachers. Teachers can either show the videos to their students (live on-site) or model the teaching shown.

A student book must be purchased for each student.

IEWSchools.com/try-SSS

Primary Grades (pages 28–29)

K 1 2

Primary Writing Lesson Plans

LEVEL A (pages 30–31)

3 4 5

SSS-1A SSS-2A

Structure and Style®

FOR STUDENTS

or

OPTION 2

Theme-Based Writing Lessons

Choose a theme that parallels your classroom focus or appeals to your students. This curriculum option includes daily lesson plans that lead your students to write using the Structure and Style writing method in your chosen theme! Connecting your writing assignments to your classroom content is made easy.

A student book must be purchased for each student.

IEWSchools.com/try-theme-based

Bible Heroes †
People and Places

Adventures in Writing
Discoveries in Writing
Frontiers in Writing
Fables, Myths, and Fairy Tales Writing Lessons

† Contains distinctly Christian content

Narnia, The World of Narnia, The Lion, the Witch and the Wardrobe, ***and*** *Narnia.com* ***are trademarks of C.S. Lewis Pte. Ltd.*** *The Chronicles of Narnia* ***is a U.S. Registered Trademark of C.S. Lewis Pte. Ltd.***

and Fix It! Grammar

IEWSchools.com/try-FixIt

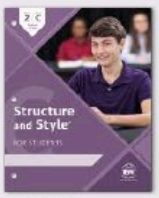
FIX-L1-TS FIX-L2-TS

800.856.5815

LEVEL B (pages 34–35)

LEVEL C (pages 38–39)

12-WEEK COURSES (pages 37, 41)

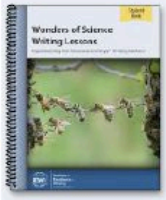
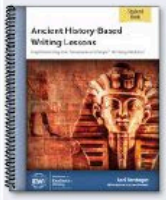
6	7	8	9	10	11–12
					
SSS-1B	SSS-2B	SSS-3B	SSS-1C	SSS-2C	

Structure and Style®

FOR STUDENTS

Introduction to Public Speaking

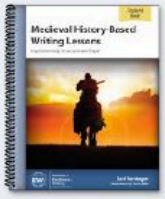
University-Ready Writing

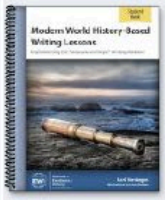



Investigations in Writing

Wonders of Science Writing Lessons

Ancient History-Based Writing Lessons

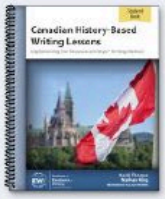


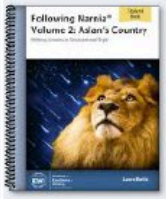


Medieval History-Based Writing Lessons

U.S. History-Based Writing Lessons

Modern World History-Based Writing Lessons

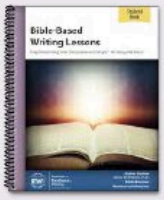
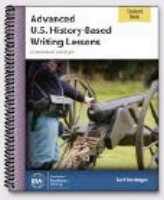




Canadian History-Based Writing Lessons

Following Narnia Vol. 1 †

Following Narnia Vol. 2 †

Bible-Based Writing Lessons †

Advanced U.S. History-Based Writing Lessons †

Classical Rhetoric through Structure and Style †

FIX-L3-TS FIX-L4-TS

FIX-L5-TS FIX-L6-TS

Response 24-773

Step 3

SELECT A TRAINING PREFERENCE

Learn IEW's writing methodology by scheduling live professional development, attending our Virtual Teaching Writing: Structure and Style workshop, or working through the *Teaching Writing: Structure and Style* video course. Learn more about your options at **IEWSchools.com/train**

OPTION 1

Video Training through Individual Streaming

This option gives each teacher streaming access ($189 per teacher) to the writing methods video course in their individual IEW accounts. They will also receive a *Seminar Workbook*, which includes 240 pages of instruction, sample compositions, and practicum assignments. A 1-year Premium Membership is also included. Teachers can watch the videos on their own and join with others to work through the practicum assignments.

IEWSchools.com/TWSS

LEARN MORE

IEWSchools.com/TWSS

OPTION 2

Group Video Training with DVDs

Purchase one set of DVDs ($155) to watch as a group and work through the practicum assignments together. Each teacher will need a *Seminar Workbook* ($35), which includes 240 pages of instruction, sample compositions, and practicum assignments.

To order DVDs only, call 800.856.5815

OPTION 3

Virtual Teaching Writing: Structure and Style

Held during June, this virtual workshop is a great way to train one or more teachers. Teachers will receive a one-year Premium Membership in their individual IEW accounts and a *Seminar Workbook*, which includes 240 pages of instruction, sample compositions, and practicum assignments.

LEARN MORE

IEWSchools.com/VTWSS

OPTION 4

Live On-Site Workshop

IEW also offers in-person professional development!

Contact your Educational Consultant at 800.856.5815 or email Schools@IEW.com for more information about on-site workshops.

Response 24-774

Step 4

CELEBRATE STUDENT SUCCESS

Whether your students are gifted or reluctant writers, we are so confident that they will grow to be competent writers that we guarantee your satisfaction! See what people are saying at **IEWSchools.com/celebrate**

Jeff Nease

Schools Department Implementation Coach

Jeff Nease earned his bachelor's degree in Adolescent Young Adult Education from the University of Toledo. Jeff and his wife have five children. For the past eight years, Jeff taught high school social studies. As a classroom teacher, he witnessed a decline in students' abilities to write clearly and concisely. After researching IEW's Structure and Style methodology, he implemented it in his own classroom and immediately saw improvements in his students' writing. In 2023 Jeff left his classroom teaching position to work for IEW.

"All of my IEW students made growth on their winter Northwest Evaluation Association scores! Most importantly, they were engaged in all of the activities we did. It was all I could have asked for and more. While the students' success is important, I have to tell you that using Structure and Style has really energized my teaching. Deep down I know it was a quality method, but now I have some concrete proof."

– Beth C. (Language Arts Teacher)

Response 24-775

Primary Writing Lesson Plans LEVEL P

PRIMARY WRITING LESSON PLANS

This teacher package contains our top recommendations to ensure the primary grade teacher has a successful year. Includes one set of student materials.

- Classroom Supplement and Lesson Plans
- Student Writing Portfolio (Student Packet with 3-Ring Binder)
- Tools for Young Writers
- Primary Classroom Posters

Contents of Level P Teacher Packages are grade specific for grades K, 1, or 2. Be sure to specify the right package for your classroom!

** Student packets are consumable and must be purchased per student.*

GRADE K

Cost if purchased separately: $363

Teacher Package: IEW.com/PWL-PK	$299
Student Packet and Binder: IEW.com/SWP-PK-BRS	$29
Student Packet: IEW.com/SWP-PK-S	$24

GRADE 1

Cost if purchased separately: $363

Teacher Package: IEW.com/PWL-P1	$299
Student Packet and Binder: IEW.com/SWP-P1-BRS	$29
Student Packet: IEW.com/SWP-P1-S	$24

GRADE 2

Cost if purchased separately: $363

Teacher Package: IEW.com/PWL-P2	$299
Student Packet and Binder: IEW.com/SWP-P2-BRS	$29
Student Packet: IEW.com/SWP-P2-S	$24

Request review copies at **Schools@IEW.com** or view samples at **IEWSchools.com/product-samples**

Response 24-776

Theme-Based Writing Lessons

Theme-based writing lessons provide a year of writing curriculum through the use of themed source texts. In order to gain the skills necessary for presenting the IEW writing methodology, the teacher needs to have completed *Teaching Writing: Structure and Style*. *Bible Heroes* and *People and Places in Our Community* are appropriate for second and third grade students.

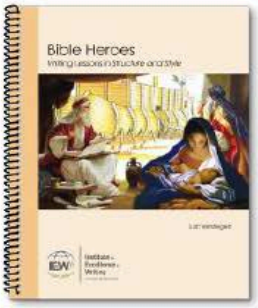
Bible Heroes†

K–2

Students learn about heroes of the Bible as they learn to write with Structure and Style. The Student Book includes a downloadable Teacher's Manual.

Student Book*:
IEW.com/BH-S $**35**

Printed Teacher's Manual:
IEW.com/BH-T $**19**



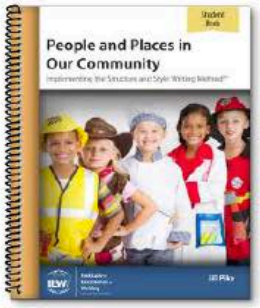
People and Places in Our Community

K–2

Students write about firefighters, police officers, rescue workers, and other community helpers as they learn to write with Structure and Style. The Student Book includes a downloadable Teacher's Manual.

Student Book*:
IEW.com/PPC-S $**35**

Printed Teacher's Manual:
IEW.com/PPC-T $**19**



† Contains distinctly Christian content
** Student books are consumable and must be purchased per student.*

Resources

Tools for Young Writers

Here is a portable wall for your primary student! Students apply stickers to their folders as they build on their experience and understanding of writing with Structure and Style.

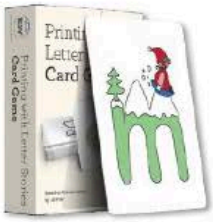
This product includes reminders for Units 1, 2, 3, 4, 5, 7; dress-ups; rules for capitalization and end marks; word lists for strong verbs, quality adjectives, -ly adverbs; parts of speech; cursive and manuscript letters; and 24 stickers!

Tools for Young Writers: IEW.com/TYW $**19**

Printing with Letter Stories Card Game

These letter story cards reinforce the handwriting instruction in PAL Writing. The set includes an e-book with game suggestions and teacher's notes.

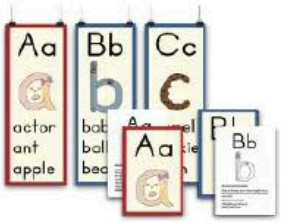
Printing with Letter Stories Card Game:
IEW.com/PLS-CG $**10**



Printing with Letter Stories Classroom Cards

These adorable letter story cards for the classroom help students review letter formation and some phonetics. This set also includes the Printing with Letter Stories Card Game.

Printing with Letter Stories Classroom Cards: IEW.com/PLS-CC $**49**



Response 24-777

Curriculum LEVEL A

IEW's Level A materials will help you implement the methodology learned in *Teaching Writing: Structure and Style*. You are now prepared to teach your students how to write in an organized fashion using engaging vocabulary. They will learn how to add strong imagery with a variety of sentence structures to produce polished products.

Option 1

STRUCTURE AND STYLE FOR STUDENTS

VIDEO BASED

Video-Based Writing

Teacher Materials

Including 24 video lessons (up to 30 weeks of instruction) taught by Andrew Pudewa using IEW's Structure and Style approach, this curriculum provides clear daily assignments and includes vocabulary words, grammar and literature suggestions, and lesson plans for teachers. Teachers can either show the videos to their students (live on-site) or model the teaching shown. This package includes a Teacher's Manual, Binder & Student Packet, and Forever Streaming videos (or DVDs).

Choose your video delivery method, either Forever Streaming or 24 DVDs.*

Year 1 Level A Video Package — $169

Forever Streaming Video Package: SSS-1A-BASIC-FS
DVD Package: IEW.com/SSS-1A-BASIC-D

Year 2 Level A Video Package — $169

Forever Streaming Video Package: SSS-2A-BASIC-FS
DVD Package: IEW.com/SSS-2A-BASIC-D

IEW provides everything you need to help your students become confident communicators!

Contact your Educational Consultant or Schools@IEW.com to build the perfect package for your specific needs.

Student Materials

Student packets are consumable and must be purchased per student.

The Binder & Student Packet includes a 3-ring student binder with eight preprinted tabs for organizing student work and a packet of handouts with source texts, checklists, and more!

Year 1 Level A

Binder & Student Packet: IEW.com/SSS-1A-BRS $35
Student Packet: IEW.com/SSS-1A-S $29

Year 2 Level A

Binder & Student Packet: IEW.com/SSS-2A-BRS $35
Student Packet: IEW.com/SSS-2A-S $29

** Forever Streaming is nontransferable. Streaming videos belong to the individual teacher or household for whom the original purchase was intended. They cannot be shared or transferred.*

Response 24-778

We believe our products are everything we say they are! Therefore, IEW offers a 100% no-time-limit satisfaction guarantee on everything we sell.

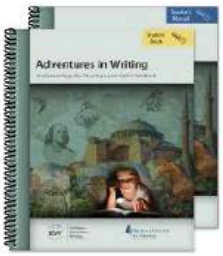
Learn more at **IEWSchools.com/guarantee**

Option 2

THEME-BASED WRITING LESSONS

Theme-Based Writing

THEME BASED



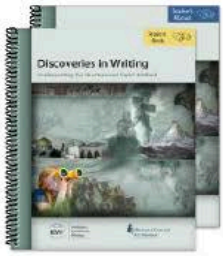
Adventures in Writing

3–5

Students write about Roman hoplites, tornadoes, Leif Eriksson, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/AIW-TS $**55**

Student Book*: IEW.com/AIW-S $**35**
Teacher's Manual: IEW.com/AIW-T $**29**



Discoveries in Writing

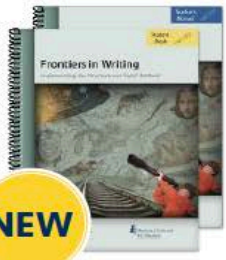
3–5

Students write about the Bayeux Tapestry, tsunamis, Jerusalem and the Crusades, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/DIW-TS $**55**

Student Book*: IEW.com/DIW-S $**35**
Teacher's Manual: IEW.com/DIW-T $**29**

NEW



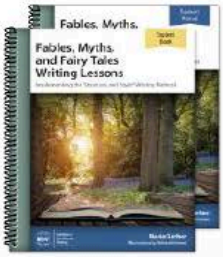
Frontiers in Writing

3–5 6–8

Students write about Halley's Comet, the *Mona Lisa*, the Wild West, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/FIW-TS $**55**

Student Book*: IEW.com/FIW-S $**35**
Teacher's Manual: IEW.com/FIW-T $**29**



Fables, Myths, and Fairy Tales Writing Lessons

3–5

Students write about classic myths and fairy tales as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/FMF-TS $**55**

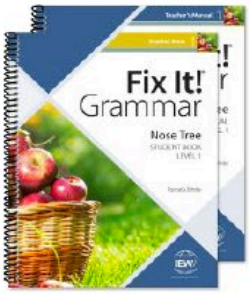
Student Book*: IEW.com/FMF-S $**35**
Teacher's Manual: IEW.com/FMF-T $**29**

Theme-based writing lessons provide a year of writing curriculum through the use of themed source texts while studying history, literature, or other subjects. In order to gain the skills necessary for presenting the IEW writing methodology, teachers need to complete *Teaching Writing: Structure and Style.* (page 15)

** Student books are consumable and must be purchased per student.*

Response 24-779

Fix It!® Grammar

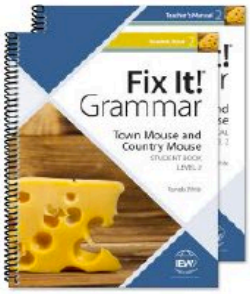


Nose Tree

Level 1 *Nose Tree* presumes no prior grammar knowledge and introduces basic parts of speech, end-mark punctuation, phrases, clauses, homophones, and more.

Teacher/Student Combo: IEW.com/FIX-L1-TS $**29**

Student Book*: IEW.com/FIX-L1-S $**19**
Teacher's Manual: IEW.com/FIX-L1-T $**19**



Town Mouse and Country Mouse

Level 2 *Town Mouse and Country Mouse* continues defining parts of speech, explains basic comma and capitalization rules, introduces complex sentence patterns, and more.

Teacher/Student Combo: IEW.com/FIX-L2-TS $**29**

Student Book*: IEW.com/FIX-L2-S $**19**
Teacher's Manual: IEW.com/FIX-L2-T $**19**

Content from the teacher manual *Fix It! Grammar Glossary* has been beautifully designed in thirty full-color cards that highlight key grammar concepts for review and easy reference. The set includes a digital download of grammar activities and games useful for drills and review.

Grammar Cards IEW.com/FIX-GC $**15**

** Student books are consumable and must be purchased per student.*

Magnum Opus Magazine

UNIT 9: FORMAL CRITIQUE

A Benevolent Chance of Redemption

Miriam M.
age 15, Level C (Critique)

"We have had a very painful incident . . . and really, but for the happy chance of your being in the town, I should have been at a loss what to do." In this manner Mr. Soames approaches Sherlock Holmes with a mystery to solve in the tale "The Adventure of the Three Students," written by the renowned author Arthur Conan Doyle. The tale is narrated by Watson. Illustrated by both Frederic Dorr Steele and Sidney Paget, the narrative is a mystery made to enthrall the reader with the tension of the story. The short story was first published by *The Strand Magazine* during June 1904 in the United Kingdom. It was published a second time by Collier's on September 24, 1904, in the United States. The tale is one of fifty-six mysteries written by Doyle and one of thirteen stories in *The Return of Sherlock Holmes*.

The story is set in a Gothic university in England at the turn of the twentieth century. Leading the action, the protagonist, Holmes, portrays a clever detective. Although Watson is smart, he is not as observant as Holmes, making him a foil to Holmes because he surreptitiously makes him appear exceptional. He is also Holmes's friend. Throughout the story Soames, an anxious Greek examiner, and his faithful servant Bannister portray some of the more significant secondary characters. The secondary characters also include three students: Daulat Ras, a quiet Indian who is steady and methodical; Gilchrist, an athlete who is the long-distance jumper for his team; and Miles McLaren, a wayward student with a short temper. Competitively the three students are rivaling for the Forteseue Scholarship, a portion of which is Greek translating.

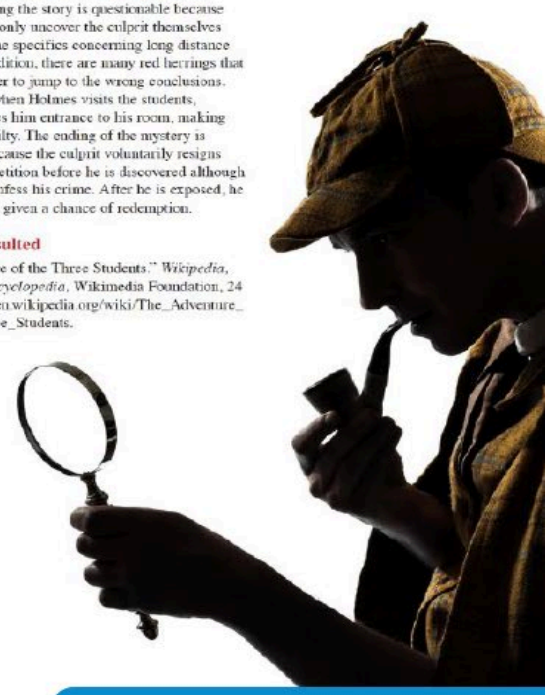
The conflict begins when Soames forgetfully leaves his key in the door to his office and someone copies the Greek translation for the test. It is necessary to discern the offender discreetly so as not to discredit the college. Fortunately, it is found that the offender has left many clues behind, including a deep cut on an elegant table beside a hollow pyramid-shaped piece of clay or putty with sawdust. Moreover, the clay pieces are discovered in the bedroom as well as the main office room. Found on a table near the window, blue pencil shavings with silver lettering lead everyone to believe correctly that the culprit has copied the script at the window for lighting. Upon his questioning Soames states that he heard no running footsteps when he first returned to his office. Without enlightening them Holmes visits the three students' rooms. Ras and Gilchrist are relatively polite although somewhat perturbed by being bothered, but McLaren rudely denies them entrance to his room.

