



# Charter Schools Institute

## The State University of New York

### Replication Proposal Transmittal Form

#### 1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Proposed Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	5	93
Year 2	K-1, 5-6	360
Year 3	K-2, 5-7	531
Year 4	K-3, 5-8	689
Year 5	K-9	816

Proposed Opening Date  Proposed Charter Term

#### 2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

#### 3. Lead Applicant Contact Information

Lead Applicant Name & Affiliation

Name of Existing Education Corp.

Mailing Address

City  State  Zip Code

Office Phone #  Cell Phone #  E-Mail

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

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

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Phone: (518) 433-8277  
Fax: (518) 427-6510  
Web: [www.newyorkcharters.org](http://www.newyorkcharters.org)

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# Charter Schools Institute

## *The State University of New York*

### Replication Proposal Summary Form

1. Proposed Charter School Name

Achievement First Central Brooklyn Charter School

2. Name of Existing Education Corporation

Achievement First Brownsville Charter School

3. Charter Replication Type

Single Education Corporation with Multiple Schools

4. Proposed Charter School Location

Community School Districts 32, 17, or 23

5. Management Organization Name (if applicable)

Achievement First

6. Other Partner Organization(s) (if applicable)

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2013-2014	5	93
Year 5	2018-2019	K-9	816

8. Applicant(s)

	Name	Bio & Education Corporation Affiliation
X	Kelly Wachowicz	Chair, Achievement First Brownsville Board of Trustees

Add New Applicant

9. Proposed Board of Trustees

	Name	Bio
X	Chrystal Stokes Williams	Treasurer, Achievement First Brownsville Board of Trustees
X	Lee Gelernt	Member, Achievement First Brownsville Board of Trustees
X	Julie Marlette	Member, Achievement First Brownsville Board of Trustees
X	Amy Arthur Samuels	Member, Achievement First Brownsville Board of Trustees
X	Max Polaner	Member, Achievement First Brownsville Board of Trustees

## 10. Management Organization Information (if applicable)

Achievement First

Contact: Tony Siddall, Director of Governance and Authorizer Relations

## 11. Overview of the Proposed Program

The proposed Achievement First Central Brooklyn Charter School would open in fall 2013 with 93 fifth grade students and grow to serve 943 students in grades K-12 by 2021. The mission of Achievement First Central Brooklyn Charter School is to strengthen the academic and character skills needed for all students to meet and exceed their peers in city and state assessments, excel in top-tier colleges, achieve success in a competitive world, and serve as the next generation of leaders for our communities.

In its first ten years of operation, the flagship Achievement First school, Amistad Academy, has proven that we can get 100% of our high school graduates into college. However, as the thousands of families of Achievement waiting lists can attest, rigorous, college preparatory options are not yet available to every family in Brooklyn. The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children, regardless of race or socio-economic status. Offering an achievement gap-closing K-12 public education, Achievement First Central Brooklyn help us deliver on this promise to families across Brooklyn.

The founders of Achievement First Central Brooklyn are cognizant of the hard work and dedication that achieving this level of success requires. Achievement First Central Brooklyn will not be a school for the faint of heart. We will encourage our teachers, students, and parents to dream big and REACH high. It will be our job at Achievement First Central Brooklyn to foster in our students the strength of character and the academic skills they will need to attain those dreams.

To achieve these ambitious goals, AF Central Brooklyn will have extraordinarily high academic and character standards. The pillars of the AF Central Brooklyn program, modeled on all of the other Achievement First schools include:

- More Time on Task – The Achievement First Central Brooklyn school day will run from 7:30 am – 4:00 p.m. with tutoring and enrichment activities available after school and on Saturdays, as well as an average of one to two hours of homework per night.
- Character Education – At Achievement First Central Brooklyn, all students and faculty will live by our REACH values: Respect, Enthusiasm, Achievement, Citizenship, and Hard Work.
- College Focus – All Achievement First Central Brooklyn students will be continuously exposed to college. Achievement First Central Brooklyn graduates will have the academic tools and strong character necessary to enter and succeed in college. In Achievement First Central Brooklyn's achievement-oriented culture, it will be cool to do well in school.
- Rigorous, Standards-Based Curriculum – Achievement First Central Brooklyn students will be required to demonstrate mastery of core skills and knowledge drawn directly from New York State Learning Standards. All students will be given the high expectations and strong support systems they need to learn—we accept no excuses.
- Powerful Use of Ongoing Assessments – Continuous evaluation of student academic performance will include internal interim assessments every six weeks. The results of these assessments will be used to inform instruction and target students for additional support.
- Excellent Teaching – Achievement First Central Brooklyn will recruit a talented faculty from across the country to ensure that our students are taught by knowledgeable, caring, and dedicated professionals. Achievement First Central Brooklyn teachers will continue building their skills during our 13 professional development days and weekly 2-hour Friday professional development

sessions. Our teachers will benefit from two AF-wide professional development seminars each year.

- Parents as Partners – Achievement First Central Brooklyn will form a three-way partnership—students, teachers, parents—that will work as a team to achieve academic breakthroughs and ensure that no student falls through the cracks.