The climax occurs when Holmes reveals a third piece of clay the next day and announces that he has solved the mystery. The solution plays out as Holmes calls for Gilchrist, accuses him of copying the translation, and relates to him his rendition of the story. When Soames has left to fetch Holmes, Bannister releases the offender who has been hiding in the bedroom. Later on, Holmes visits the jumping pit where Gilchrist practices his long jumping, and he discovers the pit to be filled with clay, strewn with sawdust to prevent slipping. The jumping shoes have long spikes that mold the clay, and when Gilchrist hastily grabs his shoes from the table to escape, the clay is loosened and sharp spikes create a gash. Acknowledging that he had previously been a butler of Gilchrist's father, Bannister admits that he has helped young Gilchrist escape because he had cared for him as a child. The denouement plays out when Holmes states to Gilchrist that he should leave behind what had happened and create a superior future. After all, what benefit would come from discrediting a student with so much potential? To conclude, the narrative teaches that cheaters never prosper.

Overall, the story is entertaining enough to keep the reader reading. Although the story uses old-fashioned words and can be somewhat difficult to read, the story has just enough suspense to keep a present-day reader engaged throughout the story. Whether or not it is possible to solve the mystery without finishing the story is questionable because the reader can only uncover the culprit themselves if they know the specifics concerning long distance jumping. In addition, there are many red herrings that impel the reader to jump to the wrong conclusions. For instance, when Holmes visits the students, McLaren denies him entrance to his room, making him appear guilty. The ending of the mystery is satisfactory because the culprit voluntarily resigns from the competition before he is discovered although he does not confess his crime. After he is exposed, he is benevolently given a chance of redemption.

Works Consulted

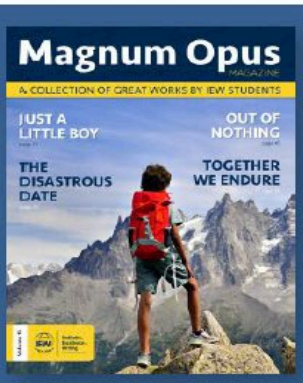
"The Adventure of the Three Students." *Wikipedia, the Free Encyclopedia*, Wikimedia Foundation, 24 Mar. 2023, en.wikipedia.org/wiki/The_Adventure_of_the_Three_Students.



These are actual pages from IEW's *Magnum Opus Magazine*.
Subscribe for free at MagnumOpusMagazine.com

A collection of great works by IEW students!

IEW's *Magnum Opus Magazine* is a premiere showcase of work from students around the world. Students may submit as many articles or stories as they'd like. Just make sure they follow our specific writer's guidelines.



Do you want to see your students' work published in *Magnum Opus Magazine*?

Schools@IEW.com

IEWSchools.com

SUBMISSIONS

MagnumOpusMagazine.com/writers-guidelines

READ MORE

MagnumOpusMagazine.com

Response 24-781

Curriculum LEVEL B

The confidence you've gained from completing the *Teaching Writing: Structure and Style* video methods course translates into confidence your students will experience for themselves as you implement IEW's Level B materials. Students will learn to research, form opinions, and use logic to persuade.

Option 1

STRUCTURE AND STYLE FOR STUDENTS

Video-Based Writing

VIDEO BASED

Teacher Materials

Including 24 video lessons (up to 30 weeks of instruction) taught by Andrew Pudewa using IEW's Structure and Style approach, this curriculum provides clear daily assignments and includes vocabulary words, grammar and literature suggestions, and lesson plans for teachers. Teachers can either show the videos to their students (live on-site) or model the teaching shown. This package includes a Teacher's Manual, Binder & Student Packet, and Forever Streaming videos (or DVDs).

Choose your video delivery method, either Forever Streaming or 24 DVDs.*

Year 1 Level B Video Package — $169

Forever Streaming Video Package: SSS-1B-BASIC-FS
DVD Package: IEW.com/SSS-1B-BASIC-D

Year 2 Level B Video Package — $169

Forever Streaming Video Package: SSS-2B-BASIC-FS
DVD Package: IEW.com/SSS-2B-BASIC-D

NEW

Year 3 Level B Video Package — $169

Forever Streaming Video Package: SSS-3B-BASIC-FS
DVD Package: IEW.com/SSS-3B-BASIC-D

Student Materials

Student packets are consumable and must be purchased per student.

The Binder & Student Packet includes a 3-ring student binder with eight preprinted tabs for organizing student work and a packet of handouts with source texts, checklists, and more!

Year 1 Level B

Binder & Student Packet: IEW.com/SSS-1B-BRS $35
Student Packet: IEW.com/SSS-1B-S $29

Year 2 Level B

Binder & Student Packet: IEW.com/SSS-2B-BRS $35
Student Packet: IEW.com/SSS-2B-S $29

Year 3 Level B

Binder & Student Packet: IEW.com/SSS-3B-BRS $35
Student Packet: IEW.com/SSS-3B-S $29

** Forever Streaming is nontransferable. Streaming videos belong to the individual teacher or household for whom the original purchase was intended. They cannot be shared or transferred.*

800.856.5815

Response 24-782

Contact an Educational Consultant to build the perfect package for your specific needs.

Option 2

THEME-BASED WRITING LESSONS

THEME BASED

Theme-Based Writing

Theme-based writing lessons provide a year of writing curriculum through the use of themed source texts while studying history, literature, or other subjects.

NEW

Investigations in Writing

3–5 6–8

Students write about Socrates, plate tectonics, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/IIW-TS $55

Student Book*: IEW.com/IIW-S $35
Teacher's Manual: IEW.com/IIW-T $29

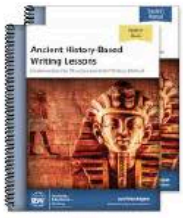
Wonders of Science Writing Lessons

3–5 6–8

Students write about insects, inventions, and famous scientists as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/WOS-TS $55

Student Book*: IEW.com/WOS-S $35
Teacher's Manual: IEW.com/WOS-T $29



Ancient History-Based Writing Lessons

3–5 6–8

Students write about King Tut, Pompeii, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/AHW-TS $55

Student Book*: IEW.com/AHW-S $35
Teacher's Manual: IEW.com/AHW-T $29

Medieval History-Based Writing Lessons

6–8

Students write about knights, Vikings, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/MHW-TS $55

Student Book*: IEW.com/MHW-S $35
Teacher's Manual: IEW.com/MHW-T $29

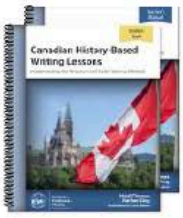
U.S. History-Based Writing Lessons

6–8

Students write about explorers, famous ships, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/USH-TS $55

Student Book*: IEW.com/USH-S $35
Teacher's Manual: IEW.com/USH-T $29



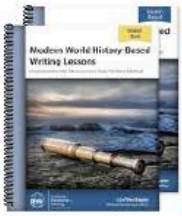
Canadian History-Based Writing Lessons

6–8

Students write about J. Armand Bombardier, insulin, hockey, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/CAH-TS $55

Student Book: IEW.com/CAH-S $35
Teacher's Manual: IEW.com/CAH-T $29



Modern World History-Based Writing Lessons

6–8

Students write about world leaders, the printing press, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/WHB-TS $55

Student Book*: IEW.com/WHB-S $35
Teacher's Manual: IEW.com/WHB-T $29

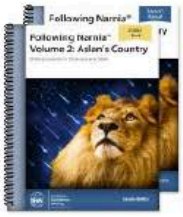
Following Narnia® Volume 1: The Lion's Song†

6–8

Students experience the enchanted land of Narnia as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/FN1-TS $55

Student Book*: IEW.com/FN1-S $35
Teacher's Manual: IEW.com/FN1-T $29



Following Narnia® Volume 2: Aslan's Country†

6–8 9–12

Students continue to experience the enchanted land of Narnia as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/FN2-TS $55

Student Book*: IEW.com/FN2-S $35
Teacher's Manual: IEW.com/FN2-T $29

Narnia, The World of Narnia, The Lion, the Witch and the Wardrobe, and Narnia.com are trademarks of C.S. Lewis Pte. Ltd. *The Chronicles of Narnia* is a U.S. Registered Trademark of C.S. Lewis Pte. Ltd.

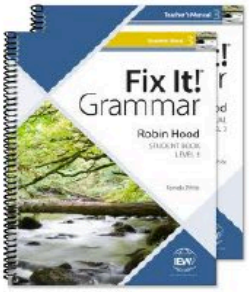
† Contains distinctly Christian content

** Student books are consumable and must be purchased per student.*

Learn more at IEWSchools.com/theme-based

Response 24-783

Fix It!® Grammar

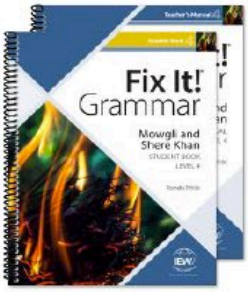


Robin Hood

Level 3 *Robin Hood* refines concepts taught in previous levels and explains additional comma rules, various phrasal/clausal constructions, quotation punctuation, indefinite/demonstrative/reflexive pronouns, and more.

Teacher/Student Combo: IEW.com/FIX-L3-TS $29

Student Book*: IEW.com/FIX-L3-S $19
Teacher's Manual: IEW.com/FIX-L3-T $19



Mowgli and Shere Khan

Level 4 *Mowgli and Shere Khan* builds on concepts taught in previous levels and presents a thorough explanation of additional punctuation rules, essential/nonessential clauses, complex sentence patterns, transitional prepositional openers, and more.

Teacher/Student Combo: IEW.com/FIX-L4-TS $29

Student Book*: IEW.com/FIX-L4-S $19
Teacher's Manual: IEW.com/FIX-L4-T $19

Content from the teacher manual *Fix It! Grammar Glossary* has been beautifully designed in thirty full-color cards that highlight key grammar concepts for review and easy reference. The set includes a digital download of grammar activities and games useful for drills and review.

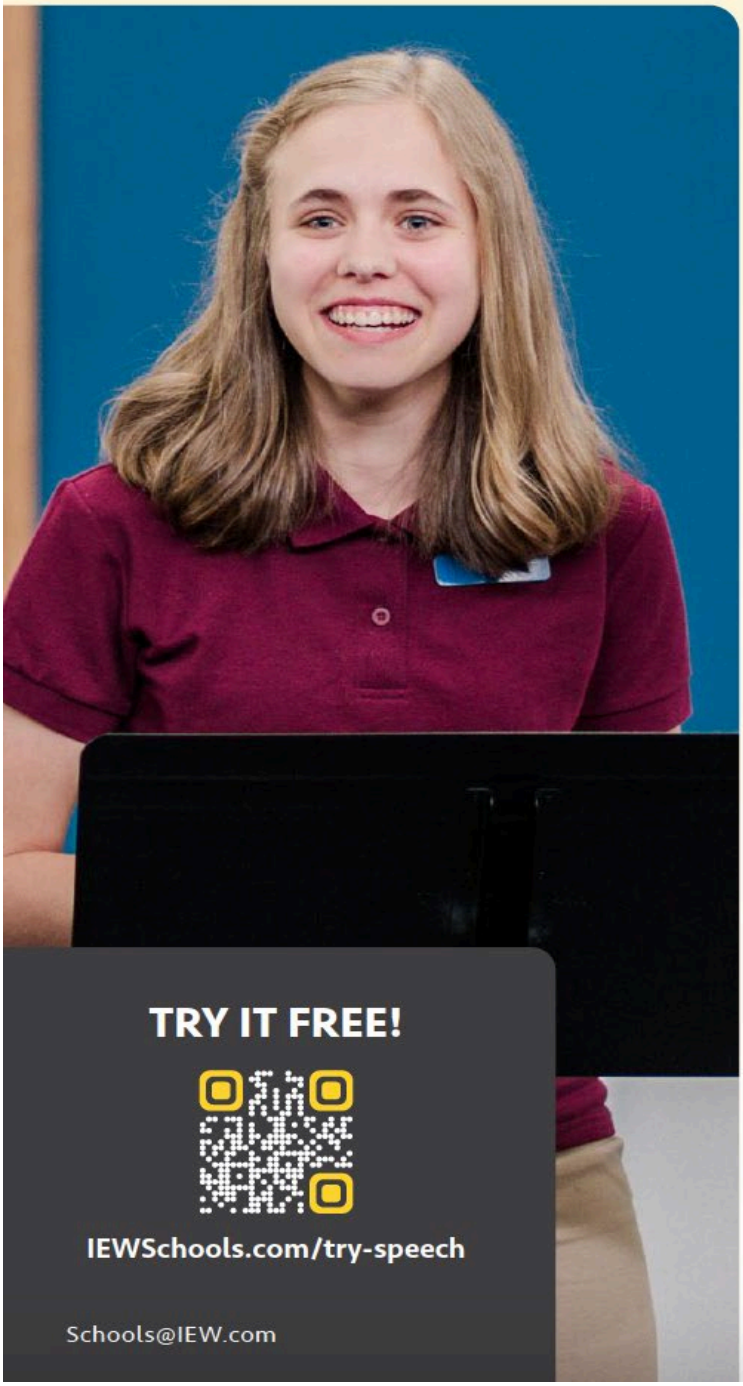
Grammar Cards IEW.com/FIX-GC $15

** Student books are consumable and must be purchased per student.*

Introduction to Public Speaking

VIDEO BASED

In this twelve-week course, middle- and high-school students learn memory and delivery techniques as they write and present five speeches: self-introductory, narrative, expository, persuasive, and impromptu. Students evaluate recorded speeches in preparation for self-evaluation. This self-explanatory program empowers teachers to help students become competent and confident public speakers.



TRY IT FREE!

IEWSchools.com/try-speech

Schools@IEW.com

Introduction to Public Speaking $99

Choose your video delivery method, either Forever Streaming or 12 DVDs.*

Forever Streaming: IEW.com/IPS-FS
DVD: IEW.com/IPS-D

Binder & Student Packet: IEW.com/IPS-BRS $25
Student Packet: IEW.com/IPS-S $19

Package includes a Binder & Student Packet, Teacher's Manual, *Portable Walls for the Public Speaker*, and 12 videos with English subtitles.

Student packets are consumable and must be purchased per student.

"This class changed how I think about a speech. It's not just a spoken essay; a speech is its own thing. Now that I'm in college, I'm more comfortable with a variety of kinds of speeches because of this class."

– Lydia K. (Student)

** Forever Streaming is nontransferable. Streaming videos belong to the individual teacher or household for whom the original purchase was intended. They cannot be shared or transferred.*

Curriculum LEVEL C

The confidence you've gained from completing the *Teaching Writing: Structure and Style* video methods course translates into confidence your students will experience for themselves as you implement IEW's Level C materials. As you model IEW's Structure and Style, students will learn to research, form opinions, and use logic to persuade as they move toward independent writing.

Option 1

STRUCTURE AND STYLE FOR STUDENTS

VIDEO BASED

Video-Based Writing

Teacher Materials

Including 24 video lessons (up to 30 weeks of instruction) taught by Andrew Pudewa using IEW's Structure and Style approach, this curriculum provides clear daily assignments and includes vocabulary words, grammar and literature suggestions, and lesson plans for teachers. Teachers can either show the videos to their students (live on-site) or model the teaching shown. This package includes a Teacher's Manual, Binder & Student Packet, and Forever Streaming videos (or DVDs).

Choose your video delivery method, either Forever Streaming or 24 DVDs.*

Year 1 Level C Video Package — $169

Forever Streaming Video Package: SSS-1C-BASIC-FS
DVD Package: IEW.com/SSS-1C-BASIC-D

Year 2 Level C Video Package — $169

Forever Streaming Video Package: SSS-2C-BASIC-FS
DVD Package: IEW.com/SSS-2C-BASIC-D

IEW provides everything you need to help your students become confident communicators!

Contact your Educational Consultant or Schools@IEW.com to build the perfect package for your specific needs.

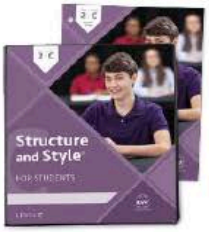
Student Materials

Student packets are consumable and must be purchased per student.

The Binder & Student Packet includes a 3-ring student binder with eight preprinted tabs for organizing student work and a packet of handouts with source texts, checklists, and more!

Year 1 Level C

Binder & Student Packet: IEW.com/SSS-1C-BRS $35
Student Packet: IEW.com/SSS-1C-S $29



Year 2 Level C

Binder & Student Packet: IEW.com/SSS-2C-BRS $35
Student Packet: IEW.com/SSS-2C-S $29

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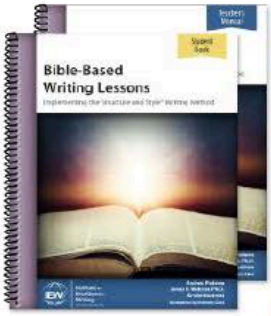
Option 2

THEME-BASED WRITING LESSONS

Theme-Based Writing

THEME BASED



Bible-Based Writing Lessons†

6–8 9–12

Students delve into Bible stories and themes as they learn to write with Structure and Style.

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Teacher's Manual:
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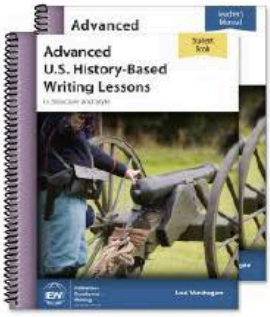

Advanced U.S. History-Based Writing Lessons†

9–12

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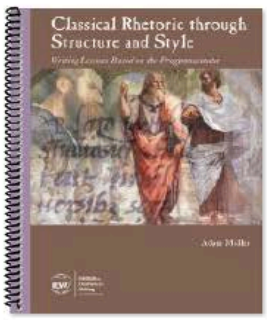

Classical Rhetoric through Structure and Style†

9–12 COL/PRO

Students compose essays and arguments based on the progymnasmata as they learn to write with Structure and Style.
For experienced IEW students.

Student Book*:
IEW.com/RBW $**35**

† Contains distinctly Christian content

** Student books are consumable and must be purchased per student.*

Theme-based writing lessons provide a year of writing curriculum through the use of themed source texts while studying history, literature, or other subjects. In order to gain the skills necessary for presenting the IEW writing methodology, teachers need to complete *Teaching Writing: Structure and Style.* (page 15)

We believe our products are everything we say they are! Therefore, IEW offers a 100% no-time-limit satisfaction guarantee on everything we sell.

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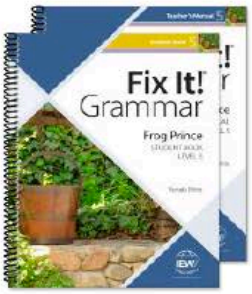
Fix It!® Grammar



Frog Prince

Level 5 *Frog Prince* reinforces information taught in prior books while introducing and discussing advanced grammatical concepts related to verb types, noun functions, and pronoun cases. There is also an emphasis on the grammatical jobs of specific clauses and phrases.

Teacher/Student Combo: IEW.com/FIX-L5-TS $**29**

Student Book*: IEW.com/FIX-L5-S $**19**
Teacher's Manual: IEW.com/FIX-L5-T $**19**

Little Mermaid

Level 6 *Little Mermaid* continues to build on concepts taught in the previous books and explains advanced grammatical items, including invisible #4 and past participial openers, transitions, conjunctive adverbs, verbals, active/passive voice, parallelism, and advanced punctuation.

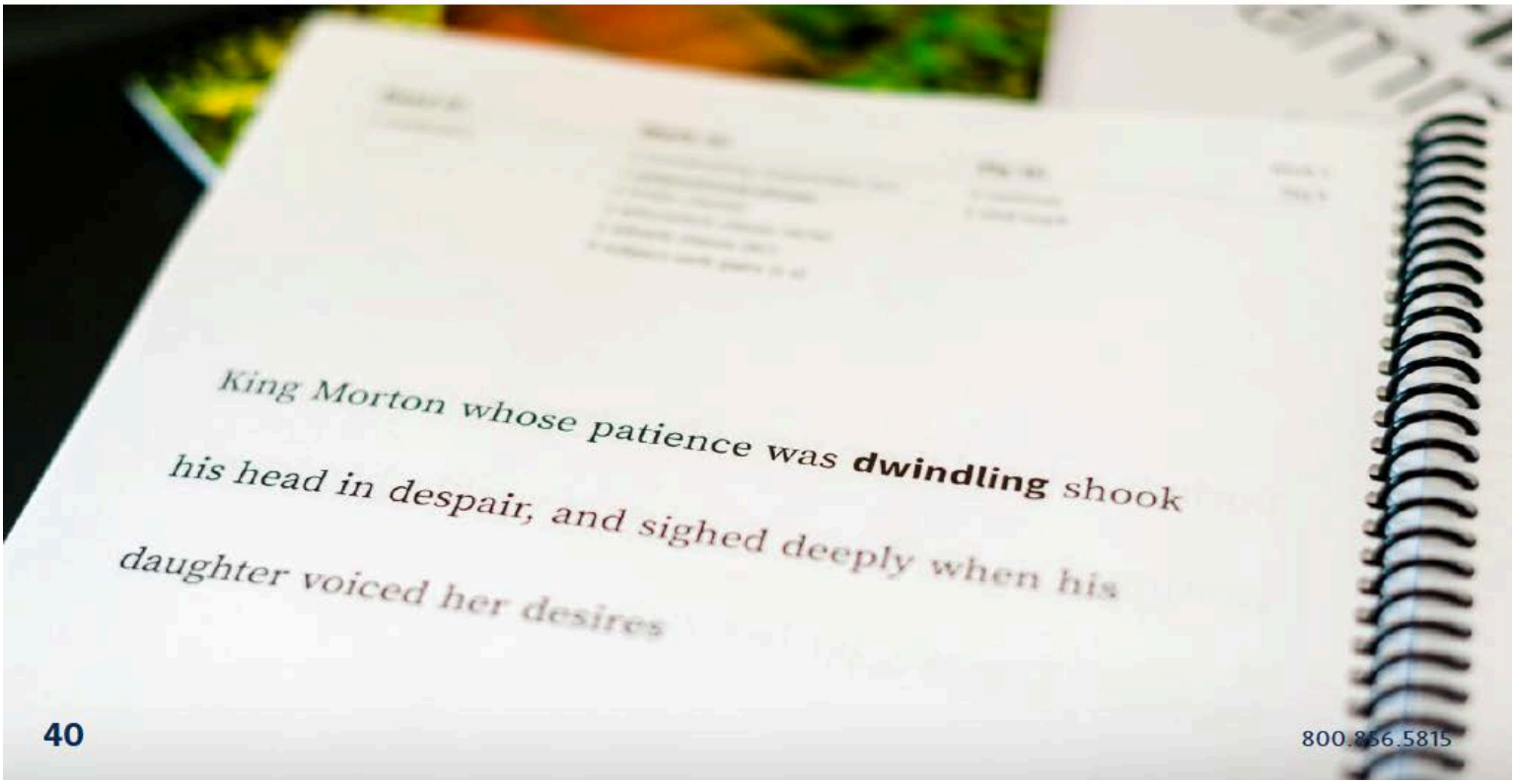
Teacher/Student Combo: IEW.com/FIX-L6-TS $**29**

Student Book*: IEW.com/FIX-L6-S $**19**
Teacher's Manual: IEW.com/FIX-L6-T $**19**

Content from the teacher manual *Fix It! Grammar Glossary* has been beautifully designed in thirty full-color cards that highlight key grammar concepts for review and easy reference. The set includes a digital download of grammar activities and games useful for drills and review.

Grammar Cards IEW.com/FIX-GC $**15**

** Student books are consumable and must be purchased per student.*



Response 24-788

University-Ready Writing

VIDEO BASED

In this twelve-week video course, high school and college students learn effective note-taking strategies as well as tips and tools for writing an abstract, creating and arranging content, citing with MLA and APA Style, using literary devices, and writing on-demand essays.

University-Ready Writing — $99

Choose your video delivery method, either Forever Streaming or 12 DVDs.*

Forever Streaming: IEW.com/URW-FS
DVD: IEW.com/URW-D
Binder & Student Packet: IEW.com/URW-BRS $25
Student Packet: IEW.com/URW-S $19

Package includes a Binder & Student Packet, Teacher's Manual, *Portable Walls for Academic Writing*, and 12 videos with English subtitles.

Student packets are consumable and must be purchased per student.

"With *University-Ready Writing*, I learned to adapt my personal writing styles to the preferences of my college professors. The note-taking methods taught in URW were a major game changer for me. If I had not had the blessing of taking URW before attending college, I would have been completely lost."

– Aleeza S. (Student)

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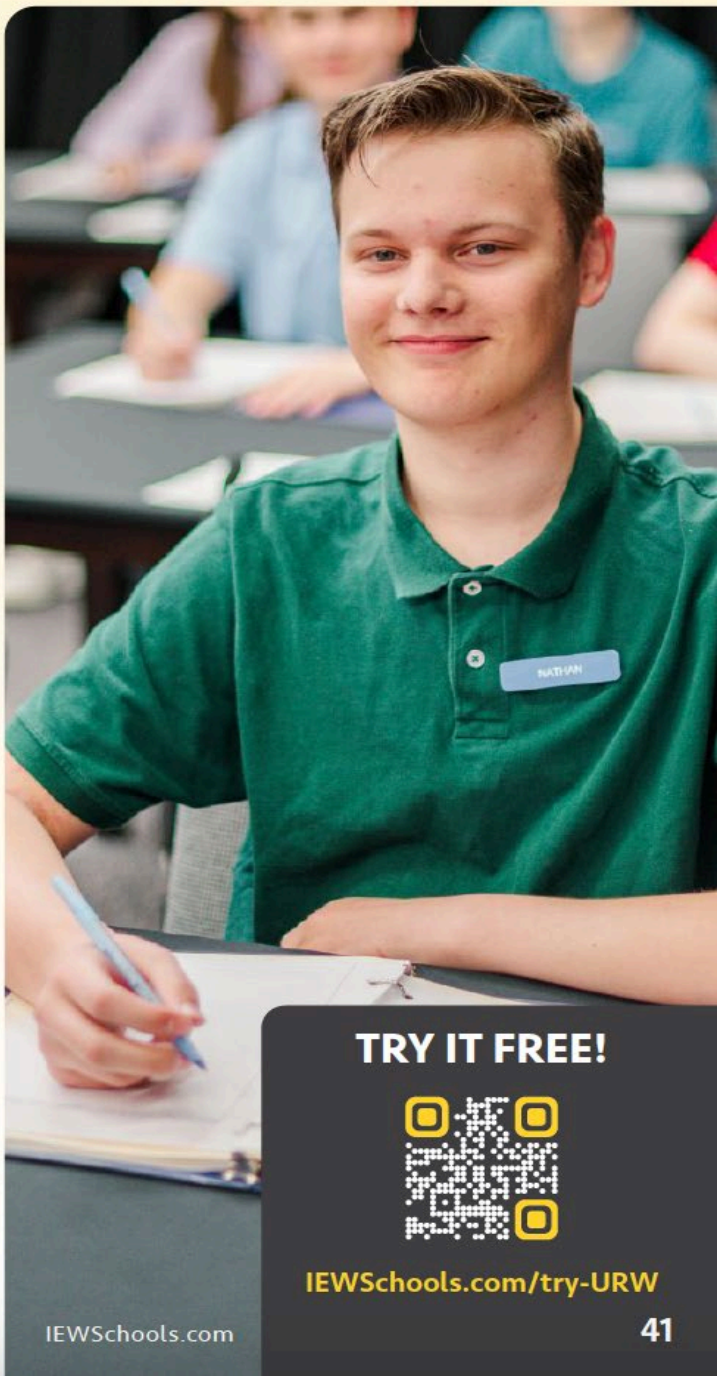

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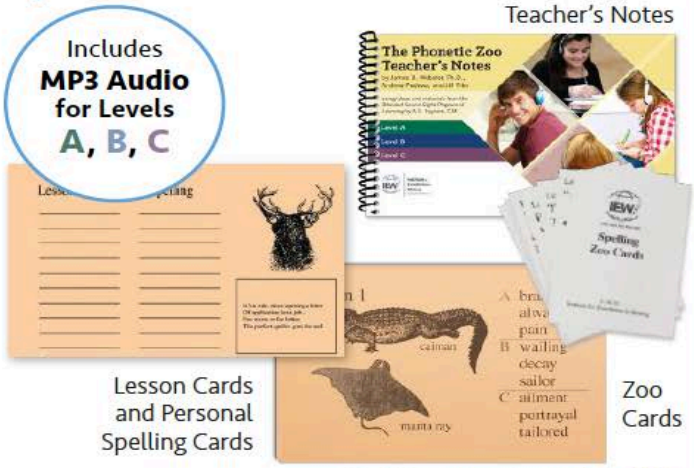
Classroom Resources

The Phonetic Zoo

This phonics-based program uses auditory input to ensure that the correct spelling of each word is absorbed by the brain. Students learn spelling rules incrementally. The audio allows students to work independently while providing for the repetition needed for mastery.

PREMIER PACKAGE



Cost if purchased separately: $197

Premier Package IEW.com/ **PZ-PREM-E3** **$149**

This package includes MP3 audio lessons for Levels A, B, and C and all printed components.

Á LA CARTE OPTIONS

The same Teacher's Notes, Lesson Cards, Personal Spelling Cards, and Zoo Cards are used for Levels A, B, and C.

Extra copies for multiple students are available separately.

Lesson Cards: IEW.com/PZ-LCO **$15**
Lesson Cards contain spelling words and jingles for all three levels.

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Personal Spelling Cards help you track your student's common misspellings.

Zoo Cards: IEW.com/PZ-ZCO **$5**
The Zoo Cards display the zoo animals on the front and the jingles on the back.

Audio lessons for each level can be purchased separately.

Level A [Audio CDs with MP3s]: IEW.com/PZ-A-DO **$79**
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Linguistic Development through Poetry Memorization

K–2 3–5 6–8 9–12 T

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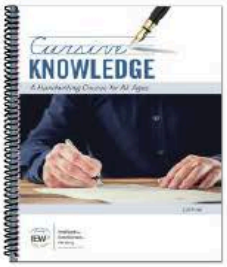
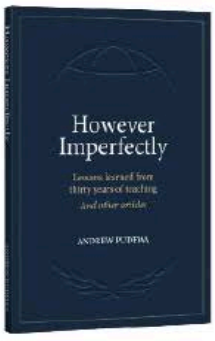


Cursive Knowledge: A Handwriting Course for All Ages

3–5 6–8 9–12

Studies show that cursive is an important tool for cognitive development. This course provides clear instruction in upper and lowercase letter formation, reproducible practice sheets, and material for meaningful copywork.

Student Book*: IEW.com/CK-S **$19**



However Imperfectly

Andrew Pudewa writes with insight, practical experience, and humor about the lessons he has learned and wisdom he has gained while speaking, teaching, and writing. This purchase includes streaming access to video of the conference talk.

Book and Streaming Video:
IEW.com/HI **$25**

Response 24-790

Portable Walls™ for Structure and Style Students

With *Portable Walls for Structure and Style Students*, students can create a writing station right at their desks. This newly revised tri-fold reference is packed with updated unit models, style illustrations, extensive word lists, and a critique thesaurus.

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Portable Walls™ Grammar on the Go

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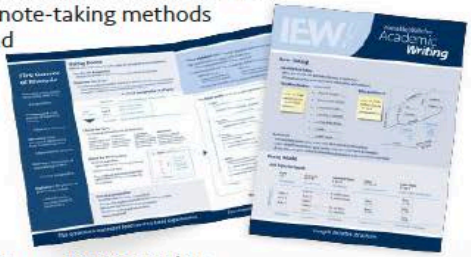
Portable Walls for Academic Writing is a tri-fold reference that aids students as they write précis (summaries) and essays of varying lengths. It includes a clear explanation of the TRIAC model—a template for organized, logical paragraphs. It also provides examples of note-taking methods for written sources and oral presentations. Use it as a stand-alone product or as a companion to *University-Ready Writing*.



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Classroom Posters

Internalize ideas through frequency, intensity, and duration. Display these classroom posters (24" x 36") to reinforce the Structure and Style concepts.

This set includes 11 structural model posters and 5 stylistic technique posters.

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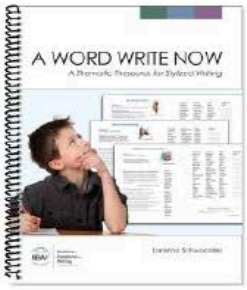
A Word Write Now

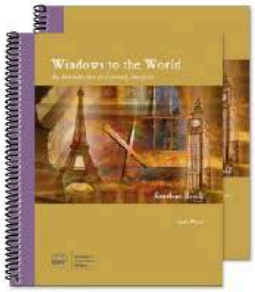
This thematic thesaurus contains a treasure trove of fascinating words to spice up your students' writing! From character qualities to behavior traits to the five senses, you'll find a host of descriptive words to add interest and flair to any composition.



IEW.com/WWN $35

Windows to the World: An Introduction to Literary Analysis† 9–12

Provide high school students a solid foundation in literary analysis while they learn to annotate, analyze, and appreciate literature.



Teacher/Student Combo:
IEW.com/WTW-TS $49

Student Book*: IEW.com/WTW-S $29
Teacher's Manual: IEW.com/WTW-T $24

Strengthening Structure Models for IEW Structural Units

This resource provides clear descriptions, model charts, and exemplars for IEW's nine structural units and is designed to support effective instruction of each unit.

IEW.com/SSM **$19**

† Contains distinctly Christian content

** Student books are consumable and must be purchased per student.*

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IEW Annual Educators' Conference

July 26, 2025

This July, join teachers and teaching parents from all over the globe during the IEW Annual Educators' Conference for an inspiring day of workshops, either online or in person.* The day promises to provide encouragement and an opportunity to grow as an educator.

Andrew Pudewa's insight is sure to enhance your teaching as you work with students of all ages and levels of ability.

LEARN MORE

IEWSchools.com/educators-conference

* For those living in the Tulsa, Oklahoma area or willing to travel, we invite you to be a part of the live studio audience at IEW's office in Bixby, Oklahoma!

IEW's Winter Retreat

A Writing Workshop for Classroom Teachers

February 8, 2025 • 10:00 AM—3:00 PM

IEWSchools.com/winter-retreat

Classroom teachers, please join us for this special retreat!
Attend from the comfort of your own home and enjoy inspiring workshops specifically planned for you. Andrew Pudewa will motivate, encourage, and equip you as you prepare to finish the 2024–25 academic year. The final session offers a panel of IEW's team members who will discuss the questions submitted during registration or asked during the live conference.

The Writing Skills Gap

by Colin G. Chesley, EdD, MBA

This article is an excerpt from a larger work found on our resource page. IEWSchools.com/writing-gap

This country is locked in a learning quagmire caused by an educational misalignment, which has resulted in many students entering higher education with a clear deficit in college-ready writing skills. Long-term, the United States must work to resolve this misalignment, but for the foreseeable future, the U.S. needs to bridge this gap immediately.

Reports abound from professors of entry-level courses that students are ill-prepared to write at a collegiate level. In multiple conversations with writing composition faculty, I hear concerns about differences in educational expectations. The fundamental "writing skills gap" (see chart below) that exists between high school writing and collegiate-level writing coursework occurs not because educators lack willingness but because it is baked into the system.

How do schools, teachers, and parents help students be more prepared to enter higher education and be successful? The answer is straightforward but not easy. Learners need direct writing instruction ***before*** entering college.

To start, more schools need to provide a stronger focus on implementing a writing curriculum that will enable students to flourish at the university. Likewise, teachers need the freedom to request robust writing curricula from their school administration or district.

Most importantly, restoring the lost skills of excellent writing will entail the involvement of parents or suitable surrogates such as adult family members, tutors, or online instructors. Youth need a writing curriculum that is iterative in process. It should promote a useful feedback mechanism that teaches a true writing structure approach and includes engaging source text materials. For most college-bound high school students, the twelve-week *University-Ready Writing* (URW) course from the Institute for Excellence in Writing provides all of this and will bridge the current educational gap beautifully. I am so confident that this is true, my family began using the URW curriculum with our oldest son before he entered college this fall.

Until such time schools implement robust writing training nationally for grades 3–12, ***someone*** must close the breach in misaligned educational expectations. Otherwise, the country will remain lodged in a learning quagmire. Today, right now, what we need is more teachers and teaching parents to actively participate in bridging the writing skills gap with their students.

High School Writing Instruction Focus	Collegiate-Level Writing Instruction Focus
Patterns of writing	Audience, purpose, and genre
Writing formulas	Writing process
"Chunking" reading (i.e., reading short blurbs as found in social media), which minimizes cognitive interaction with text and reduces writing skills	Critical reading skills and engagement with entire texts as a learning activity to enhance writing skills that are at the collegiate level

Dr. Chesley is Associate Vice President of the College of Health and Public Services at Daytona State College in Daytona Beach, Florida. He is responsible for oversight and operations of the Bob and Carol Allen School of Nursing, the School of Health Careers, the School of Dental Sciences, and the Charles M. Curb School of Emergency Services. Dr. Chesley and his wife have five children.

Response 24-794

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Mary Beard: Why the Classics Today are Better than Ever Before

MARK BUCHAN | 11 JUNE 2024

On the bright future of the Classics and the transformative wonder of seeing antiquity up close.

In May 2024, Dame Mary Beard was honored by the Paideia Institute with the third Arete Award at a gala dinner at the University Club in New York City. Below are her remarks, lightly edited for clarity and brevity.

Thank you, thank you everybody. [...] I want to tell you just a little bit of my own story, actually, about how I got into the ancient world, and that was more than 60 years ago, when I was five. And this was in 1960, so you can now work out exactly how old I am. I was brought up in a little village in rural Shropshire, which is on the border between England and Wales. And when I was five, my mum, who was the village

schoolteacher, thought it would be a good idea that I went to London and saw what a city was like because there were no cities anywhere near where we lived. So we did go to London, and one of the things we did was we went to the British Museum. And I was, at that stage, like kind of every five-year-old I think, or many five-year-olds, let's say, dead keen on Egyptian mummies. That's what you wanted to see, you wanted to see the dead bodies of Ancient Egypt. And we did that in the British Museum and it was extremely exciting.