## 1. Community Need

- (a) Community Description
- (b) Target Population
- (c) Need for the Proposed Charter School

Our decision to build a school in one of the central Brooklyn neighborhoods of Crown Heights, Bushwick or Brownsville is based on the overwhelming community demand for college preparatory public school options, and on the Achievement First network's deep connection to these communities through current schools. Brooklyn's Crown Heights community, which includes Community School District 17 (CSD 17), currently houses Achievement First's oldest New York academies: Achievement Crown Heights Elementary and Achievement First Crown Heights Middle. Crown Heights is a vibrant and culturally diverse community, but historically CSD 17 has struggled to educate students at a level which will prepare them for college and beyond. Only 18.5% of Crown Heights residents have attained a Bachelor's degree<sup>1</sup>. On the 2011 New York State math and English language arts exams, over 51% of students in CSD 17 scored below proficient. The results were even worse among CSD 17 middle school students, where 66% of students scored below proficient in English language arts and 54% scored below proficient in math. As a result, 90% of the elementary and middle schools in CSD 17 received a C or lower for academic performance on the New York City Department of Education School Report Card (DOE Report Card). AF Crown Heights is one of the few schools that received an A on its DOE Report Card. Based on Achievement First's academic accomplishments, in 2010 the New York City Department of Education recommended a full five-year charter renewal for AF Crown Heights charter.

In Brownsville, much like Crown Heights, the need for quality educational option is also great. Brownsville is located in the eastern parts of Brooklyn, just north of Crown Heights. A large percentage of the school-aged population (36.8%) Only 9.1% of adults hold a Bachelor's degree or higher<sup>2</sup>. This Brownsville is made up largely of Community School District 23 (CSD 23), and in 2011 AF Brownsville Elementary was the only elementary school in the district to receive a rating higher than a C for academic performance. On the 2011 New York state exam, 72% of third and fourth grade students in CSD 23 performed below proficient. Achievement First has not allowed the district's academic struggles to be an issue. In 2011, AF scholars – most of whom live in the CSD 23—greatly outperformed their peers with 80% of scholars scoring at or above proficient on the math exam and 66% scoring at or above proficient on the English language arts exam.

Largely made up of Community School District 32 (CSD 32), Bushwick as another community facing a dramatic need for high quality public education options. The population of Bushwick is predominantly Hispanic, with large Dominican and Puerto Rican populations. Highlighting the need for college preparatory options in this area, among the Hispanic population in Bushwick only 7% of people have attained a Bachelor's degree by age 25<sup>3</sup>. At the elementary school level, only 46% and 39% of students scored at or above proficient on the state math and English language arts exams. The results are poorer in middle school, where only 46% and 32% of students scored at or above proficient on math and English language Arts exams. Within CSD 32, AF Bushwick is one of the few schools to receive an A rating on the DOE Report Card, while 75% of CSD 32 schools received a rating of C or lower for academic performance.

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<sup>1</sup> [http://www.nyc.gov/html/dcp/pdf/census/puma\\_socio\\_07to09\\_acs.pdf#bk8](http://www.nyc.gov/html/dcp/pdf/census/puma_socio_07to09_acs.pdf#bk8)

<sup>2</sup> [http://www.nyc.gov/html/dcp/pdf/census/puma\\_socio\\_07to09\\_acs.pdf#bk16](http://www.nyc.gov/html/dcp/pdf/census/puma_socio_07to09_acs.pdf#bk16)

<sup>3</sup> Rodriguez, A. "Demographic, Economic, and Social Transformations in Brooklyn Community District 4: Bushwick, 1997-2007" (2009). Center for Latin American, Caribbean, and Latino Studies, City University of New York Graduate Center.

There is no doubt that the community school districts 17, 23 and 32 would benefit from the rigorous yet nurturing college preparatory environment that Achievement First Central Brooklyn will create. Our mission is to create educational opportunities for families that need them most: low income students, students who will be the first in their family to attend college, and students who speak a language other than English at home. We are confident that AF Central Brooklyn will prepare our scholars to achieve on levels comparable to those of their affluent peers while developing the character skills necessary to become successful professionals and community leaders. We believe the success of Achievement First's students in these districts, where the majority of students face significant academic challenges, is a strong indicator of Achievement First's potential success if the Achievement First Central Brooklyn's application is approved.

## 2. Addressing the Needs

- (a) **Mission and Vision**  
Provide the mission statement and vision for the proposed charter school.

### Mission

The mission of Achievement First Central Brooklyn Charter School is to strengthen the academic and character skills needed for all students to meet and exceed their peers in city and state assessments, excel in top-tier colleges, achieve success in a competitive world, and serve as the next generation of leaders for our communities.

### Vision

In its first ten years of operation, the flagship Achievement First school, Amistad Academy, has proven that we can get 100% of our high school graduates into college. However, as the thousands of families of Achievement waiting lists can attest, rigorous, college preparatory options are not yet available to every family in Brooklyn. The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children, regardless of race or socio-economic status. Offering an achievement gap-closing K-12 public education, Achievement First Central Brooklyn help us deliver on this promise to families across Brooklyn.

The founders of Achievement First Central Brooklyn are cognizant of the hard work and dedication that achieving this level of success requires. Achievement First Central Brooklyn will not be a school for the faint of heart. We will encourage our teachers, students, and parents to dream big and REACH high. It will be our job at Achievement First Central Brooklyn to foster in our students the strength of character and the academic skills they will need to attain those dreams.

- (b) **Addressing the Need**  
Explain how the proposed charter school will address the needs presented in Response 1 – Community Need.