But my mum, who was a schoolteacher who saw that there was more to Ancient Egypt than dead bodies, said that we should go to the Everyday Life Gallery in the British Museum. And I think there might be some people in the audience who remember what museums were like back in 1960, but they were not child-friendly. The cases started about here [chest high], right? No kid could ever see into them, so this was all being a bit difficult. And then my mum–we got our bags with us and it was all quite hard and cumbersome–said, "Oh, my goodness me, at the back of that case there's a piece of Egyptian cake, 4,000 years old." I thought, "That's what I want to see. Stop the mummies. I want to see the Egyptian cake."

But I couldn't see it. It was at the back of the case. So she had to try to lift me up to see. But we had bags and I was wriggly, so she really couldn't manage it. And at that moment, what seemed to me then like an old bloke came along (I suspect he was pushing 40) and he said, "Was I looking for anything in particular?" And I said, "That piece of cake at the back of the case!" And he must've been a curator because he put his hands in his pockets, he got some keys out, he unlocked the case, he put his hands in the back of the case and he got the cake out and he put it right in front of my nose.

And it was amazing. It was wondrous, it was surprising, it was magical. It was what the Greeks would've called *thauma*, the kind of magic wonder that makes you think differently about the world. That little piece of 4,000 year-old Egyptian cake changed my life, and I will come back to it as I finish. I have now to confess that I never did go on to learn hieroglyphs, which would've been the natural and predictable end of this story, but I did go on to a high school where I was lucky enough to be able to learn Latin and Greek.

And one of the reasons that I'm so very much behind what the Paideia Institute wants to do is because it's helping people

do that when they don't have necessarily an easy opportunity at high school like I did. So I was rather drilled in Latin and Greek, but I also was able to explore the Romans beneath my feet in Shropshire, where we came from, and do archaeological excavations and all that kind of stuff, in which I think the wonder of it all, the sheer magic that that moment of the cake represented, really never went away. And that was partly the material remains, it was picking up the bit of pottery that nobody had picked up since 100 CE or whatever. That is magical.

But it was also reading the stuff, the really interesting, engaging, and surprising stuff like the Catullus you mentioned, Thomas, that people had written such a long time ago. And it gave me a different perspective on what history was. The history was there: it could be touched, it was immediate, it was in front of us, it was accessible. But I think it also gave me a very important different perspective on myself. And I think that's why, in the end, we look so carefully at the ancient world. It's not because we are just interested in the ancients. They are very interesting, but we're also interested in ourselves and in

what antiquity makes us rethink about us. And that happened to me in spades even before I got to university.

Now, I think that Classicists in general can be a bit of a gloomy lot–I have to say, right? And I've been part of this and I plead guilty. We tend to kind of lament all the things that we don't know about the ancient world. We have so little literature written by women–we have some, but very little–so little literature written by slaves. (Again, some, but very little.) I think that what for me has been important for a career of now decades studying Classics, is thinking about how much there *is* that survives. What's amazing about the ancient Greco-Roman world is not that we have so little of it, it's that we have so *much*. We mentioned Marcus Aurelius. Now I don't very much like Marcus Aurelius, I have to confess, but it's just absolutely bloody amazing– isn't it?–that what a Roman emperor jotted down to himself when he was thrashing some unfortunate barbarians, which is what he was doing, actually survives.

And I think that Classics is a world in which you can happily–you don't have to, but you *can*–spend a lifetime, there is more literature written in Latin and Greek than

anybody could read carefully in the course of one lifetime. And it is really worth doing. So I think there is huge importance in rejecting the sort of gloomy view about what we don't know. "Oh, we don't know about the ancient economy. They didn't even have a word for economics," whatever. What we've got is huge amounts of really engaging stuff.

I'm so behind what Paideia is wanting to do, because to actually give people access to that in the original language is different. Look, we all read translations–I read translations. If I'm going to look up a passage of Dio Cassius, I don't instantly go to the Greek. I don't, sorry. I might go later to the Greek, but that's not my first port of call. But the really important thing is that we have access to a world that is thousands of years different and apart from our own. So, why do we need Paideia? Because we don't want to lose that. We really don't want to lose that.

I think Classicists are also a terribly nostalgic lot, too. And they have a kind of myth, which I was brought up on, that people before us always did Classics better than we do. That a hundred years ago, every British little boy aged 12 could translate Latin better than I ever could.

Now, I don't think that's actually true. And I think that Classics has thrived thinking that since about the second century CE– they always believed that people in the first century CE knew better than they did.

Actually, we are doing better than the past. Well, my experience suggests that we are doing better. Now, I'm not saying that unaware of funding cuts, unaware of the assault on the humanities, unaware of the need for support for humanities subjects and humanities skills and expertise like Classics. I think there's a rather vitriolic and unpleasant campaign against the humanities, actually, and I'm not going to start on my defense of them, but if anybody wants to ask me afterwards why I think the humanities need preserving in general, I'm very happy to say.

But I think my experiences are quite different from that nostalgic view. My experience is that studying Latin and Greek and the civilization that goes with it–and I'll call it civilization, perhaps in inverted commas, perhaps not, but still civilization– I think it's got better in my lifetime. And it's partly got better because the kind of people who are doing it have expanded and they've got more diverse, more different, more interesting. When I was a student

back in the 1970s, Classics was studied by, by and large, posh, rich white men at Cambridge. It wasn't entirely the case–it can't have been entirely the case because they let me in and I wasn't a posh rich white man–but it was a very monocultural subject.

What happened over my career as a teacher at Cambridge, which was 40 years or so, is that–not quick enough and it's still not finished–we in the UK and you in the US brought new people, more diverse people, into the subject with different questions, with different areas to debate, and different disagreements, and that hugely revivified the subject. The kind of things that students are asking now about the ancient world are just a cut above what we used to ask in the 1970s, and that's partly because they're coming with different questions from different places and have a different engagement with the ancient world.

That means, and you can read it in the *New York Times* anytime you want, that there's increasing debates within Classics and increasing disagreements about what the subject is. I think that's all to the good, hugely healthy. The last thing we want is a subject that everybody agrees on what it should be about. The health of a subject is

partly represented not just by the expertise that goes into it, but by the fact that people feel it's worth arguing about. And that is certainly the case for the Greco-Roman world and the neighbors of the Greco-Roman world who are increasingly being brought into the picture. (When I was a teenager, we learned about the Persian Wars without ever studying the Persians. I mean now it just seems mad!)

And so things have changed. And I think, actually, that there is a bit of a culture war–there's no subject on earth in Western Europe and the US that isn't somehow engaged in a culture war–but I have no doubt in saying that Classics is getting better, more interesting, and that what Paideia is doing is actually helping people engage in those debates. So I think we are hugely grateful to this.

But, I suppose, to go back to my man in the British Museum, I think, "What did he teach me?" Now, obviously I've slightly mythicized this. I've got no idea who he is, and I'm sure he is long dead. But one thing he taught me was the wonder: the wonder of getting close to things, *real* things, not digital things, real things from the ancient world, like a piece of cake that someone might have ate 4,000 years ago.

As I've thought back to that incident and to how important it was to me, I think he taught me something else, not just the wonder of the ancient world: he taught me that opening cases for people was extremely important. The most important thing you can do for kids or for people who feel outsiders in any way is either literally or metaphorically to open the cases for them. And I think that that's in a very, very small way what I've tried to do, but I think it's what the Paideia Institute is trying to do, and doing in spades. So I think, Jason, if I had a slogan for you, it's, "Let's open more cases to antiquity…and enjoy it". Thank you.

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Mark Buchan

In Medias Res is the online magazine for lovers of Latin and Greek, published by the Paideia Institute.

Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL
BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230601

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
630918	Abraham Wing School	14,508	14,414
570101	Addison Central School District	13,483	13,998
410401	Adirondack Central School District	13,609	14,242
080101	Afton Central School District	13,338	14,425
142101	Akron Central School District	12,238	12,666
010100	Albany City School District	17,297	18,150
450101	Albion Central School District	11,437	11,342
140101	Alden Central School District	11,278	11,552
180202	Alexander Central School District	13,225	13,582
220202	Alexandria Central School District	13,883	14,211
020101	Alfred-Almond Central School District	13,454	13,846
040302	Allegany-Limestone Central School District	11,601	11,884
460102	Altmar-Parish-Williamstown Central School District	13,897	14,775
580303	Amagansett Union Free School District	63,430	66,779
140201	Amherst Central School District	11,866	12,177
580106	Amityville Union Free School District	20,322	21,330
270100	Amsterdam City School District	11,428	12,108
120102	Andes Central School District	20,369	22,921
020601	Andover Central School District	13,869	14,696
660405	Ardsley Union Free School District	23,390	23,877
640101	Argyle Central School District	13,591	13,900
571901	Arkport Central School District	11,921	12,379
131601	Arlington Central School District	13,767	14,268
670201	Attica Central School District	10,506	10,650
050100	Auburn Enlarged City School District	12,014	12,550
090201	AuSable Valley Central School District	15,292	15,650
491302	Averill Park Central School District	11,727	11,937
570201	Avoca Central School District	15,491	15,733
240101	Avon Central School District	12,710	13,016
580101	Babylon Union Free School District	19,015	19,591
080201	Bainbridge-Guilford Central School District	13,059	13,600
280210	Baldwin Union Free School District	17,405	18,119
420901	Baldwinsville Central School District	13,687	14,369
521301	Ballston Spa Central School District	13,810	14,259
401301	Barker Central School District	13,698	13,902
180300	Batavia City School District	14,183	14,862
570302	Bath Central School District	10,455	11,010
580501	Bay Shore Union Free School District	18,584	19,322
580505	Bayport-Blue Point Union Free School District	19,427	19,845
130200	Beacon City School District	14,127	14,549
231301	Beaver River Central School District	11,448	11,902
660102	Bedford Central School District	23,269	23,781
090301	Beekmantown Central School District	14,511	15,200
020801	Belfast Central School District	14,257	15,543
220909	Belleville Henderson Central School District	9,807	8,999
280207	Bellmore Union Free School District	21,708	21,851

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
280253	Bellmore-Merrick Central High School District	15,793	16,643
061001	Bemus Point Central School District	14,350	15,050
490101	Berlin Central School District	15,059	15,762
010201	Berne-Knox-Westerlo Central School District	16,417	17,445
010306	Bethlehem Central School District	13,877	14,248
280521	Bethpage Union Free School District	19,074	19,547
030200	Binghamton City School District	12,716	13,159
661905	Blind Brook-Rye Union Free School District	21,332	21,863
430501	Bloomfield Central School District	12,412	12,784
022902	Bolivar-Richburg Central School District	13,492	13,619
630101	Bolton Central School District	23,321	22,841
151801	Boquet Valley Central School District	16,118	16,179
570401	Bradford Central School District	14,482	14,595
510101	Brasher Falls Central School District	13,401	14,212
580512	Brentwood Union Free School District	17,336	18,655
480601	Brewster Central School District	18,579	19,194
661402	Briarcliff Manor Union Free School District	24,366	25,099
580909	Bridgehampton Union Free School District	77,128	80,321
260101	Brighton Central School District	14,868	15,314
171102	Broadalbin-Perth Central School District	10,318	10,743
261801	Brockport Central School District	12,643	12,925
062301	Brocton Central School District	15,187	15,576
660303	Bronxville Union Free School District	22,599	22,773
250109	Brookfield Central School District	15,370	16,195
490202	Brunswick Central School District	12,816	12,966
161601	Brushton-Moira Central School District	14,380	15,092
140600	Buffalo City School District	13,966	14,614
520101	Burnt Hills-Ballston Lake Central School District	12,031	12,266
661201	Byram Hills Central School District	22,205	22,745
180701	Byron-Bergen Central School District	12,815	13,311
190301	Cairo-Durham Central School District	11,469	11,719
240201	Caledonia-Mumford Central School District	11,829	11,887
641610	Cambridge Central School District	14,254	14,485
410601	Camden Central School District	10,529	10,411
570603	Campbell-Savona Central School District	10,128	9,870
270301	Canajoharie Central School District	12,596	12,689
430300	Canandaigua City School District	12,078	12,155
021102	Canaseraga Central School District	13,884	14,238
250901	Canastota Central School District	11,955	12,186
600301	Candor Central School District	14,867	15,234
571502	Canisteo-Greenwood Central School District	16,137	16,471
510201	Canton Central School District	14,138	14,877
280411	Carle Place Union Free School District	21,973	22,208
480102	Carmel Central School District	17,378	17,628
222201	Carthage Central School District	9,585	11,256
060401	Cassadaga Valley Central School District	14,998	15,554

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
050401	Cato-Meridian Central School District	12,490	12,836
190401	Catskill Central School District	16,209	16,925
042302	Cattaraugus-Little Valley Central School District	13,840	14,485
250201	Cazenovia Central School District	12,544	13,008
580233	Center Moriches Union Free School District	17,208	17,889
580513	Central Islip Union Free School District	23,314	23,773
460801	Central Square Central School District	11,269	11,626
212101	Central Valley Central School District at Ilion-Mohawk	10,419	10,874
661004	Chappaqua Central School District	20,759	20,890
120401	Charlotte Valley Central School District	14,135	14,582
160801	Chateaugay Central School District	12,794	12,850
101001	Chatham Central School District	14,311	14,730
060503	Chautauqua Lake Central School District	14,720	14,983
090601	Chazy Union Free School District	12,944	13,182
140701	Cheektowaga Central School District	11,807	12,087
140709	Cheektowaga-Sloan Union Free School District	13,109	13,396
030101	Chenango Forks Central School District	12,269	12,367
030701	Chenango Valley Central School District	12,523	13,055
472202	Cherry Valley-Springfield Central School District	15,158	15,980
440201	Chester Union Free School District	17,038	18,711
251601	Chittenango Central School District	13,375	13,879
261501	Churchville-Chili Central School District	11,762	11,856
110101	Cincinnatus Central School District	14,259	14,531
140801	Clarence Central School District	11,924	12,255
500101	Clarkstown Central School District	16,094	16,651
140703	Cleveland Hill Union Free School District	13,021	13,429
510401	Clifton-Fine Central School District	18,641	19,336
411101	Clinton Central School District	13,827	14,130
650301	Clyde-Savannah Central School District	17,096	17,628
060701	Clymer Central School District	16,472	16,709
541102	Cobleskill-Richmondville Central School District	13,615	14,328
010500	Cohoes City School District	14,664	15,120
580402	Cold Spring Harbor Central School District	21,234	21,646
510501	Colton-Pierrepont Central School District	21,630	22,735
580410	Commack Union Free School District	16,226	16,129
580203	Comsewogue Union Free School District	15,780	16,294
580507	Connetquot Central School District	18,484	18,928
471701	Cooperstown Central School District	14,060	14,790
230201	Copenhagen Central School District	11,278	11,643
580105	Copiague Union Free School District	18,229	19,284
520401	Corinth Central School District	11,929	12,685
571000	Corning City School District	12,843	12,874
440301	Cornwall Central School District	13,242	13,748
110200	Cortland City School District	12,043	12,767
190501	Coxsackie-Athens Central School District	13,661	13,897
660202	Croton-Harmon Union Free School District	17,200	17,728

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
150203	Crown Point Central School District	18,940	19,974
022302	Cuba-Rushford Central School District	14,136	14,788
241001	Dansville Central School District	13,400	13,797
580107	Deer Park Union Free School District	16,635	16,871
120501	Delhi Central School District	15,600	15,984
140707	Depew Union Free School District	11,538	11,888
031301	Deposit Central School District	15,029	15,448
250301	DeRuyter Central School District	13,217	13,898
660403	Dobbs Ferry Union Free School District	22,177	22,769
211003	Dolgeville Central School District	11,045	10,863
130502	Dover Union Free School District	13,390	13,943
120301	Downsville Central School District	19,931	20,796
610301	Dryden Central School District	13,026	13,696
530101	Duanesburg Central School District	10,253	10,888
680801	Dundee Central School District	10,374	10,351
060800	Dunkirk City School District	15,391	16,176
140301	East Aurora Union Free School District	12,126	12,691
490301	East Greenbush Central School District	13,818	14,484
580301	East Hampton Union Free School District	25,462	26,175
260801	East Irondequoit Central School District	13,981	14,391
580503	East Islip Union Free School District	15,228	15,312
280203	East Meadow Union Free School District	17,471	18,034
580234	East Moriches Union Free School District	17,956	18,211
580917	East Quogue Union Free School District	23,025	23,739
500402	East Ramapo Central School District	17,234	16,446
261313	East Rochester Union Free School District	14,647	15,126
280219	East Rockaway Union Free School District	20,051	20,524
420401	East Syracuse-Minoa Central School District	16,309	16,813
280402	East Williston Union Free School District	22,710	22,871
660301	Eastchester Union Free School District	20,204	20,794
580912	Eastport-South Manor Central School District	14,193	15,013
141201	Eden Central School District	12,097	12,520
660406	Edgemont Union Free School District	20,605	21,135
520601	Edinburg Common School District	23,504	22,195
470501	Edmeston Central School District	13,638	14,226
513102	Edwards-Knox Central School District	12,406	13,338
180901	Elba Central School District	14,281	14,877
590801	Eldred Central School District	13,146	12,264
622002	Ellenville Central School District	18,905	19,550
040901	Ellicottville Central School District	13,525	14,454
070600	Elmira City School District	12,981	13,017
070902	Elmira Heights Central School District	11,844	12,735
280216	Elmont Union Free School District	16,052	16,551
660409	Elmsford Union Free School District	25,552	26,451
580401	Elwood Union Free School District	16,077	16,452
420601	Fabius-Pompey Central School District	13,818	14,344

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
261301	Fairport Central School District	12,280	12,752
061101	Falconer Central School District	11,542	11,986
590501	Fallsburg Central School District	21,341	22,764
280522	Farmingdale Union Free School District	19,621	20,433
421001	Fayetteville-Manlius Central School District	13,346	13,976
022001	Fillmore Central School District	10,869	11,420
580514	Fire Island Union Free School District	113,268	111,241
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,503	16,858
442115	Florida Union Free School District	16,108	16,651
270601	Fonda-Fultonville Central School District	11,407	11,511
061503	Forestville Central School District	13,180	13,853
640502	Fort Ann Central School District	15,126	15,203
640601	Fort Edward Union Free School District	17,594	20,413
270701	Fort Plain Central School District	13,045	13,044
210402	Frankfort-Schuyler Central School District	11,208	11,770
120701	Franklin Central School District	15,481	15,911
280217	Franklin Square Union Free School District	15,685	16,430
041101	Franklinville Central School District	12,903	12,813
062201	Fredonia Central School District	14,046	14,445
280209	Freeport Union Free School District	17,921	18,373
060301	Frewsburg Central School District	11,698	12,419
021601	Friendship Central School District	14,796	14,937
141604	Frontier Central School District	10,150	10,570
460500	Fulton City School District	13,336	14,140
520701	Galway Central School District	11,157	11,622
650902	Gananda Central School District	11,679	12,532
280218	Garden City Union Free School District	19,064	19,546
480404	Garrison Union Free School District	22,065	21,560
260401	Gates-Chili Central School District	13,011	13,114
220401	General Brown Central School District	10,462	11,049
020702	Genesee Valley Central School District	13,725	14,396
240401	Geneseo Central School District	13,914	14,377
430700	Geneva City School District	15,910	16,112
100902	Germantown Central School District	16,242	16,435
470202	Gilbertsville-Mount Upton Central School District	14,333	14,977
540801	Gilboa-Conesville Central School District	15,860	16,079
280100	Glen Cove City School District	21,520	22,370
630300	Glens Falls City School District	13,380	13,624
170500	Gloversville Enlarged City School District	11,409	11,938
440601	Goshen Central School District	17,870	18,765
511101	Gouverneur Central School District	12,164	12,315
042801	Gowanda Central School District	12,664	13,209
141501	Grand Island Central School District	11,940	12,261
640701	Granville Central School District	11,769	12,228
280407	Great Neck Union Free School District	24,027	24,731

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
260501	Greece Central School District	12,813	13,465
010701	Green Island Union Free School District	15,554	16,562
660407	Greenburgh Central 7 School District	23,424	23,818
080601	Greene Central School District	12,719	13,254
581010	Greenport Union Free School District	21,466	21,953
190701	Greenville Central School District	15,274	15,934
640801	Greenwich Central School District	13,928	14,379
442111	Greenwood Lake Union Free School District	19,851	19,885
610501	Groton Central School District	13,104	13,021
010802	Guilderland Central School District	13,858	14,204
630801	Hadley-Luzerne Central School District	15,824	16,254
480401	Haldane Central School District	15,811	15,174
580405	Half Hollow Hills Central School District	16,418	16,842
141601	Hamburg Central School District	12,324	13,129
250701	Hamilton Central School District	15,230	15,748
511201	Hammond Central School District	15,749	16,699
572901	Hammondsport Central School District	17,510	18,009
580905	Hampton Bays Union Free School District	18,424	19,108
120906	Hancock Central School District	14,039	14,273
460701	Hannibal Central School District	11,420	11,827
580406	Harborfields Central School District	15,708	16,453
030501	Harpursville Central School District	9,923	10,181
660501	Harrison Central School District	25,595	26,207
230301	Harrisville Central School District	15,961	16,773
641001	Hartford Central School District	11,798	11,472
660404	Hastings-On-Hudson Union Free School District	23,686	24,295
580506	Hauppauge Union Free School District	19,302	19,980
280201	Hempstead Union Free School District	24,505	26,196
660203	Hendrick Hudson Central School District	19,996	20,600
210601	Herkimer Central School District	11,537	12,278
511301	Hermon Dekalb Central School District	15,303	15,947
280409	Herricks Union Free School District	18,373	18,702
512404	Heuvelton Central School District	11,482	12,184
280214	Hewlett-Woodmere Union Free School District	24,389	24,550
280517	Hicksville Union Free School District	17,554	18,470
620803	Highland Central School District	14,955	15,350
440901	Highland Falls-Fort Montgomery Central School District	17,287	18,587
261101	Hilton Central School District	11,931	12,298
041401	Hinsdale Central School District	12,139	12,727
141701	Holland Central School District	12,704	12,926
412201	Holland Patent Central School District	12,922	13,618
450704	Holley Central School District	11,011	11,471
110701	Homer Central School District	13,115	13,647
431401	Honeoye Central School District	13,434	13,699
260901	Honeoye Falls-Lima Central School District	11,879	12,473
491401	Hoosic Valley Central School District	12,453	13,005

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
490501	Hoosick Falls Central School District	14,425	14,970
571800	Hornell City School District	10,107	9,524
070901	Horseheads Central School District	13,016	13,607
101300	Hudson City School District	15,882	16,420
641301	Hudson Falls Central School District	10,969	11,263
190901	Hunter-Tannersville Central School District	17,254	17,744
580403	Huntington Union Free School District	19,495	20,078
130801	Hyde Park Central School District	14,300	14,839
101401	Ichabod Crane Central School District	13,076	13,253
200401	Indian Lake Central School District	24,475	24,595
220301	Indian River Central School District	8,425	8,400
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	14,012	15,182
660402	Irvington Union Free School District	23,064	23,712
280231	Island Park Union Free School District	30,496	29,380
280226	Island Trees Union Free School District	17,031	17,493
580502	Islip Union Free School District	16,621	17,071
610600	Ithaca City School District	16,086	16,535
061700	Jamestown City School District	12,240	12,750
420411	Jamesville-Dewitt Central School District	12,986	13,430
572702	Jasper-Troupsburg Central School District	10,673	9,424
540901	Jefferson Central School District	14,299	14,907
280515	Jericho Union Free School District	25,613	26,281
630601	Johnsburg Central School District	19,097	19,828
031502	Johnson City Central School District	14,170	14,900
170600	Johnstown City School District	9,678	9,620
420501	Jordan-Elbridge Central School District	14,484	15,930
660101	Katonah-Lewisboro Union Free School District	21,199	21,540
150601	Keene Central School District	24,890	26,575
450607	Kendall Central School District	13,656	13,835
142601	Kenmore-Town of Tonawanda Union Free School District	11,143	11,968
241101	Keshequa Central School District	13,501	14,262
580805	Kings Park Central School District	15,314	15,610
620600	Kingston City School District	17,811	18,563
441202	Kiryas Joel Village Union Free School District	47,592	47,088
141800	Lackawanna City School District	13,355	14,179
221401	Lafargeville Central School District	11,679	12,035
420807	Lafayette Central School District	19,604	20,031
630701	Lake George Central School District	14,107	14,258
151102	Lake Placid Central School District	16,551	16,988
200601	Lake Pleasant Central School District	28,865	29,396
141401	Lake Shore Central School District	12,946	13,315
662401	Lakeland Central School District	16,385	16,944
141901	Lancaster Central School District	10,740	11,054
610801	Lansing Central School District	14,058	14,889
490601	Lansingburgh Central School District	12,613	13,621

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
470801	Laurens Central School District	11,871	12,251
280215	Lawrence Union Free School District	19,566	19,372
181001	Le Roy Central School District	13,123	13,628
670401	Letchworth Central School District	12,475	12,870
280205	Levittown Union Free School District	18,400	18,656
400301	Lewiston-Porter Central School District	13,842	14,356
590901	Liberty Central School District	20,666	20,984
580104	Lindenhurst Union Free School District	15,691	16,135
511602	Lisbon Central School District	16,247	17,336
210800	Little Falls City School District	14,527	15,909
421501	Liverpool Central School District	14,609	14,982
591302	Livingston Manor Central School District	18,772	19,639
240801	Livonia Central School District	13,261	14,204
400400	Lockport City School District	12,352	13,235
280503	Locust Valley Central School District	25,005	25,318
280300	Long Beach City School District	23,742	24,051
200701	Long Lake Central School District	43,783	45,736
580212	Longwood Central School District	16,613	17,193
230901	Lowville Academy and Central School District	11,100	11,330
221301	Lyme Central School District	15,605	16,285
280220	Lynbrook Union Free School District	19,673	20,137
421504	Lyncourt Union Free School District	20,816	22,200
451001	Lyndonville Central School District	12,897	12,803
650501	Lyons Central School District	13,774	14,092
251101	Madison Central School District	13,036	13,736
511901	Madrid-Waddington Central School District	13,666	14,184
480101	Mahopac Central School District	15,429	15,812
031101	Maine-Endwell Central School District	12,307	12,201
161501	Malone Central School District	12,835	13,668
280212	Malverne Union Free School District	22,087	22,513
660701	Mamaroneck Union Free School District	20,436	20,929
431101	Manchester-Shortsville Central School District	13,329	14,157
280406	Manhasset Union Free School District	22,228	22,468
110901	Marathon Central School District	14,538	14,692
421101	Marcellus Central School District	12,176	12,549
430901	Marcus Whitman Central School District	14,696	15,168
121401	Margaretville Central School District	16,719	18,028
650701	Marion Central School District	13,409	14,006
621001	Marlboro Central School District	18,368	19,088
140702	Maryvale Union Free School District	12,863	13,487
280523	Massapequa Union Free School District	17,941	18,190
512001	Massena Central School District	11,605	11,795
581012	Mattituck-Cutchogue Union Free School District	17,381	17,482
170801	Mayfield Central School District	11,633	11,873
110304	McGraw Central School District	15,873	17,040
521200	Mechanicville City School District	14,005	14,652

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
450801	Medina Central School District	11,829	12,061
010615	Menands Union Free School District	16,935	17,541
280225	Merrick Union Free School District	19,860	20,027
460901	Mexico Academy and Central School District	13,841	14,417
580211	Middle Country Central School District	15,728	15,899
541001	Middleburgh Central School District	13,755	14,302
441000	Middletown Enlarged City School District	16,816	18,072
471101	Milford Central School District	15,303	15,566
132201	Millbrook Central School District	14,088	13,958
580208	Miller Place Union Free School District	14,280	14,163
280410	Mineola Union Free School District	27,241	29,317
150801	Minerva Central School District	26,331	27,076
441101	Minisink Valley Central School District	13,395	13,743
530515	Mohonasen Central School District	10,995	11,426
441201	Monroe-Woodbury Central School District	16,117	16,787
580306	Montauk Union Free School District	35,371	35,371
591401	Monticello Central School District	16,694	17,313
051301	Moravia Central School District	12,255	12,607
150901	Moriah Central School District	14,528	14,871
471201	Morris Central School District	11,798	11,769
512101	Morristown Central School District	14,307	13,629
250401	Morrisville-Eaton Central School District	14,097	14,345
212001	Mount Markham Central School District	13,231	13,174
240901	Mount Morris Central School District	15,520	16,546
660801	Mount Pleasant Central School District	20,270	21,111
580207	Mount Sinai Union Free School District	16,701	16,975
660900	Mount Vernon City School District	18,589	19,022
500108	Nanuet Union Free School District	19,154	20,033
431201	Naples Central School District	14,923	15,456
411501	New Hartford Central School District	12,563	12,945
280405	New Hyde Park-Garden City Park Union Free School Distric	16,763	18,211
101601	New Lebanon Central School District	17,118	17,830
621101	New Paltz Central School District	17,004	17,754
661100	New Rochelle City School District	18,595	19,210
581015	New Suffolk Common School District	18,495	16,166
300000	New York City Department of Education	18,340	19,044
411504	New York Mills Union Free School District	14,057	14,425
650101	Newark Central School District	13,312	13,987
600402	Newark Valley Central School District	12,060	12,557
441600	Newburgh Enlarged City School District	18,149	18,908
151001	Newcomb Central School District	44,320	43,655
400601	Newfane Central School District	11,787	12,037
610901	Newfield Central School District	12,782	13,059
400800	Niagara Falls City School District	12,691	13,138
400701	Niagara-Wheatfield Central School District	12,059	12,411
530301	Niskayuna Central School District	13,877	14,482

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
580103	North Babylon Union Free School District	16,899	17,354
280204	North Bellmore Union Free School District	17,416	17,655
142201	North Collins Central School District	15,290	15,750
010623	North Colonie Central School District	13,235	13,832
490801	North Greenbush Common School District	17,451	19,542
280229	North Merrick Union Free School District	19,801	20,344
500201	North Rockland Central School District	18,645	18,542
651501	North Rose-Wolcott Central School District	14,020	14,016
661301	North Salem Central School District	22,007	22,564
280501	North Shore Central School District	26,500	26,561
420303	North Syracuse Central School District	13,189	13,620
400900	North Tonawanda City School District	12,142	11,945
630202	North Warren Central School District	16,566	18,716
090501	Northeastern Clinton Central School District	13,658	14,088
090901	Northern Adirondack Central School District	14,780	15,317
580404	Northport-East Northport Union Free School District	19,576	19,893
170901	Northville Central School District	16,742	17,646
081200	Norwich City School District	11,315	12,341
512201	Norwood-Norfolk Central School District	13,121	13,293
500304	Nyack Union Free School District	20,548	20,636
181101	Oakfield-Alabama Central School District	13,727	14,595
280211	Oceanside Union Free School District	16,329	16,554
550101	Odessa-Montour Central School District	11,644	10,910
512300	Ogdensburg City School District	14,939	15,937
042400	Olean City School District	13,076	13,623
251400	Oneida City School District	13,312	14,024
471400	Oneonta City School District	14,182	14,440
421201	Onondaga Central School District	14,786	14,921
621201	Onteora Central School District	20,596	20,915
271201	Oppenheim-Ephratah-St. Johnsville Central School District	13,185	13,403
142301	Orchard Park Central School District	12,567	12,876
412901	Oriskany Central School District	13,279	13,700
661401	Ossining Union Free School District	21,185	22,492
461300	Oswego City School District	13,558	14,279
081401	Otselic Valley Central School District at Georgetown-South (	16,062	16,785
600601	Owego-Apalachin Central School District	13,864	14,625
211701	Owen D. Young Central School District	13,599	13,894
081501	Oxford Academy and Central School District	13,670	14,170
280506	Oyster Bay-East Norwich Central School District	25,087	25,408
581002	Oysterponds Union Free School District	36,838	37,729
650901	Palmyra-Macedon Central School District	11,844	12,055
061601	Panama Central School District	13,050	13,016
512501	Parishville-Hopkinton Central School District	13,015	13,072
580224	Patchogue-Medford Union Free School District	15,532	16,225
181201	Pavilion Central School District	13,338	13,534
131201	Pawling Central School District	17,315	17,980

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
500308	Pearl River Union Free School District	17,457	17,857
661500	Peekskill City School District	19,292	20,056
661601	Pelham Union Free School District	17,441	17,844
181302	Pembroke Central School District	14,292	14,864
261201	Penfield Central School District	14,208	14,721
680601	Penn Yan Central School District	12,888	13,237
671201	Perry Central School District	13,883	14,313
091101	Peru Central School District	14,333	14,270
431301	Phelps-Clifton Springs Central School District	13,460	13,597
462001	Phoenix Central School District	13,230	13,336
440401	Pine Bush Central School District	13,392	13,612
131301	Pine Plains Central School District	16,980	17,511
060601	Pine Valley Central School District	18,916	21,969
043501	Pioneer Central School District	11,715	12,095
261401	Pittsford Central School District	15,137	15,626
280518	Plainedge Union Free School District	17,041	17,457
280504	Plainview-Old Bethpage Central School District	19,684	20,428
091200	Plattsburgh City School District	15,604	16,262
660809	Pleasantville Union Free School District	17,595	18,001
660802	Pocantico Hills Central School District	41,070	44,573
211103	Poland Central School District	13,082	13,516
051101	Port Byron Central School District	12,392	12,753
661904	Port Chester-Rye Union Free School District	16,661	17,942
580206	Port Jefferson Union Free School District	23,536	23,602
441800	Port Jervis City School District	13,564	13,649
280404	Port Washington Union Free School District	23,895	24,786
042901	Portville Central School District	12,327	12,650
512902	Potsdam Central School District	14,232	14,781
131500	Poughkeepsie City School District	15,993	17,097
572301	Prattsburgh Central School District	12,965	14,131
461801	Pulaski (Academy) Central School District	14,245	14,808
641401	Putnam Central School District	24,562	24,346
480503	Putnam Valley Central School District	18,487	18,690
630902	Queensbury Union Free School District	10,905	11,229
580903	Quogue Union Free School District	52,520	51,785
043001	Randolph Central School District	13,591	13,696
010402	Ravena-Coeymans-Selkirk Central School District	14,284	14,577
651503	Red Creek Central School District	12,958	13,478
131701	Red Hook Central School District	15,490	16,054
411701	Remsen Central School District	19,024	19,772
580901	Remsenburg-Speonk Union Free School District	40,932	42,377
491200	Rensselaer City School District	11,361	11,630
131801	Rhinebeck Central School District	18,618	19,164
472001	Richfield Springs Central School District	12,377	12,793
062401	Ripley Central School District	14,040	14,310
580602	Riverhead Central School District	20,107	21,746

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
261600	Rochester City School District	14,316	14,088
280221	Rockville Centre Union Free School District	21,044	21,669
580209	Rocky Point Union Free School District	15,495	15,947
411800	Rome City School District	14,583	15,273
560603	Romulus Central School District	17,119	17,299
620901	Rondout Valley Central School District	19,344	20,093
280208	Roosevelt Union Free School District	18,964	19,914
591301	Roscoe Central School District	19,803	20,514
280403	Roslyn Union Free School District	22,785	23,236
121502	Roxbury Central School District	19,551	20,374
401201	Royalton-Hartland Central School District	11,206	11,464
261701	Rush-Henrietta Central School District	14,589	15,117
661800	Rye City School District	22,644	23,067
661901	Rye Neck Union Free School District	19,848	20,134
580205	Sachem Central School District	15,181	15,793
221001	Sackets Harbor Central School District	11,892	12,560
580305	Sag Harbor Union Free School District	31,073	32,589
580910	Sagaponack Common School District	17,336	16,934
161801	Saint Regis Falls Central School District	17,247	18,861
043200	Salamanca City School District	3,150	3,159
641501	Salem Central School District	16,437	17,359
161201	Salmon River Central School District	16,080	16,527
461901	Sandy Creek Central School District	15,304	16,476
091402	Saranac Central School District	13,923	14,451
161401	Saranac Lake Central School District	16,404	16,998
521800	Saratoga Springs City School District	12,472	12,615
621601	Saugerties Central School District	14,479	14,657
411603	Sauquoit Valley Central School District	14,129	14,508
580504	Sayville Union Free School District	18,007	18,437
662001	Scarsdale Union Free School District	24,704	25,371
530501	Schalmont Central School District	14,896	14,862
530600	Schenectady City School District	14,302	15,027
470901	Schenevus Central School District	14,505	15,001
491501	Schodack Central School District	14,750	15,629
541201	Schoharie Central School District	13,931	14,467
151401	Schroon Lake Central School District	20,697	21,945
521701	Schuylerville Central School District	12,786	12,941
022401	Scio Central School District	12,218	12,467
530202	Scotia-Glenville Central School District	13,540	13,673
280206	Seaford Union Free School District	17,804	18,270
560701	Seneca Falls Central School District	12,802	13,158
280252	Sewanhaka Central High School District	14,545	15,147
541401	Sharon Springs Central School District	16,703	18,393
580701	Shelter Island Union Free School District	29,390	30,042
520302	Shenendehowa Central School District	13,387	13,769
082001	Sherburne-Earlville Central School District	12,490	12,780