To achieve these ambitious goals, AF Central Brooklyn will have extraordinarily high academic and character standards. The pillars of the AF Central Brooklyn program, modeled on all of the other Achievement First schools include:

- **More Time on Task** – The Achievement First Central Brooklyn school day will run from 7:30 am – 4:00 p.m. with tutoring and enrichment activities available after school and on Saturdays, as well as an average of one to two hours of homework per night.
- **Character Education** – At Achievement First Central Brooklyn, all students and faculty will live by our REACH values: Respect, Enthusiasm, Achievement, Citizenship, and Hard Work.
- **College Focus** – All Achievement First Central Brooklyn students will be continuously exposed to college. Achievement First Central Brooklyn graduates will have the academic tools and strong character necessary to enter and succeed in college. In Achievement First Central Brooklyn's achievement-oriented culture, it will be cool do to well in school.
- **Rigorous, Standards-Based Curriculum** – Achievement First Central Brooklyn students will be required to demonstrate mastery of core skills and knowledge drawn directly from New York State Learning Standards. All students will be given the high expectations and strong support systems they need to learn—we accept no excuses.

- **Powerful Use of Ongoing Assessments** – Continuous evaluation of student academic performance will include internal interim assessments every six weeks. The results of these assessments will be used to inform instruction and target students for additional support.
- **Excellent Teaching** – Achievement First Central Brooklyn will recruit a talented faculty from across the country to ensure that our students are taught by knowledgeable, caring, and dedicated professionals. Achievement First Central Brooklyn teachers will continue building their skills during our 13 professional development days and weekly 2-hour Friday professional development sessions. Our teachers will benefit from two AF-wide professional development seminars each year.
- **Parents as Partners** – Achievement First Central Brooklyn will form a three-way partnership—students, teachers, parents—that will work as a team to achieve academic breakthroughs and ensure that no student falls through the cracks.

As illustrated in Response 1, 3(g), and 16(c), the overwhelming need expressed by members of the community is for public school options that provide a safe learning environment that prepares students to succeed in college. From the very first day of operation at Amistad Academy, the Achievement First approach has been developed to meet exactly these goals. The success across the network demonstrates that Achievement First Central Brooklyn is designed to address this urgent need.

(c) **Programmatic Impact**

Describe the *programmatic* impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

Within the Achievement First network, every school is encouraged to use the expertise and best practices proven successful at other AF schools. The staff and students of AF Central Brooklyn will know from day one that they are part of a larger effort and they will benefit greatly from sharing successes and challenges with their cousins at other schools.

Beyond the AF Network, AF Central Brooklyn is committed to creating a productive and collegial relationship with fellow public schools within the host Region and across the New York City system. The large majority of district schools in the CSDs where AF Central Brooklyn may locate are organized as Pre-K – Grade 5 and Grade 6 – 8. This creates a different enrollment point for AF Central Brooklyn middle schoolers, which means that 5<sup>th</sup> grade enrollment at local elementary schools might be impacted slightly in the early years of the charter, before the AF Central Brooklyn elementary school begins feeding directly into the middle school.

AF Central Brooklyn’s founders believe that the opportunity to share existing public school facilities with other New York City public schools creates a financial win-win for the district and AF Central Brooklyn; but far more significantly, it creates an environment for knowledge sharing and information exchange between new charter schools and existing schools. We believe that the opportunity in front of us is unprecedented, and as described further in Response 16(b), Achievement First has been a leader nationally in pioneering collaborations.

As it grows into a thriving educational community, AF Central Brooklyn plans to keep its doors open to the educators and families down the hall, down the block, and across the city. The staff at AF Central Brooklyn and at Achievement First more broadly will be prepared to share what they are learning with

fellow educators within the city. This potential for mutual growth and rich information exchange within new charter and existing host schools holds great promise for all students in New York, not just those at AF Central Brooklyn.

**(d) 5% Districts**

**If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a “significant educational benefit” to the students who attend that school.**

Achievement First Central Brooklyn will not be located in a district where more than five percent of students are enrolled in charter schools.

**Accountability Plan**  
**Achievement First Central Brooklyn Charter School**  
**2013-14 through 2017-18<sup>1</sup>**

**STANDARD 1: HIGH ACADEMIC ATTAINMENT AND IMPROVEMENT**

Expectation: Students' academic performance meets or exceeds local, state, and national standards

**English Language Arts**

**Goal:** All students at Achievement First Central Brooklyn Charter School (AF Central Brooklyn) will be proficient readers and writers of the English language.

**Elementary/Middle School Measures:**

**Absolute Proficiency (Required)**

- Each year, 75 percent of all students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.
- Each year, the school's aggregate Performance Index (PI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Comparative Proficiency on State Exams (Required)**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Value Added to Student Learning (Required)**

- Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.
- Each year, on the Terra Nova literacy assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

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<sup>1</sup> Please note that during the Accountability Period, Achievement First Central Brooklyn will only enroll grades K through 9, so many of the measures included in this plan will not yet be applicable.

## **High School Measures:**

### **Absolute Measures (Required)**

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.
- Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### **Comparative Measures (Required)**

- Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school Accountability Cohort from the local school district.

### **Value Added to Student Learning (Required)**

- Each year, the group of students in their second year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

## **Mathematics**

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### **Elementary and Middle School Measures:**

#### **Absolute Proficiency (Required)**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.
- Each year, the school's aggregate Performance Index on the State math exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

#### **Comparative Proficiency on State Exams (Required)**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

### **Value Added to Student Learning (Required)**

- Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.
- Each year, on Terra Nova mathematics assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

### **High School Measures:**

#### **Absolute Measures**

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8<sup>th</sup> grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.
- Each year, the Performance Index (PI) on the Regents mathematics exams by students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

#### **Comparative Measures**

- Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

### **Science**

**Goal:** Students will demonstrate proficiency in the understanding and application of scientific principles.

#### **Elementary and Middle School Measures**

##### **Absolute Proficiency (Required)**

- Each year, 75 percent of fourth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination, and on the Earth Science Regents Exam, respectively.

##### **Comparative Proficiency on State Exams (Required)**

- Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of students in the same tested grades in the local school district.

## High School Measures

### Absolute Measures

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

### Comparative Measures

- Each year, the percent of students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

## Social Studies

**Goal:** Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

## High School Measures

### Absolute Measures

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

### Comparative Measures

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

## No Child Left Behind (NCLB)

**Goal:** The school will make adequate yearly progress.

### Absolute Measure (Required)

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

## High School and Post-Secondary Goals

**Goal:** Our students will graduate high school prepared to succeed personally and academically at their college of choice.

Each year, 75% of students enrolled in grades 9-12 will accumulate 10 or more credits toward graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school, including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYCDOE Progress Report.

### College Preparataion Measures (Required)

- Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- College attainment/achievement: At least 75 percent of AF high school graduates will receive a bachelor's degree within six years of graduating high school.

### Graduation Rates (Required)

- Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.
- Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.
- Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.
- Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.
- Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school accountability cohort from the local school district.

## AYP Status

**Goal:** Each year, the school will be deemed "In Good Standing" on the NYS Report Card.

## STANDARD 2: RESPONSIVE EDUCATIONAL PROGRAM AND ENVIRONMENT

Expectation: A quality educational program enables all students to achieve academically and socially.

## Student Engagement

**Goal:** AF Central Brooklyn will be marked by a tight, positive school culture.

### Attendance Measure

- Each year, students in the elementary, middle, and high academies at AF Central Brooklyn will maintain an average daily student attendance of at least 95%.

### Student Retention

- Each year, 95% of all students enrolled on the last day of the school year will return the following September, with the exception of students whose families move

### Adherence to Contract Terms

- Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.

## STANDARD 3: RESPONSIBLE SCHOOL LEADERSHIP, GOVERNANCE, AND MANAGEMENT

Expectation: Leadership furthers the school's mission, program, goals, and is strategic to ensure adequacy, alignment and coherence of actions.

### Performance Measures & Expected Outcomes

- AF Central Brooklyn takes seriously its responsibility for public accountability. Through published reports, surveys, external evaluators, authorizer visits, and community participation, we will invite the public to ensure that the school keeps its promises and maintains its focus on meeting the educational needs of New York City's children. AF Central Brooklyn will publish its student performance results on its website, and the school will be fastidious in collecting data to ensure that clear, measurable benchmarks are met.
- The AF Central Brooklyn accountability system will be both internal and external – with a robust performance culture in the school and reporting system known to the public. The following are some of the mechanisms through which AF Central Brooklyn will rigorously evaluate and report on its programs:

### Accountability Plan

- As required by the Department of Education, AF Central Brooklyn has developed an accountability plan consistent with required benchmarks required of DOE authorized schools as well as benchmarks established by the school's board of trustees. Achievement First Central Brooklyn uses a report card to illustrate its goals and performance.

### Annual Report

- Following the format prescribed by the State Education Department and the New York City Department of Education, AF Central Brooklyn will produce and disseminate a comprehensive annual report, describing the educational program, providing a rich description of our measures of success and how we fared against them, and supplying a detailed picture of the school's finances.

#### **Annual Achievement First School Report Card**

- AF Central Brooklyn will publish an annual school report card outlining school performance on a number of indicators, including student math and reading scores; student and teacher attendance; survey results; and a number of other indicators. Information on school performance will be presented to our charter community, including staff, parents, our institutional partners, the media, and staff from the New York City Public Schools and the State Education Department.

### **STANDARD 4: FINANCIAL SUSTAINABILITY AND INTERNAL CONTROLS**

Expectation: The school is a well-run organization and capable of achieving long-term success.

#### **Enrollment Stability**

- Each year, student enrollment will be within 15% of full enrollment as defined in the school's charter.

#### **Budgeting Measures**

- Each year, AF Central Brooklyn will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

#### **Audit Measures**

- Each year, AF Central Brooklyn will have a clean audit with no material negative findings.

#### **Internal Controls & Compliance Measures**

- Each year, AF Central Brooklyn will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

### **STANDARD 5: STRONG CULTURE AND SUPPORTIVE RELATIONSHIPS**

Expectation: There is high social trust among the school community and culture of excellence.

#### **Parent Satisfaction Measures**

- Each year, based on a year-end survey, it is the school's expectation that 80% or more parents will give the school an overall grade of B or higher on the parent satisfaction survey.
- Each year, parents will express satisfaction with the school's program based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.