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
062601	Sherman Central School District	12,554	13,115
580601	Shoreham-Wading River Central School District	18,075	18,263
121601	Sidney Central School District	12,367	12,810
061501	Silver Creek Central School District	14,689	15,500
421601	Skaneateles Central School District	13,635	14,208
580801	Smithtown Central School District	16,162	16,524
651201	Sodus Central School District	13,390	13,501
420702	Solvay Union Free School District	13,196	13,585
662101	Somers Central School District	19,134	19,584
010601	South Colonie Central School District	14,280	14,860
580235	South Country Central School District	18,715	18,762
521401	South Glens Falls Central School District	12,249	12,858
580413	South Huntington Union Free School District	18,705	19,418
220101	South Jefferson Central School District	11,296	11,926
121702	South Kortright Central School District	14,111	13,970
231101	South Lewis Central School District	14,885	15,440
500301	South Orangetown Central School District	17,609	18,132
560501	South Seneca Central School District	15,265	15,816
580906	Southampton Union Free School District	26,429	26,855
050701	Southern Cayuga Central School District	15,112	15,815
581005	Southold Union Free School District	19,972	20,423
060201	Southwestern Central School District	13,463	14,074
131602	Spackenkill Union Free School District	18,647	18,787
261001	Spencerport Central School District	12,882	13,226
600801	Spencer-Van Etten Central School District	13,450	13,708
580304	Springs Union Free School District	25,307	25,021
141101	Springville-Griffith Institute Central School District	13,373	13,655
121701	Stamford Central School District	14,495	15,062
401001	Starpoint Central School District	12,030	12,553
522001	Stillwater Central School District	10,709	11,435
251501	Stockbridge Valley Central School District	11,879	12,044
500401	Suffern Central School District	18,349	18,986
591502	Sullivan West Central School District	16,052	15,336
030601	Susquehanna Valley Central School District	14,849	15,401
140207	Sweet Home Central School District	14,494	15,224
280502	Syosset Central School District	22,190	22,891
421800	Syracuse City School District	14,128	14,601
100501	Taconic Hills Central School District	16,791	17,622
660401	Tarrytown Union Free School District	18,993	19,455
220701	Thousand Islands Central School District	12,947	13,317
580201	Three Village Central School District	18,646	19,114
151501	Ticonderoga Central School District	16,159	16,451
600903	Tioga Central School District	12,137	12,936
142500	Tonawanda City School District	11,825	12,283
211901	Town of Webb Union Free School District	22,219	23,659
591201	Tri-Valley Central School District	21,869	22,376

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
491700	Troy City School District	17,346	18,066
611001	Trumansburg Central School District	13,146	13,956
580913	Tuckahoe Common School District	33,661	33,749
660302	Tuckahoe Union Free School District	23,628	24,486
421902	Tully Central School District	11,413	11,529
160101	Tupper Lake Central School District	13,700	14,006
441903	Tuxedo Union Free School District	16,975	17,523
081003	Unadilla Valley Central School District	14,463	15,212
471601	Unatego Central School District	12,799	13,342
051901	Union Springs Central School District	13,169	14,095
280202	Uniondale Union Free School District	23,868	24,737
031501	Union-Endicott Central School District	13,137	13,551
412300	Utica City School District	11,883	12,535
660805	Valhalla Union Free School District	22,037	22,394
441301	Valley Central School District	13,787	14,213
280213	Valley Stream 13 Union Free School District	17,344	17,748
280224	Valley Stream 24 Union Free School District	22,627	23,881
280230	Valley Stream 30 Union Free School District	19,798	20,774
280251	Valley Stream Central High School District	16,576	17,242
412000	Vernon-Verona-Sherrill Central School District	12,131	12,822
031601	Vestal Central School District	14,194	14,792
431701	Victor Central School District	12,403	13,160
011003	Voorheesville Central School District	14,509	15,021
580302	Wainscott Common School District	0	0
621801	Wallkill Central School District	13,334	13,523
121901	Walton Central School District	12,128	12,948
280223	Wantagh Union Free School District	15,279	15,666
132101	Wappingers Central School District	13,591	14,060
631201	Warrensburg Central School District	16,695	16,852
671501	Warsaw Central School District	14,491	15,205
442101	Warwick Valley Central School District	13,908	14,265
440102	Washingtonville Central School District	15,848	16,957
522101	Waterford-Halfmoon Union Free School District	18,969	21,192
561006	Waterloo Central School District	13,189	13,773
222000	Watertown City School District	10,914	11,200
411902	Waterville Central School District	13,217	14,014
011200	Watervliet City School District	11,508	12,189
550301	Watkins Glen Central School District	12,578	13,218
600101	Waverly Central School District	11,454	11,777
573002	Wayland-Cohocton Central School District	12,382	12,798
650801	Wayne Central School District	11,428	11,499
261901	Webster Central School District	13,401	13,871
131101	Webutuck Central School District	16,337	16,281
050301	Weedsport Central School District	13,226	12,996
200901	Wells Central School District	23,806	23,577
022601	Wellsville Central School District	14,423	15,052

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
580102	West Babylon Union Free School District	17,570	18,243
210302	West Canada Valley Central School District	13,916	14,423
420101	West Genesee Central School District	12,652	13,256
280227	West Hempstead Union Free School District	18,215	18,871
260803	West Irondequoit Central School District	13,017	13,674
580509	West Islip Union Free School District	16,035	16,582
142801	West Seneca Central School District	12,157	12,643
040204	West Valley Central School District	15,168	15,063
280401	Westbury Union Free School District	22,378	23,389
062901	Westfield Academy and Central School District	13,050	13,016
580902	Westhampton Beach Union Free School District	20,058	20,335
420701	Westhill Central School District	12,980	13,711
412801	Westmoreland Central School District	12,137	12,610
262001	Wheatland-Chili Central School District	18,604	19,367
170301	Wheelerville Union Free School District	17,400	17,136
662200	White Plains City School District	22,183	23,084
641701	Whitehall Central School District	14,031	14,449
412902	Whitesboro Central School District	12,500	13,105
022101	Whitesville Central School District	11,569	11,948
031401	Whitney Point Central School District	15,007	15,493
580232	William Floyd Union Free School District	16,396	17,019
651402	Williamson Central School District	14,433	14,870
140203	Williamsville Central School District	12,701	12,702
151701	Willsboro Central School District	17,666	18,055
401501	Wilson Central School District	12,487	12,847
191401	Windham-Ashland-Jewett Central School District	21,016	21,703
031701	Windsor Central School District	13,211	14,157
472506	Worcester Central School District	13,958	14,273
580109	Wyandanch Union Free School District	19,368	20,017
490804	Wynantskill Union Free School District	14,616	15,097
671002	Wyoming Central School District	20,994	24,351
662300	Yonkers City School District	17,635	18,310
241701	York Central School District	16,862	18,756
662402	Yorktown Central School District	18,023	18,659

SUNY Charter Schools Institute
The State University of New York

2025 New School Proposal
Budget(s) & Cash Flow(s) Template

Finger Lakes Classical Academy Charter School

Contact Name:	Maureen Kinney Angotti
Contact Title:	Founder
Contact Email:	angottijp2@gmail.com
Contact Phone:	315-730-8290

First Academic Year:	2026-27
Pre-Opening Period:	July 1, 2025 - June 30, 2026

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
2026-27 through 2030-31

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**AGE RANGE**
Kindergarten	Elementary School	22	22	40	40	40	4-5
1st Grade	Elementary School	22	22	25	40	40	5-6
2nd Grade	Elementary School	22	22	25	25	40	6-7
3rd Grade	Elementary School	0	22	22	25	25	7-8
4th Grade	Elementary School	0	0	22	22	25	8-9
5th Grade	*Elementary School*	0	0	0	22	22	9-10
6th Grade	Middle School	0	0	0	0	22	10-11
7th Grade	Middle School	0	0	0	0	0	11-12
8th Grade	Middle School	0	0	0	0	0	12-13
9th Grade	High School	0	0	0	0	0	13-14
10th Grade	High School	0	0	0	0	0	14-15
11th Grade	High School	0	0	0	0	0	15-16
12th Grade	High School	0	0	0	0	0	16-17
Ungraded		0	0	0	0	0	17-18
TOTAL		66	88	134	174	214	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	1	1	2	2	2
1st Grade	Elementary School	1	1	1	2	2
2nd Grade	Elementary School	1	1	1	1	2
3rd Grade	Elementary School	0	1	1	1	1
4th Grade	Elementary School	0	0	1	1	1
5th Grade	Elementary School	0	0	0	1	1
6th Grade	Middle School	0	0	0	0	1
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0
TOTAL		3	4	6	8	10

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	22	22	20	20	20
1st Grade	Elementary School	22	22	25	20	20
2nd Grade	Elementary School	22	22	25	25	20
3rd Grade	Elementary School	0	22	22	25	25
4th Grade	Elementary School	0	0	22	22	25
5th Grade	Elementary School	0	0	0	22	22
6th Grade	Middle School	0	0	0	0	22
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	66	88	134	174	192
Total Middle School Enrollment	-	-	-	-	22
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**66**	**88**	**134**	**174**	**214**
Change in Net Enrollment from Prior Year (Count)	66	22	46	40	40
Change in Net Enrollment from Prior Year (Percent)	100.0%	33.3%	52.3%	29.9%	23.0%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	66	88	134	174	214
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**13**

PRIMARY SENDING SCHOOL DISTRICT	Auburn Enlarged City School District	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 104,404,172	$ 104,404,172	$ 104,404,172	$ 104,404,172	$ 104,404,172
ENROLLMENT (*Charter School*)		20	26	40	52	64
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.aecsd.education/tfiles/folder1450/Budget%20Expenditures%20%20%26%20Budget%20Statement.pdf				

SECONDARY SENDING SCHOOL DISTRICT	Port Byron Central School District	2026-27	2027-28	2028-29	2029-30	2030-31
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 24,867,816	$ 24,867,816	$ 24,867,816	$ 24,867,816	$ 24,867,816
ENROLLMENT (*Charter School*)		13	18	27	35	43
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.pbcschools.org/site/handlers/filedownload.ashx?moduleinstanceid=417&dataid=1600&FileName=PortByron_Budget_Newsletter_2024-25-9.pdf				

PRIMARY/OTHER	DISTRICT NAME(S)	2026-27	2027-28	2028-29	2029-30	2030-31
Other District 3	Clyde-Savannah Central School District	5	7	11	14	17
Other District 4	Jordan-Elbridge Central School District	5	6	9	12	15
Other District 5	Seneca Falls Central School District	5	6	9	12	15
Other District 6	Cato-Meridian Central School District	3	4	7	9	11
Other District 7	Weedsport Central School District	3	4	7	9	11
Other District 8	Southern Cayuga Central School District	3	4	5	7	9
Other District 9	Union Springs Central School District	3	4	5	7	9
Other District 10	Moravia Central School District	3	3	5	7	8
Other District 11	Skaneateles Central School District	1	2	3	4	4
Other District 12	Marcellus Central School District	1	2	3	3	4
Other District 13	West Genesee Central School District	1	2	3	3	4

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	K-2	K-3	K-4	K-5	K-6
	Enrollment	66	88	134	174	214

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	1.0	1.0	1.0	1.0	1.0	School Leader
Instructional Management	1.0	1.0	1.0	1.0	1.0	Curriculum Manager
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0	Special Education/ELL and Achievement Coordinator (SEAC)
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	Business Manager / Grant Writer
Administrative Staff	1.0	1.0	1.0	1.0	1.0	Administrative Assistant, Office / Enrollment
TOTAL ADMINISTRATIVE STAFF	5.0	5.0	5.0	5.0	5.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	3.0	4.0	6.0	8.0	10.0	Classroom Teachers Adding 1 in Yr 2 and 2 every year after
Teachers - SPED	0.5	0.5	0.5	1.0	1.0	0.5 FTE Yr 1-3, 1 FTE Yr 4 & 5 or as needed based on SPED enrollment
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	contracted as needed
Teaching Assistants	0.0	0.0	0.0	0.0	0.0	
Specialty Teachers	1.5	1.5	1.5	3.0	3.0	0.5 FTE each for Art & Music, PE, Language first 3 years , 1 FTE each after
Aides	1.0	1.0	1.0	2.0	2.0	1 FTE Yr 1-3, 2 FTE Yr 4 & 5
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0	contracted as needed
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL	6.0	7.0	9.0	14.0	16.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.5	0.5	0.5	0.5	0.5	Nurse four hrs/day during school days
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	1.0	1.0	1.0	1.0	1.0	Custodian / Maintenance
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.5	0.5	0.5	1.0	1.0	Food Service (Hourly). 1 in years 1-3, 2 part-time after
TOTAL NON-INSTRUCTIONAL	2.0	2.0	2.0	2.5	2.5	
TOTAL PERSONNEL SERVICE FTE	13.0	14.0	16.0	21.5	23.5	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	K-2	K-3	K-4	K-5	K-6
	Enrollment	66.00	88.00	134.00	174.00	214.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					Description of Assumptions
	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

Executive Management	$ 90,000	$ 90,000	$ 92,700	$ 95,481	$ 98,345	$ 101,296	School Leader
Instructional Management	$ 60,000	$ 60,000	$ 61,800	$ 63,654	$ 65,564	$ 67,531	Curriculum Manager
Deans, Directors & Coordinators	$ 60,000	$ 60,000	$ 61,800	$ 63,654	$ 65,564	$ 67,531	Special Education/ELL and Achievement Coordinator (SEAC)
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 75,000	$ 75,000	$ 77,250	$ 79,568	$ 81,955	$ 84,413	Business Manager / Grant Writer
Administrative Staff	$ 40,000	$ 40,000	$ 41,200	$ 42,436	$ 43,709	$ 45,020	Administrative Assistant, Office / Enrollment
TOTAL ADMINISTRATIVE STAFF		$ 325,000	$ 334,750	$ 344,793	$ 355,136	$ 365,790	

INSTRUCTIONAL PERSONNEL WAGES

Teachers - Regular	$ 52,000	$ 156,000	$ 212,680	$ 323,060	$ 436,752	$ 553,855	Classroom Teachers Adding 1 in Yr 2 and 2 every year after
Teachers - SPED	$ 60,000	$ 30,000	$ 30,900	$ 31,827	$ 62,782	$ 64,665	0.5 FTE Yr 1-3, 1 FTE Yr 4 & 5 or as needed based on SPED enrollment
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	contracted as needed
Teaching Assistants	$ -	$ -	$ -	$ -	$ -	$ -	
Specialty Teachers	$ 50,000	$ 75,000	$ 77,250	$ 79,568	$ 156,955	$ 161,663	0.5 FTE each for Art & Music, PE, Language first 3 years , 1 FTE each after
Aides	$ 31,200	$ 31,200	$ 32,136	$ 33,100	$ 65,293	$ 67,252	1 FTE Yr 1-3, 2 FTE Yr 4 & 5
Therapists & Counselors	$ -	$ -	$ -	$ -	$ -	$ -	contracted as needed
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL INSTRUCTIONAL		$ 292,200	$ 352,966	$ 467,555	$ 721,782	$ 847,435	

NON-INSTRUCTIONAL PERSONNEL WAGES

Nurse	$ 35,200	$ 17,600	$ 18,128	$ 18,672	$ 19,232	$ 19,809	Nurse four hrs/day during school days
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ 35,360	$ 35,360	$ 36,421	$ 37,513	$ 38,639	$ 39,798	Custodian / Maintenance
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ 29,040	$ 14,520	$ 14,956	$ 15,404	$ 30,386	$ 31,298	Food Service (Hourly). 1 in years 1-3, 2 part-time after
TOTAL NON-INSTRUCTIONAL		$ 67,480	$ 69,504	$ 71,590	$ 88,257	$ 90,905	

TOTAL PERSONNEL SERVICE WAGES		$ 684,680	$ 757,220	$ 883,937	$ 1,165,175	$ 1,304,130	

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		**365,000**	
Total Expenses		**352,852**	
Net Income		**12,148**	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation		365,000	Anticipate $ 1 M CSP Grant, will use $365 K in Pre-Open, $465 K for the 1st year, $170,000 K for the 2nd year
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		**365,000**	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	
TOTAL REVENUE		**365,000**	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	41,538	Starting in January
Instructional Management	1.00	13,845	Starting in April
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	28,845	Starting in February
Administrative Staff	1.00	15,385	Starting in February
TOTAL ADMINISTRATIVE STAFF	**4.00**	99,613	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**4.00**	**99,613**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		10,957	
Fringe / Employee Benefits		34,865	Health & Dental Insurance
Retirement / Pension		10,957	NYS Teacher Retirement Pension System/403b
TOTAL PAYROLL TAXES AND BENEFITS		**56,779**	
TOTAL PERSONNEL SERVICE COSTS	**4.00**	**156,392**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		2,500	Fees to set up 501(c)(3) , tax exemption, and other necessary legal functions
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		750	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		**3,250**	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		15,000	Classical Education Curriculum
Supplies & Materials other		15,000	Classical Education Curriculum supplies
Equipment / Furniture		40,000	Office furniture
Telephone		600	
Technology		30,000	Laptops/tech for school administrative staff
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**365,000**	
Total Expenses	**352,852**	
Net Income	**12,148**	
	START-UP PERIOD	
Student Services - other	-	
Office Expense	4,000	Office supplies
Staff Development	1,000	Classical Education PD for school admin
Staff Recruitment	5,000	Online and print recruitment
Student Recruitment / Marketing	12,000	Online and print recruitment
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	2,500	Bank fees and grant application related fees
TOTAL SCHOOL OPERATIONS	**125,100**	
FACILITY OPERATION & MAINTENANCE		
Insurance	1,000	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	63,200	School building lease
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	3,910	
TOTAL FACILITY OPERATION & MAINTENANCE	**68,110**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**352,852**	
NET INCOME	**12,148**	

PRE-OPENING CASH FLOW 1-YEAR	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue	-	-	-	10,000	-	-	200,000	-	-	155,000	-	-	365,000
Total Expenses	-	-	-	-	200	7,200	13,444	78,332	31,532	80,278	79,938	61,928	352,852
Net Income	-	-	-	10,000	(200)	(7,200)	186,556	(78,332)	(31,532)	74,722	(79,938)	(61,928)	12,148
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	-
Net Income	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	12,148	12,148

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	10,000	-	-	200,000	-	-	155,000	-	-	365,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	10,000	-	-	200,000	-	-	155,000	-	-	365,000
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	10,000	-	-	200,000	-	-	155,000	-	-	365,000
EXPENSES													
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions												
Executive Management	1.00	-	-	-				6,923	6,923	6,923	6,923	6,923	6,923	41,538
Instructional Management	1.00	-	-	-	-	-	-	-	-	-	4,615	4,615	4,615	13,845
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-					5,769	5,769	5,769	5,769	5,769	28,845
Administrative Staff	1.00	-	-	-	-	-	-	-	3,077	3,077	3,077	3,077	3,077	15,385
TOTAL ADMINISTRATIVE STAFF	4.00	-	-	-	-	-	-	6,923	15,769	15,769	20,384	20,384	20,384	99,613
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue		-	-	-	10,000	-	-	200,000	-	-	155,000	-	-	365,000
Total Expenses		-	-	-	-	200	7,200	13,444	78,332	31,532	80,278	79,938	61,928	352,852
Net Income		-	-	-	10,000	(200)	(7,200)	186,556	(78,332)	(31,532)	74,722	(79,938)	(61,928)	12,148
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	-
Net Income		-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	12,148	12,148
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	-	-	-	-	-	-	6,923	15,769	15,769	20,384	20,384	20,384	99,613
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	762	1,735	1,735	2,242	2,242	2,242	10,957
Fringe / Employee Benefits		-	-	-	-	-	-	2,423	5,519	5,519	7,134	7,134	7,134	34,865
Retirement / Pension		-	-	-	-	-	-	762	1,735	1,735	2,242	2,242	2,242	10,957
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	3,946	8,988	8,988	11,619	11,619	11,619	56,779
TOTAL PERSONNEL SERVICE COSTS	4.00	-	-	-	-	-	-	10,869	24,757	24,757	32,003	32,003	32,003	156,392
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-		-
Legal		-	-	-	-	-	-	-	-	-	500	1,000	1,000	2,500
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	125	125	125	125	125	125	750
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	125	125	125	625	1,125	1,125	3,250
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	10,000	5,000	15,000
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	10,000	5,000	15,000
Equipment / Furniture		-	-	-	-	-	-	-	-	-	25,000	10,000	5,000	40,000
Telephone		-	-	-	-	-	-	-	-	-	200	200	200	600
Technology		-	-	-	-	-	7,000	-	-	-	12,000	6,000	5,000	30,000
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	500	1,000	500	1,000	500	500	4,000