**Staff Satisfaction**

- Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The School will only have met this goal if 50% or more teachers participate in the survey.
- Each year, 80% of teachers will demonstrate their satisfaction with the school by choosing to return to teach for the next academic year or remaining in the AF network. This metric does not include teachers who were not offered teaching positions for the next academic year.

**Student Satisfaction**

- Students in grades 5 and higher will express satisfaction with the school as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The School will only have met this goal if 50% or more of students enrolled participate in the survey.

### 3. Proposal History

**(a) Applicant Information**

Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.

The Board of Trustees of Achievement First Brownsville Charter School is applying for this charter under the Achievement First Brownsville Charter School education corporation. The Board, led by Chair Kelly Wachowicz, is an experienced and effective governing body, having overseen the successful launch and high performance of Achievement First Brownsville over the first four years of its charter. Achievement First Brownsville has assembled a strong record of meeting and exceeding Accountability Plan goals. In 2011, the first year for which state exam results were available, Achievement First Brownsville scholars significantly outperformed similar schools statewide as calculated by the SUNY Charter Schools Institute<sup>1</sup>. With its experience starting a successful school in partnership with the Achievement First network, the Board is well positioned to oversee the successful launch of Achievement First Central Brooklyn Charter School. The Board formally approved this application at its May 21, 2012 meeting, for which minutes are attached.

**(b) Founding Members**

Describe how the founding group was formed and the relationship of its members to each other. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if approved, e.g., school leader, teacher, board member, service provider, etc. Use the following table to list the active members of the founding group (including the applicants) who developed this proposal.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
1. Kelly Wachowicz	AF Brownsville Board Chair. Lead applicant. Experience in financial management & social impact assessment.	Board Chair
2. Lee Gelernt	AF Brownsville Board Member. Attorney.	Board Member
3. Amy Arthur Samuels	AF Brownsville Board Member.	Board Member
4. Julie Marlette	AF Brownsville Board Member. Charter/education policy expert.	Board Member
5. Chrystal Stokes Washington	AF Brownsville Board Member. Community member.	Board Member
6. Max Polaner	Achievement First Chief Finance & Operating Officer.	Achievement First Board Representative
7. TBD	Achievement First Parent Representative	Parent of AF Brownsville student.
8. Tony Siddall	Achievement First liaison to Founding Group. School/community partnerships & charter school compliance.	N/A
9. Tracy Epp	Achievement First Chief Academic Officer	N/A
10. Chi Tschang	Achievement First Regional Superintendent	N/A

**(c) Proposal Development**

Describe the process used to develop the proposal. The response should address who contributed to designing the school and to writing the proposal, which may include individuals outside of the founding group, such as advisers or consultants.

<sup>1</sup> The Effect Size, a statistical measure used by SUNY to compare performance of demographically similar schools statewide, was 1.28 for ELA and 1.42 in math.

Achievement First opened its first school in Brooklyn, Achievement First Crown Heights Charter School, in 2005, and since then the network has grown to include 11 academies in Brooklyn serving more than 2,600 students. The network's growth plan has always been driven by the dual mandates of meeting the demand for high quality, college preparatory public education options, while realizing the economies of scale necessary to sustain excellence on public funding alone. The Achievement First Brownsville Board has been a crucial partner in achieving this vision, overseeing one of the strongest schools in the network while also contributing as active thought partners to Achievement First Network Support. The Board has always been motivated both by AF Brownsville's impact on the scholars who are enrolled, as well as by the impact of the Achievement First network on public education opportunities in Brooklyn. For this reason, when the opportunity to partner with Achievement First on the opening of a new school arose, the Board enthusiastically accepted. The Board requested that Achievement First Network Support write the proposal to reflect the best thinking and practices across the network. This proposal incorporates a mix of practices that are well established across the network and new practices that are currently being piloted (particularly those that relate to Common Core State Standards alignment). As the proposal has been developed, the Board has provided input and oversight on the process.

**(d) Community Outreach**

**Explain:**

- **The methods used to inform stakeholders in the intended community about the proposed charter school;**
- **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, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

Achievement First is motivated by the commitment to provide excellent schools that are rooted in the communities they serve, and meet the educational needs defined by members of the communities themselves. As a result, the network has invested in significant community outreach to develop partnerships designed to reach the families that need college preparatory options most, to inform our educational model based on the needs expressed by members of the community, and to provide additional services that will help prepare scholars for success in college and career. Our first priority in notification was to reach out directly to the families we met during the 2012 student recruitment season, through email and direct mail.

One of the most consistent pieces of feedback we have heard is that, with the expansion of educational choices in Brooklyn, families struggle to navigate the system to access the best fit for their children. As a result, the Achievement First student recruitment team takes their message directly to the community. In 2012, the team visited head start day care centers and community organizations, and held open houses across AF schools. In addition, the recruitment team partnered with current families to carry out 238 person-hours of direct canvassing in the neighborhoods we serve, visiting local businesses, libraries, churches, and other organizations where families congregate in their day to day lives. The volunteer "street teams" that conducted this outreach included speakers of Spanish and Haitian Creole to ensure that families could hear our message in the languages that they are most comfortable with. To notify and solicit input regarding the Achievement First Central Brooklyn proposal, we invited feedback via phone, email, or letter, and created an online survey that accepted written feedback. These efforts

generated a contact list which we believe to be highly representative of our communities, and we used this contact list to inform families about the application directly. Each family received an email or a postcard, depending on their preferred method of contact, requesting input on the proposal.

Our next priority was to reach out to community organizations that serve families that most need high quality educational options, particularly organizations that provide services to “at-risk” populations. We notified 68 community organizations through the letter attached in Response 3(g), requesting a meeting and inviting written feedback (this letter also included a link to our online feedback survey). Working with two non-profits with particularly strong community networks, The Family Center and Nueva Vida Head Start, we held two community focus groups to solicit direct input on this proposal. We also presented at the Community Education Council (CEC) and Community Partnership Program (CPP) boards for each community that might send children to Achievement First Central Brooklyn. This outreach was particularly high impact, as the groups we spoke to collectively represent a wide spectrum of community organizations. To expand our reach further, we requested meetings and feedback from elected officials representing the communities impacted by this proposal. Finally, we issued a press release to local media outlets notifying them of the proposal, and explaining how to provide input (online survey, phone, or email).

The feedback we received overwhelmingly focused on the following themes:

<b>Feedback</b>	<b>How is this feedback reflected in the application</b>
There is a tremendous need for additional public educational options that prepare our children for college.	The entire Achievement First program is driven by the goal of preparing students for success in college. In particular, the network has launched an initiative called “AF Through College” that offers a systematic curriculum & set of experiences designed to help students navigate the application process, adjust to the unique challenges of college life, and access resources during college that will help scholars persist and succeed.
Parents want classrooms that are safe, free of disruptions, and focused on learning.	Strong school culture, and the social-emotional learning skills students need to be active participants in this culture, are a major focus of the Achievement First educational model, as described in Response 10(a).
There are many choices available to families (though not enough high quality college preparatory options), and parents struggle to navigate this system to find the option that best fits their child’s educational needs.	This feedback has led us to redouble our efforts to take our message directly to the community, through the methods described above, so that the families most in need of options are aware of AF and know how to apply.

<p>Co-location of public schools in a single building, including buildings shared by charter public and traditional public schools, is a challenge that can become a distraction from teaching and learning.</p>	<p>As a result of this feedback, we looked at the most successful co-locations of Achievement First schools, and built into this proposal the practices that have been most effective in establishing strong partnerships with co-located schools.</p>
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(e) **Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)**

Neither the founding team nor Achievement First has submitted a proposal to SUNY or another authorizer that has been withdrawn or rejected. No concurrent applications have been submitted.

KELLY K. WACHOWICZ

Brooklyn, NY 11201

**professional  
experience**  
2005 - Present

2002 - 2005

2000-2002

1992 - 2000  
1998 - 2000

1992 - 1995

**education**  
1996 - 1998

1987 - 1991

**HARVARD UNIVERSITY GRADUATE SCHOOL  
OF BUSINESS ADMINISTRATION**

**BOSTON, MA**

Master in Business Administration degree. Vice President of the Women's Student Association. Selected as Social Enterprise Fellow.

**UNIVERSITY OF CALIFORNIA, LOS ANGELES**

**LOS ANGELES, CA**

Bachelor of Arts degree in History with Highest Departmental Honors; graduated magna cum laude; graduated from UCLA College of Honors; elected to Phi Beta Kappa. Presented Senior Honors Thesis.

**KELLY K. WACHOWICZ**

██████████  
Brooklyn, NY 11201  
██████████  
(██████████) ██████████-██████████

**community**

Current

**CIVIC BUILDERS:** *Director, Board of Directors*  
**NEW ISRAEL FUND:** *New Generations Steering Committee*

Previous

**NEW ISRAEL FUND:** *Co-Chair New Generations Benefit, Co-Chair NIF Forum*  
**WNYC RADIO COMMUNITY ADVISORY BOARD:** *Chair and Member*  
**CORO NEW YORK:** *Leadership New York XIV*  
**CALIFORNIA ASSOCIATION OF STUDENT COUNCILS:** *Director, Assistant Director, Trainer*

Julie M. Marlette

[REDACTED] New York, NY 10025 [REDACTED]

[REDACTED]