PRE-OPENING CASH FLOW 1-YEAR

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2025 - June 30, 2026

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	10,000	-	-	200,000	-	-	155,000	-	-	365,000
Total Expenses	-	-	-	-	200	7,200	13,444	78,332	31,532	80,278	79,938	61,928	352,852
Net Income	-	-	-	10,000	(200)	(7,200)	186,556	(78,332)	(31,532)	74,722	(79,938)	(61,928)	12,148
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	-
Net Income	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	12,148	12,148
Staff Development	-	-	-	-	-	-	-	-	-	-	1,000	-	1,000
Staff Recruitment	-	-	-		200	200	200	500	500	1,000	1,200	1,200	5,000
Student Recruitment / Marketing	-	-	-	-	-	-	-	1,000	1,500	3,500	3,500	2,500	12,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	1,000	750	750	2,500
TOTAL SCHOOL OPERATIONS	-	-	-	-	200	7,200	700	2,500	2,500	43,700	43,150	25,150	125,100
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	1,000	-	-	-	-	-	1,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-		50,000	3,300	3,300	3,300	3,300	63,200
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	750	950	850	650	360	350	3,910
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	1,750	50,950	4,150	3,950	3,660	3,650	68,110
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	200	7,200	13,444	78,332	31,532	80,278	79,938	61,928	352,852
NET INCOME	-	-	-	10,000	(200)	(7,200)	186,556	(78,332)	(31,532)	74,722	(79,938)	(61,928)	12,148
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	10,000	(200)	(7,200)	186,556	(78,332)	(31,532)	74,722	(79,938)	(61,928)	12,148
Beginning Cash Balance	-	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	-

PRE-OPENING CASH FLOW 1-YEAR	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue	-	-	-	10,000	-	-	200,000	-	-	155,000	-	-	365,000
Total Expenses	-	-	-	-	200	7,200	13,444	78,332	31,532	80,278	79,938	61,928	352,852
Net Income	-	-	-	10,000	(200)	(7,200)	186,556	(78,332)	(31,532)	74,722	(79,938)	(61,928)	12,148
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	-
Net Income	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	12,148	12,148
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ENDING CASH BALANCE	-	-	-	10,000	9,800	2,600	189,156	110,824	79,291	154,013	74,075	12,148	12,148

YEAR 1 BUDGET AND ASSUMPTION			FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue			**1,429,502**	**78,859**	**-**	**-**	**900**	**1,509,261**	
Total Expenses			**817,768**	**173,946**	**25,128**	**-**	**439,692**	**1,456,534**	
Net Income			**611,734**	**(95,087)**	**(25,128)**	**-**	**(438,792)**	**52,727**	
Budgeted Student Enrollment			**66**	**-**				**66**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2024-25)							
PRIMARY School District:	Auburn Enlarged City School District	12,550	254,765					254,765	
Other District 1:	Port Byron Central School District	12,753	168,276					168,276	
Other District 2:	Clyde-Savannah Central School District	17,628	89,462					89,462	
Other District 3:	Jordan-Elbridge Central School District	15,930	80,845					80,845	
Other District 4:	Seneca Falls Central School District	13,158	66,777					66,777	
Other District 5:	Cato-Meridian Central School District	12,836	39,086					39,086	
Other District 6:	Weedsport Central School District	12,996	39,573					39,573	
Other District 7:	Southern Cayuga Central School District	15,815	48,157					48,157	
Other District 8:	Union Springs Central School District	14,095	42,919					42,919	
Other District 9:	Moravia Central School District	12,607	38,388					38,388	
Other District 10:	Skaneateles Central School District	14,208	14,421					14,421	
Other District 11:	Marcellus Central School District	12,549	12,737					12,737	
Other District 12:	West Genesee Central School District	13,256	13,455					13,455	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,567	908,860					908,860	
Special Education Revenue				77,359				77,359	
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			908,860	77,359	-	-	-	986,219	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs				1,500	-			1,500	Conservative estimate
Title I			38,555	-	-			38,555	
Title Funding - Other			-	-	-			-	
School Food Service (Free Lunch)			9,000	-	-			9,000	$1,000 per month October - June (reimbursements are on a 1 month delay
Grants									
Charter School Program (CSP) Planning & Implementation			465,000	-	-	-	-	465,000	Anticipate $ 1 M CSP Grant, will use $365 K in Pre-Open, $465 K for the 1st year, $170,000 K for the 2nd year
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			512,555	1,500	-	-	-	514,055	
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-	-	-	
Fundraising			-	-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	900	900	State Meal Reimbursments delayed by 1 month
Text Book			8,087	-	-	-	-	8,087	
OTHER			-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			8,087	-	-	-	900	8,987	
TOTAL REVENUE			**1,429,502**	**78,859**	**-**	**-**	**900**	**1,509,261**	
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of Positions							
Executive Management		1.00	-	-	-	-	90,000	90,000	School Leader
Instructional Management		1.00	50,000	10,000	-	-	-	60,000	Curriculum Manager
Deans, Directors & Coordinators		1.00	-	60,000	-	-	-	60,000	Special Education/ELL and Achievement Coordinator (SEAC)
CFO / Director of Finance		-	-	-	-	-	-	-	
Operation / Business Manager		1.00	-	-	-	-	75,000	75,000	Business Manager / Grant Writer
Administrative Staff		1.00	-	-	-	-	40,000	40,000	Administrative Assistant, Office / Enrollment
TOTAL ADMINISTRATIVE STAFF		5.00	50,000	70,000	-	-	205,000	325,000	
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular		3.00	156,000	-	-	-	-	156,000	Classroom Teachers Adding 1 in Yr 2 and 2 every year after
Teachers - SPED		0.50	-	30,000	-	-	-	30,000	0.5 FTE Yr 1-3, 1 FTE Yr 4 & 5 or as needed based on SPED enrollment
Substitute Teachers		-	-	-	-	-	-	-	contracted as needed
Teaching Assistants		-	-	-	-	-	-	-	
Specialty Teachers		1.50	75,000		-	-	-	75,000	0.5 FTE each for Art & Music, PE, Language first 3 years , 1 FTE each after

YEAR 1 BUDGET AND ASSUMPTION		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**1,429,502**	**78,859**	**-**	**-**	**900**	**1,509,261**	
Total Expenses		**817,768**	**173,946**	**25,128**	**-**	**439,692**	**1,456,534**	
Net Income		**611,734**	**(95,087)**	**(25,128)**	**-**	**(438,792)**	**52,727**	
Budgeted Student Enrollment		**66**	**-**				**66**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Aides	1.00	31,200		-	-	-	31,200	1 FTE Yr 1-3, 2 FTE Yr 4 & 5
Therapists & Counselors	-	-	-	-	-	-	-	contracted as needed
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	6.00	262,200	30,000	-	-	-	292,200	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	0.50	17,600		-	-	-	17,600	Nurse four hrs/day during school days
Librarian	-	-	-	-	-	-	-	
Custodian	1.00	35,360		-	-	-	35,360	Custodian / Maintenance
Security	-	-	-	-	-	-	-	
Other	0.50	14,520		-	-	-	14,520	Food Service (Hourly). 1 in years 1-3, 2 part-time after
TOTAL NON-INSTRUCTIONAL	2.00	67,480	-	-	-	-	67,480	
SUBTOTAL PERSONNEL SERVICE COSTS	13.00	379,680.00	100,000	-	-	205,000	684,680	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		53,205	11,000	-	-	22,550	86,755	7.65% Fica/Medicare + FUTA (35/mo/employee) + WC($1/100) plus $ 250 fee (put under Mgmt)
Fringe / Employee Benefits		169,288	35,000	-	-	71,750	276,038	35% Salary: Health, Dental, Life, Disability
Retirement / Pension		58,042	12,000	-	-	24,600	94,642	NYS Teacher Retirement Pension and 403b
TOTAL PAYROLL TAXES AND BENEFITS		280,534	58,000	-	-	118,900	457,434	
TOTAL PERSONNEL SERVICE COSTS	13.00	660,214	158,000	-	-	323,900	1,142,114	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	15,000	15,000	Yearly Audit, training of Charter Staff on bookkeeping
Legal		-	-	-	-	12,000	12,000	Retainer ($1K / mo)
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		480	96	128	-	1,692	2,396	Paylocity Quote $4/mo/emp + 125 base/mo
Special Ed Services		-	5,000	-	-	-	5,000	Anticipated Assistance
Titlement Services (i.e. Title I)		-	-	-	-		-	
Other Purchased / Professional / Consulting		8,190	-	5,000	-	-	13,190	$90 per diem substitute for 91 days (10% requirement - 5 classes 182 schedule), Plus budget $5 K/yr for Therapist/Counselors
TOTAL CONTRACTED SERVICES		8,670	5,096	5,128	-	28,692	47,586	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials		24,750		-	-	-	24,750	$375 / student first year, $275/student Yr 2-5
Special Ed Supplies & Materials		-	5,000	-	-	-	5,000	
Textbooks / Workbooks		18,150	2,000	-	-	-	20,150	$275 / student, higher for special ed
Supplies & Materials other		13,200	1,250	-	-	-	14,450	$200 / student, higher for special ed
Equipment / Furniture		15,000	-	-	-	-	15,000	Furnishing accounted for in Pre-Open, Art, Music, PE, AV Equipment included here
Telephone		-	-	-	-	6,000	6,000	listed under Mgmt, but for all aspects, Phone, Internet systems based on other school budgets
Technology		20,000	-	-	-	-	20,000	$30 K budgeted in Pre-Open, slowly expand tech for higher grades each year
Student Testing & Assessment		8,514	600	-	-	-	9,114	based on Aimsweb All Inclusive Pricing, Special Ed package higher, and Acadience Reading Assesment (flat 129 per student)
Field Trips		6,600	-	-	-	-	6,600	Baesd on 4 Field Trips / year @ $25/student
Transportation (student)		-	-	-	-	-	-	
Student Services - other		2,970	-	-	-	-	2,970	Uniforms - $45/student
Office Expense		-	-	-	-	8,000	8,000	Printing, Postage, Toner, Copier Lease
Staff Development		6,500	1,000	-	-	1,000	8,500	$1K per Teacher, $500 TA, $1K Mgmt
Staff Recruitment		-	-	-	-	8,000	8,000	5% Agency Fee plus online advertising
Student Recruitment / Marketing		-	-	-	-	19,000	19,000	large advertising budget to ensure enrollment numbers
School Meals / Lunch		-	-	20,000	-	-	20,000	Estimated Cost of Providing Meals (including non-FRPL non-payment losses)
Travel (Staff)		3,000	1,000	-	-	1,500	5,500	To support staff education only
Fundraising		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS		118,684	10,850	20,000	-	43,500	193,034	
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	40,000	40,000	Based on similar school budgets
Janitorial		-	-	-	-	3,600	3,600	Supplies $300/mo
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	Prepaid in Pre-open to obtain lower rate
Repairs & Maintenance		10,000	-	-	-	-	10,000	Will adjust pending site
Equipment / Furniture		12,000	-	-	-	-	12,000	Most purchased in Pre-Open $1K/mo replacement
Security		-	-	-	-	-	-	

YEAR 1 BUDGET AND ASSUMPTION	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**1,429,502**	**78,859**	**-**	**-**	**900**	**1,509,261**	
Total Expenses	**817,768**	**173,946**	**25,128**	**-**	**439,692**	**1,456,534**	
Net Income	**611,734**	**(95,087)**	**(25,128)**	**-**	**(438,792)**	**52,727**	
Budgeted Student Enrollment	**66**	**-**				**66**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Utilities	8,200	-	-	-	-	8,200	$400/mo (not including phone / internet), cash flow shows heat expenses higher in winter - total average $650/mo
TOTAL FACILITY OPERATION & MAINTENANCE	30,200	-	-	-	43,600	73,800	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	**817,768**	**173,946**	**25,128**	**-**	**439,692**	**1,456,534**	
NET INCOME	**611,734**	**(95,087)**	**(25,128)**	**-**	**(438,792)**	**52,727**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: Auburn Enlarged City School District	20					20	
Other District 1: Port Byron Central School District	13					13	
Other District 2: Clyde-Savannah Central School District	5					5	
Other District 3: Jordan-Elbridge Central School District	5					5	
Other District 4: Seneca Falls Central School District	5					5	
Other District 5: Cato-Meridian Central School District	3					3	
Other District 6: Weedsport Central School District	3					3	
Other District 7: Southern Cayuga Central School District	3					3	
Other District 8: Union Springs Central School District	3					3	
Other District 9: Moravia Central School District	3					3	
Other District 10: Skaneateles Central School District	1					1	
Other District 11: Marcellus Central School District	1					1	
Other District 12: West Genesee Central School District	1					1	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**66**					**66**	
REVENUE PER PUPIL	**21,659**					**22,868**	
EXPENSES PER PUPIL	**12,390**					**22,069**	

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2026 - JUNE 30, 2027

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	150,000	170,796	30,000	171,896	159,187	171,896	1,100	171,896	96,100	171,896	41,100	173,395	1,509,261
Total Expenses	113,575	107,431	129,553	129,553	122,053	122,053	122,053	122,053	122,053	122,053	122,053	122,052	1,456,534
Net Income	36,425	63,365	(99,553)	42,343	37,134	49,843	(120,953)	49,843	(25,953)	49,843	(80,953)	51,343	52,727
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	36,425	99,790	237	42,580	79,714	129,557	8,604	58,447	32,494	82,337	1,384	-
Ending Cash Balance	36,425	99,790	237	42,580	79,714	129,557	8,604	58,447	32,494	82,337	1,384	52,727	52,727

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**

			Basic Tuition (2024-25)	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE																
REVENUES FROM STATE SOURCES																
Per Pupil Revenue																
PRIMARY School District:	Auburn Enlarged City School District		12,550	-	42,461		42,461		42,461		42,461		42,461		42,461	254,765
Other District 1:	Port Byron Central School District		12,753	-	28,046		28,046		28,046		28,046		28,046		28,046	168,276
Other District 2:	Clyde-Savannah Central School District		17,628	-	14,910		14,910		14,910		14,910		14,910		14,910	89,462
Other District 3:	Jordan-Elbridge Central School District		15,930	-	13,474		13,474		13,474		13,474		13,474		13,474	80,845
Other District 4:	Seneca Falls Central School District		13,158	-	11,130		11,130		11,130		11,130		11,130		11,129	66,777
Other District 5:	Cato-Meridian Central School District		12,836	-	6,514		6,514		6,514		6,514		6,514		6,514	39,086
Other District 6:	Weedsport Central School District		12,996	-	6,596		6,596		6,596		6,596		6,596		6,595	39,573
Other District 7:	Southern Cayuga Central School District		15,815	-	8,026		8,026		8,026		8,026		8,026		8,026	48,157
Other District 8:	Union Springs Central School District		14,095	-	7,153		7,153		7,153		7,153		7,153		7,153	42,919
Other District 9:	Moravia Central School District		12,607	-	6,398		6,398		6,398		6,398		6,398		6,398	38,388
Other District 10:	Skaneateles Central School District		14,208	-	2,404		2,404		2,404		2,404		2,404		2,404	14,421
Other District 11:	Marcellus Central School District		12,549	-	2,123		2,123		2,123		2,123		2,123		2,123	12,737
Other District 12:	West Genesee Central School District		13,256	-	2,243		2,243		2,243		2,243		2,243		2,242	13,455
Other District 13:			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:		(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue		(Weighted Avg.)	13,567	-	151,477	-	151,477	-	151,477	-	151,477	-	151,477	-	151,476	908,860
Special Education Revenue				-	12,893		12,893		12,893		12,893		12,893		12,893	77,359
NYC DoE Rental Assistance				-	-	-	-	-	-	-	-	-	-	-	-	-
Grants																
Stimulus				-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)				-	-	-	-	-	-	-	-	-	-	-	-	-
Other				-	-	-	-	-	-	-	-	-	-	-	-	-
Other				-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES				-	164,370	-	164,370	-	164,370	-	164,370	-	164,370	-	164,369	986,219
REVENUE FROM FEDERAL FUNDING																
IDEA Special Needs				-	-	-	-	-	-	-	-	-	-	-	1,500	1,500
Title I				-	6,426		6,426		6,426		6,426		6,426		6,426	38,555
Title Funding - Other				-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)				-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	9,000
Grants																
Charter School Program (CSP) Planning & Implementation				150,000	-	30,000		150,000	-		-	95,000		40,000	-	465,000
Other				-	-	-	-	-	-	-	-	-	-	-	-	-
Other				-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES				150,000	6,426	30,000	7,426	151,000	7,426	1,000	7,426	96,000	7,426	41,000	8,926	514,055
LOCAL and OTHER REVENUE																
Contributions and Donations				-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising				-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement				-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments				-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income				-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)				-	-	-	100	100	100	100	100	100	100	100	100	900
Text Book				-	-	-	-	8,087	-	-	-	-	-	-	-	8,087
OTHER				-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				-	-	-	100	8,187	100	100	100	100	100	100	100	8,987
TOTAL REVENUE				**150,000**	**170,796**	**30,000**	**171,896**	**159,187**	**171,896**	**1,100**	**171,896**	**96,100**	**171,896**	**41,100**	**173,395**	**1,509,261**
EXPENSES																
ADMINISTRATIVE STAFF PERSONNEL COSTS			No. of Positions													
Executive Management			1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Instructional Management			1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Deans, Directors & Coordinators			1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
CFO / Director of Finance			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager			1.00	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Administrative Staff			1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
TOTAL ADMINISTRATIVE STAFF			5.00	27,083	27,083	27,083	27,083	27,083	27,083	27,083	27,083	27,083	27,083	27,083	27,083	325,000
INSTRUCTIONAL PERSONNEL COSTS																
Teachers - Regular			3.00	-	-	15,600	15,600	15,600	15,600	15,600	15,600	15,600	15,600	15,600	15,600	156,000
Teachers - SPED			0.50	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Substitute Teachers			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers			1.50	-		7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	75,000
Aides			1.00	-	-	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	31,200
Therapists & Counselors			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL			6.00	-	-	29,220	29,220	29,220	29,220	29,220	29,220	29,220	29,220	29,220	29,220	292,200
NON-INSTRUCTIONAL PERSONNEL COSTS																
Nurse			0.50	-	-	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	17,600
Librarian			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian			1.00	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	35,360
Security			-	-	-	-	-	-	-	-	-	-	-	-	-	-