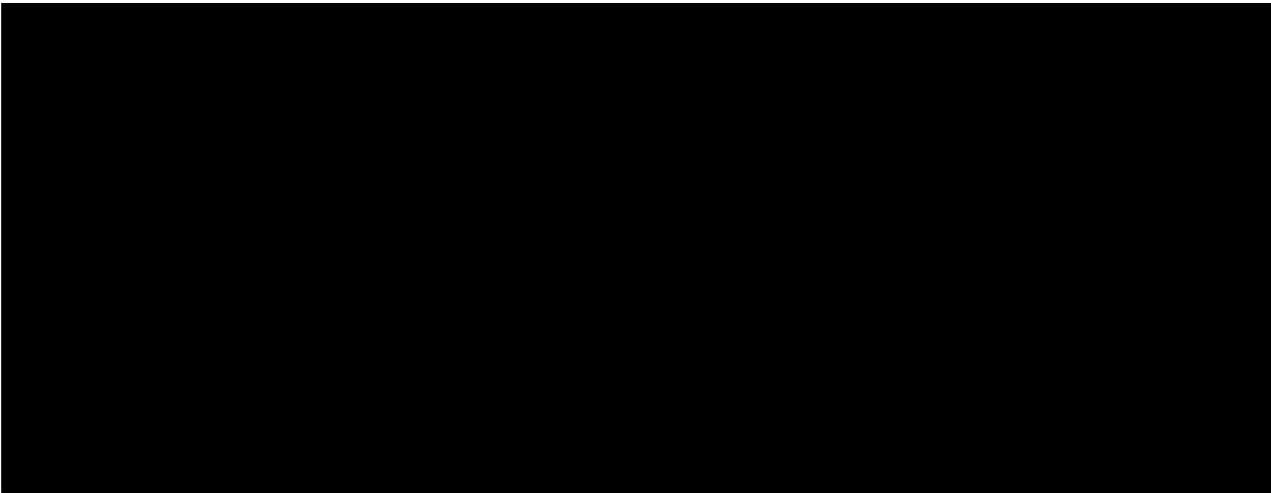
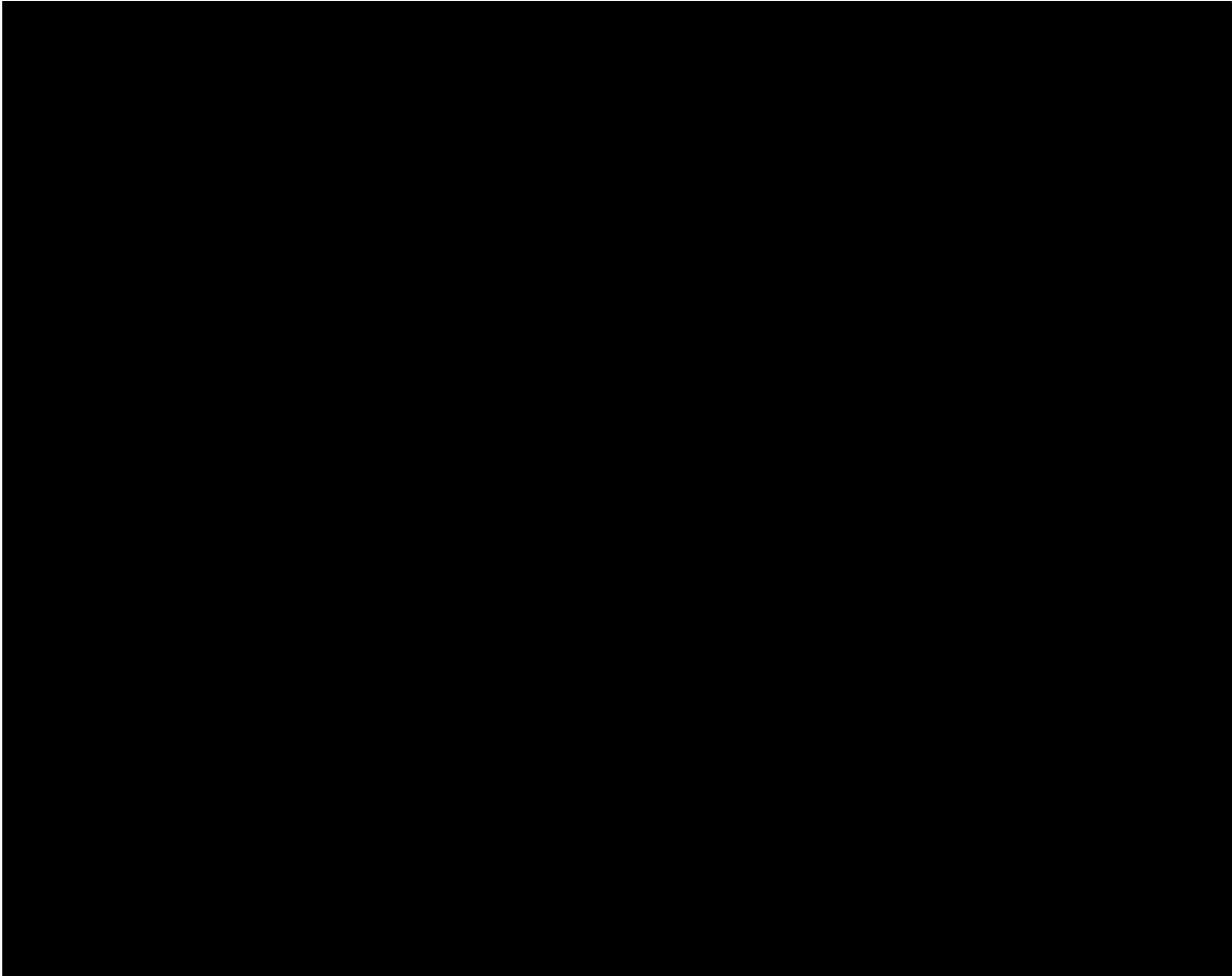
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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



**EDUCATION**

**Master of Arts, Communication & Rhetoric**  
State University of New York at Albany

*May, 2001*

**Bachelor of Arts, Communication & Rhetoric, Political Science**  
State University of New York at Albany

*May, 1998*

**MAX POLANER**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**education**

1994-1997 **HARVARD BUSINESS SCHOOL**  
**THE KENNEDY SCHOOL OF GOVERNMENT** **BOSTON/CAMBRIDGE, MA**  
*MBA and MPP joint-degree program.* Earned Master of Business Administration, with distinction, and Master of Public Policy degrees in combined 3-year program.

1990-1991 **SAN FRANCISCO STATE UNIVERSITY** **SAN FRANCISCO, CA**  
*Secondary School Teacher Certification.* Received certifications in Math and Social Studies for the State of California.