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2026 - JUNE 30, 2027

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue		150,000	170,796	30,000	171,896	159,187	171,896	1,100	171,896	96,100	171,896	41,100	173,395	1,509,261
Total Expenses		113,575	107,431	129,553	129,553	122,053	122,053	122,053	122,053	122,053	122,053	122,053	122,052	1,456,534
Net Income		36,425	63,365	(99,553)	42,343	37,134	49,843	(120,953)	49,843	(25,953)	49,843	(80,953)	51,343	52,727
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	36,425	99,790	237	42,580	79,714	129,557	8,604	58,447	32,494	82,337	1,384	-
Ending Cash Balance		36,425	99,790	237	42,580	79,714	129,557	8,604	58,447	32,494	82,337	1,384	52,727	52,727
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Other	0.50	-	-	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	14,520
TOTAL NON-INSTRUCTIONAL	2.00	2,947	2,947	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	67,480
SUBTOTAL PERSONNEL SERVICE COSTS	13.00	30,030	30,030	62,462	62,462	62,462	62,462	62,462	62,462	62,462	62,462	62,462	62,462	684,680
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,229	86,755
Fringe / Employee Benefits		23,003	23,003	23,003	23,003	23,003	23,003	23,003	23,003	23,003	23,003	23,003	23,003	276,038
Retirement / Pension		7,887	7,887	7,887	7,887	7,887	7,887	7,887	7,887	7,887	7,887	7,887	7,886	94,642
TOTAL PAYROLL TAXES AND BENEFITS		38,120	38,120	38,120	38,120	38,120	38,120	38,120	38,120	38,120	38,120	38,120	38,119	457,434
TOTAL PERSONNEL SERVICE COSTS	13.00	68,150	68,150	100,582	100,582	100,582	100,582	100,582	100,582	100,582	100,582	100,582	100,581	1,142,114
CONTRACTED SERVICES														
Accounting / Audit		-	-	7,500	7,500	-	-	-	-	-	-	-	-	15,000
Legal		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		200	200	200	200	200	200	200	200	200	200	200	200	2,396
Special Ed Services		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Titlement Services (i.e. Title I)			-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	13,190
TOTAL CONTRACTED SERVICES		2,716	2,716	10,216	10,216	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	47,586
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	24,750
Special Ed Supplies & Materials		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Textbooks / Workbooks		1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	20,150
Supplies & Materials other		1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	14,450
Equipment / Furniture		7,500	7,500	-	-	-	-	-	-	-	-	-	-	15,000
Telephone		500	500	500	500	500	500	500	500	500	500	500	500	6,000
Technology		10,000	10,000	-	-	-	-	-	-	-	-	-	-	20,000
Student Testing & Assessment		9,114	-	-	-	-	-	-	-	-	-	-	-	9,114
Field Trips				660	660	660	660	660	660	660	660	660	660	6,600
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	2,970	-	-	-	-	-	-	-	-	-	-	2,970
Office Expense		667	667	667	667	667	667	667	667	667	667	667	667	8,000
Staff Development		708	708	708	708	708	708	708	708	708	708	708	708	8,500
Staff Recruitment		667	667	667	667	667	667	667	667	667	667	667	667	8,000
Student Recruitment / Marketing		1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	19,000
School Meals / Lunch		-	-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	20,000
Travel (Staff)		458	458	458	458	458	458	458	458	458	458	458	458	5,500
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		36,560	30,416	12,606	12,606	12,606	12,606	12,606	12,606	12,606	12,606	12,606	12,606	193,034
FACILITY OPERATION & MAINTENANCE														
Insurance		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Janitorial		300	300	300	300	300	300	300	300	300	300	300	300	3,600
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Equipment / Furniture		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		683	683	683	683	683	683	683	683	683	683	683	683	8,200
TOTAL FACILITY OPERATION & MAINTENANCE		6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	73,800
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		113,575	107,431	129,553	129,553	122,053	122,053	122,053	122,053	122,053	122,053	122,053	122,052	1,456,534
NET INCOME		36,425	63,365	(99,553)	42,343	37,134	49,843	(120,953)	49,843	(25,953)	49,843	(80,953)	51,343	52,727
CASH FLOW ADJUSTMENTS														
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		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		36,425	63,365	(99,553)	42,343	37,134	49,843	(120,953)	49,843	(25,953)	49,843	(80,953)	51,343	52,727

Response 24-837

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue	150,000	170,796	30,000	171,896	159,187	171,896	1,100	171,896	96,100	171,896	41,100	173,395	1,509,261
Total Expenses	113,575	107,431	129,553	129,553	122,053	122,053	122,053	122,053	122,053	122,053	122,053	122,052	1,456,534
Net Income	36,425	63,365	(99,553)	42,343	37,134	49,843	(120,953)	49,843	(25,953)	49,843	(80,953)	51,343	52,727
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	36,425	99,790	237	42,580	79,714	129,557	8,604	58,447	32,494	82,337	1,384	-
Ending Cash Balance	36,425	99,790	237	42,580	79,714	129,557	8,604	58,447	32,494	82,337	1,384	52,727	52,727
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	-	36,425	99,790	237	42,580	79,714	129,557	8,604	58,447	32,494	82,337	1,384	-
ENDING CASH BALANCE	36,425	99,790	237	42,580	79,714	129,557	8,604	58,447	32,494	82,337	1,384	52,727	52,727

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.								*NOTE: State assumptions that are being made in the section provided below.
Total Revenue				**1,509,261**	**1,542,220**	**2,057,107**	**2,682,178**	**3,326,619**	
Total Expenses				**1,456,534**	**1,554,528**	**1,802,516**	**2,305,658**	**2,594,574**	
Net Income (Before Cash Flow Adjustments)				**52,727**	**(12,308)**	**254,591**	**376,520**	**732,045**	
Budgeted Student Enrollment				**66**	**88**	**134**	**174**	**214**	
				Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
REVENUE				**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES				**1.5%**	**1.5%**	**1.5%**	**1.5%**	**1.5%**	
Per Pupil Revenue			Basic Tuition (2024-25)						
PRIMARY School District:	Auburn Enlarged City School District		12,550	254,765	336,162	524,931	692,646	865,275	
Other District 1:	Port Byron Central School District		12,753	168,276	236,492	360,059	473,745	590,760	
Other District 2:	Clyde-Savannah Central School District		17,628	89,462	127,126	202,765	261,936	322,836	
Other District 3:	Jordan-Elbridge Central School District		15,930	80,845	98,469	149,919	202,890	257,417	
Other District 4:	Seneca Falls Central School District		13,158	66,777	81,334	123,831	167,585	212,624	
Other District 5:	Cato-Meridian Central School District		12,836	39,086	52,896	93,956	122,613	152,108	
Other District 6:	Weedsport Central School District		12,996	39,573	53,555	95,127	124,141	154,004	
Other District 7:	Southern Cayuga Central School District		15,815	48,157	65,172	82,687	117,498	153,335	
Other District 8:	Union Springs Central School District		14,095	42,919	58,084	73,694	104,719	136,659	
Other District 9:	Moravia Central School District		12,607	38,388	38,964	65,914	93,664	108,651	
Other District 10:	Skaneateles Central School District		14,208	14,421	29,275	44,571	60,319	61,224	
Other District 11:	Marcellus Central School District		12,549	12,737	25,857	39,367	39,957	54,075	
Other District 12:	West Genesee Central School District		13,256	13,455	27,313	41,585	42,208	57,122	
Other District 13:			-	-	-	-	-	-	
Other District 14:			-	-	-	-	-	-	
Other School Districts' Revenue:		(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue		(Weighted Avg.)	13,567	908,860	1,230,700	1,898,407	2,503,923	3,126,090	
Special Education Revenue				77,359	88,963	102,307	117,653	135,301	Annual increase of 1.5%
NYC DoE Rental Assistance				-	-	-	-	-	
Grants									
Stimulus				-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)				-	-	-	-	-	
Other				-	-	-	-	-	
Other				-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES				986,219	1,319,662	2,000,714	2,621,577	3,261,391	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs				1,500	1,725	1,984	2,281	2,624	Annual increase of 1.5%
Title I				38,555	40,483	42,507	44,632	46,864	Annual increase of 0.5%
Title Funding - Other				-	-	-	-	-	
School Food Service (Free Lunch)				9,000	10,350	11,903	13,688	15,741	Annual increase of 1.5%
Grants									
Charter School Program (CSP) Planning & Implementation				465,000	170,000		-	-	Anticipate $ 1 M CSP Grant, will use $365 K in Pre-Open, $465 K for the 1st year, $170,000 K for the 2nd year
Other				-	-	-	-	-	
Other				-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES				514,055	222,558	56,393	60,601	65,228	
LOCAL and OTHER REVENUE									
Contributions and Donations				-	-	-	-	-	
Fundraising				-	-	-	-	-	
Erate Reimbursement				-	-	-	-	-	
Earnings on Investments				-	-	-	-	-	
Interest Income				-	-	-	-	-	
Food Service (Income from meals)				900	-	-	-	-	
Text Book				8,087	-	-	-	-	
OTHER				-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				8,987	-	-	-	-	
TOTAL REVENUE				**1,509,261**	**1,542,220**	**2,057,107**	**2,682,178**	**3,326,619**	
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS			Year 1 No. of Positions						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management			1.00	90,000	92,700	95,481	98,345	101,296	School Leader
Instructional Management			1.00	60,000	61,800	63,654	65,564	67,531	Curriculum Manager
Deans, Directors & Coordinators			1.00	60,000	61,800	63,654	65,564	67,531	Special Education/ELL and Achievement Coordinator (SEAC)
CFO / Director of Finance			-	-	-	-	-	-	
Operation / Business Manager			1.00	75,000	77,250	79,568	81,955	84,413	Business Manager / Grant Writer
Administrative Staff			1.00	40,000	41,200	42,436	43,709	45,020	Administrative Assistant, Office / Enrollment
TOTAL ADMINISTRATIVE STAFF			5.00	325,000	334,750	344,793	355,136	365,790	
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular			3.00	156,000	212,680	323,060	436,752	553,855	Classroom Teachers Adding 1 in Yr 2 and 2 every year after
Teachers - SPED			0.50	30,000	30,900	31,827	62,782	64,665	0.5 FTE Yr 1-3, 1 FTE Yr 4 & 5 or as needed based on SPED enrollment
Substitute Teachers			-	-	-	-	-	-	contracted as needed
Teaching Assistants			-	-	-	-	-	-	
Specialty Teachers			1.50	75,000	77,250	79,568	156,955	161,663	0.5 FTE each for Art & Music, PE, Language first 3 years , 1 FTE each after
Aides			1.00	31,200	32,136	33,100	65,293	67,252	1 FTE Yr 1-3, 2 FTE Yr 4 & 5
Therapists & Counselors			-	-	-	-	-	-	contracted as needed

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**1,509,261**	**1,542,220**	**2,057,107**	**2,682,178**	**3,326,619**	
Total Expenses		**1,456,534**	**1,554,528**	**1,802,516**	**2,305,658**	**2,594,574**	
Net Income (Before Cash Flow Adjustments)		**52,727**	**(12,308)**	**254,591**	**376,520**	**732,045**	
Budgeted Student Enrollment		**66**	**88**	**134**	**174**	**214**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	6.00	292,200	352,966	467,555	721,782	847,435	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.50	17,600	18,128	18,672	19,232	19,809	Nurse four hrs/day during school days
Librarian	-	-	-	-	-	-	
Custodian	1.00	35,360	36,421	37,513	38,639	39,798	Custodian / Maintenance
Security	-	-	-	-	-	-	
Other	0.50	14,520	14,956	15,404	30,386	31,298	Food Service (Hourly). 1 in years 1-3, 2 part-time after
TOTAL NON-INSTRUCTIONAL	2.00	67,480	69,504	71,590	88,257	90,905	
SUBTOTAL PERSONNEL SERVICE COSTS	13.00	684,680	757,220	883,937	1,165,175	1,304,130	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		86,755	90,866	106,072	139,821	156,496	Based on 12% of total salaries
Fringe / Employee Benefits		276,038	265,027	309,378	407,811	456,446	35% Salary: Health, Dental, Life, Disability
Retirement / Pension		94,642	90,866	106,072	139,821	156,496	NYS Teacher Retirement Pension and 403b
TOTAL PAYROLL TAXES AND BENEFITS		457,434	446,760	521,523	687,453	769,437	
TOTAL PERSONNEL SERVICE COSTS	13.00	1,142,114	1,203,980	1,405,460	1,852,628	2,073,567	
CONTRACTED SERVICES							
Accounting / Audit		15,000	15,750	16,538	17,364	18,233	Yearly Audit, training of Charter Staff on bookkeeping. 5% increase per year
Legal		12,000	13,200	14,520	15,972	17,569	Retainer ($1K / mo). 10% increase every year
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		2,396	2,516	2,642	2,774	2,912	5% increase each year
Special Ed Services		5,000	6,000	7,200	8,640	10,368	20% increase each year
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		13,190	15,828	18,994	22,792	27,351	20% increase each year
TOTAL CONTRACTED SERVICES		47,586	53,294	59,893	67,542	76,433	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		24,750	29,700	35,640	42,768	51,322	Assume 20% increase every year
Special Ed Supplies & Materials		5,000	5,500	6,050	6,655	7,321	Assume 10% increase every year
Textbooks / Workbooks		20,150	24,180	29,016	34,819	41,783	Assume 20% increase every year
Supplies & Materials other		14,450	17,340	20,808	24,970	29,964	Assume 20% increase every year
Equipment / Furniture		15,000	15,750	16,538	17,364	18,233	Assume 5% increase every year
Telephone		6,000	6,300	6,615	6,946	7,293	Assume 5% increase every year
Technology		20,000	21,000	22,050	23,153	24,310	Assume 5% increase every year
Student Testing & Assessment		9,114	9,570	10,048	10,551	11,078	Assume 5% increase every year
Field Trips		6,600	7,920	9,504	11,405	13,686	Assume 20% increase every year
Transportation (student)		-	-	-	-	-	
Student Services - other		2,970	3,564	4,277	5,132	6,159	Assume 20% increase every year
Office Expense		8,000	8,400	8,820	9,261	9,724	Assume 5% increase every year
Staff Development		8,500	10,200	12,240	14,688	17,626	Assume 20% increase every year
Staff Recruitment		8,000	8,800	9,680	10,648	11,713	Assume 10% increase every year
Student Recruitment / Marketing		19,000	20,900	22,990	25,289	27,818	Assume 10% increase every year
School Meals / Lunch		20,000	24,000	33,600	47,040	65,856	20% in year 2, 40% in years 3-5
Travel (Staff)		5,500	6,050	6,655	7,321	8,053	Assume 10% increase every year
Fundraising		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL SCHOOL OPERATIONS		193,034	219,174	254,530	298,008	351,936	
FACILITY OPERATION & MAINTENANCE							
Insurance		40,000	42,000	44,100	46,305	48,620	Assume 5% increase every year
Janitorial		3,600	3,960	4,356	4,792	5,271	Assume 10% increase every year
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	
Repairs & Maintenance		10,000	10,500	11,025	11,576	12,155	Assume 5% increase every year
Equipment / Furniture		12,000	12,600	13,230	13,892	14,586	Assume 5% increase every year
Security		-	-	-	-	-	
Utilities		8,200	9,020	9,922	10,914	12,006	Assume 10% increase every year
TOTAL FACILITY OPERATION & MAINTENANCE		73,800	78,080	82,633	87,479	92,638	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	
TOTAL EXPENSES		**1,456,534**	**1,554,528**	**1,802,516**	**2,305,658**	**2,594,574**	
NET INCOME		**52,727**	**(12,308)**	**254,591**	**376,520**	**732,045**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: Auburn Enlarged City School District		20	26	40	52	64	
Other District 1: Port Byron Central School District		13	18	27	35	43	
Other District 2: Clyde-Savannah Central School District		5	7	11	14	17	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**1,509,261**	**1,542,220**	**2,057,107**	**2,682,178**	**3,326,619**	
Total Expenses		**1,456,534**	**1,554,528**	**1,802,516**	**2,305,658**	**2,594,574**	
Net Income (Before Cash Flow Adjustments)		**52,727**	**(12,308)**	**254,591**	**376,520**	**732,045**	
Budgeted Student Enrollment		**66**	**88**	**134**	**174**	**214**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
Other District 3:	Jordan-Elbridge Central School District	5	6	9	12	15	
Other District 4:	Seneca Falls Central School District	5	6	9	12	15	
Other District 5:	Cato-Meridian Central School District	3	4	7	9	11	
Other District 6:	Weedsport Central School District	3	4	7	9	11	
Other District 7:	Southern Cayuga Central School District	3	4	5	7	9	
Other District 8:	Union Springs Central School District	3	4	5	7	9	
Other District 9:	Moravia Central School District	3	3	5	7	8	
Other District 10:	Skaneateles Central School District	1	2	3	4	4	
Other District 11:	Marcellus Central School District	1	2	3	3	4	
Other District 12:	West Genesee Central School District	1	2	3	3	4	
Other District 13:		-	-	-	-	-	
Other District 14:		-	-	-	-	-	
All Other School Districts		-	-	-	-	-	
TOTAL ENROLLMENT		**66**	**88**	**134**	**174**	**214**	
REVENUE PER PUPIL		**22,868**	**17,525**	**15,352**	**15,415**	**15,545**	
EXPENSES PER PUPIL		**22,069**	**17,665**	**13,452**	**13,251**	**12,124**	
CASH FLOW ADJUSTMENTS							
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		-	-	-	-	-	
Total Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	
NET INCOME		**52,727**	**(12,308)**	**254,591**	**376,520**	**732,045**	
Beginning Cash Balance		-	52,727	40,419	295,010	671,530	
ENDING CASH BALANCE		**52,727**	**40,419**	**295,010**	**671,530**	**1,403,576**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Auburn Enlarged City School District							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Auburn Enlarged City School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	20	12,738	254,765	21,319	276,084	104,404,172	0.264%
Year 2 (2027-28)	26	12,929	336,162	26,350	362,512	104,404,172	0.347%
Year 3 (2028-29)	40	13,123	524,931	37,833	562,764	104,404,172	0.539%
Year 4 (2029-30)	52	13,320	692,646	47,440	740,086	104,404,172	0.709%
Year 5 (2030-31)	64	13,520	865,275	57,588	922,863	104,404,172	0.884%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.aecsd.education/tfiles/folder1450/Budget%20Expenditures%20%20%26%20Budget%20Statement.pdf
OTHER NOTES:	

Second Largest Enrollment District: Port Byron Central School District							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Port Byron Central School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	13	12,944	168,276	7,854	176,130	24,867,816	0.708%
Year 2 (2027-28)	18	13,138	236,492	9,707	246,199	24,867,816	0.990%
Year 3 (2028-29)	27	13,336	360,059	13,937	373,996	24,867,816	1.504%
Year 4 (2029-30)	35	13,536	473,745	17,476	491,221	24,867,816	1.975%
Year 5 (2030-31)	43	13,739	590,760	21,215	611,975	24,867,816	2.461%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.pbcschools.org/site/handlers/filedownload.ashx?moduleinstanceid=417&dataid=1600&FileName=PortByron_Budget_Newsletter_2024-25-9.pdf
OTHER NOTES:	

Strategic Growth Plan Narrative

The request is not applicable.