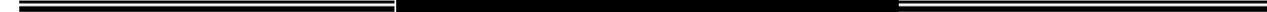
1984-1988 **YALE UNIVERSITY** **NEW HAVEN, CT**  
*Bachelor of Arts in Philosophy.* Wrote thesis on Schopenhauer's theory of the will. Member and tour manager of Yale Russian Chorus. Manager of Yale Refrigerator Agency.

**community** Founding board member of **Hoopapaluza**, an annual charitable event launched in 2002 that raised over \$50,000 for children's charities in its first year. Member of the **Harvard Business School Club of New York's Community Partners** program.

**personal** Play classical piano, enjoy backpacking, traveling (Asia, Europe, former Soviet Union), chess, cooking.

**AMY ARTHUR SAMUELS**

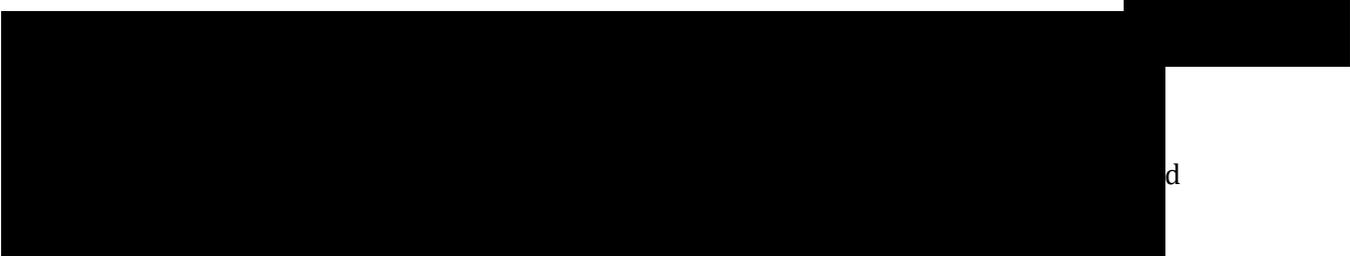
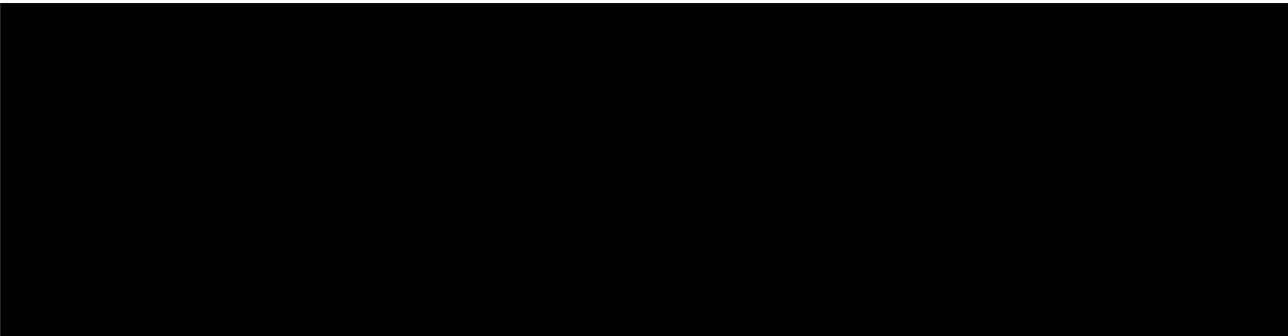
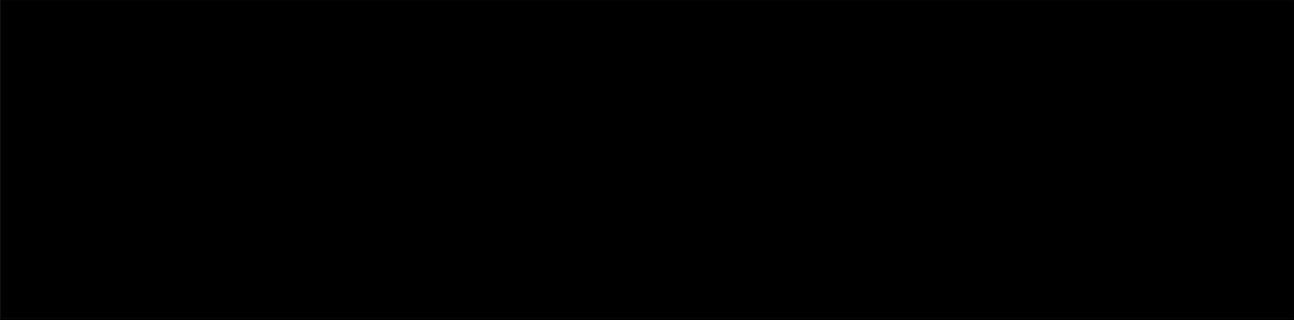
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[Redacted]



**EDUCATION**

**COLUMBIA UNIVERSITY, New York, NY** **1997**  
**MBA, Finance and Management;** awarded The Robert Toigo Foundation fellowship

**CORNELL UNIVERSITY, Ithaca, NY** **1990**  
**BS, Consumer Economics;** awarded The Cornell Tradition fellowship

**CRYSTAL STOKES WILLIAMS**

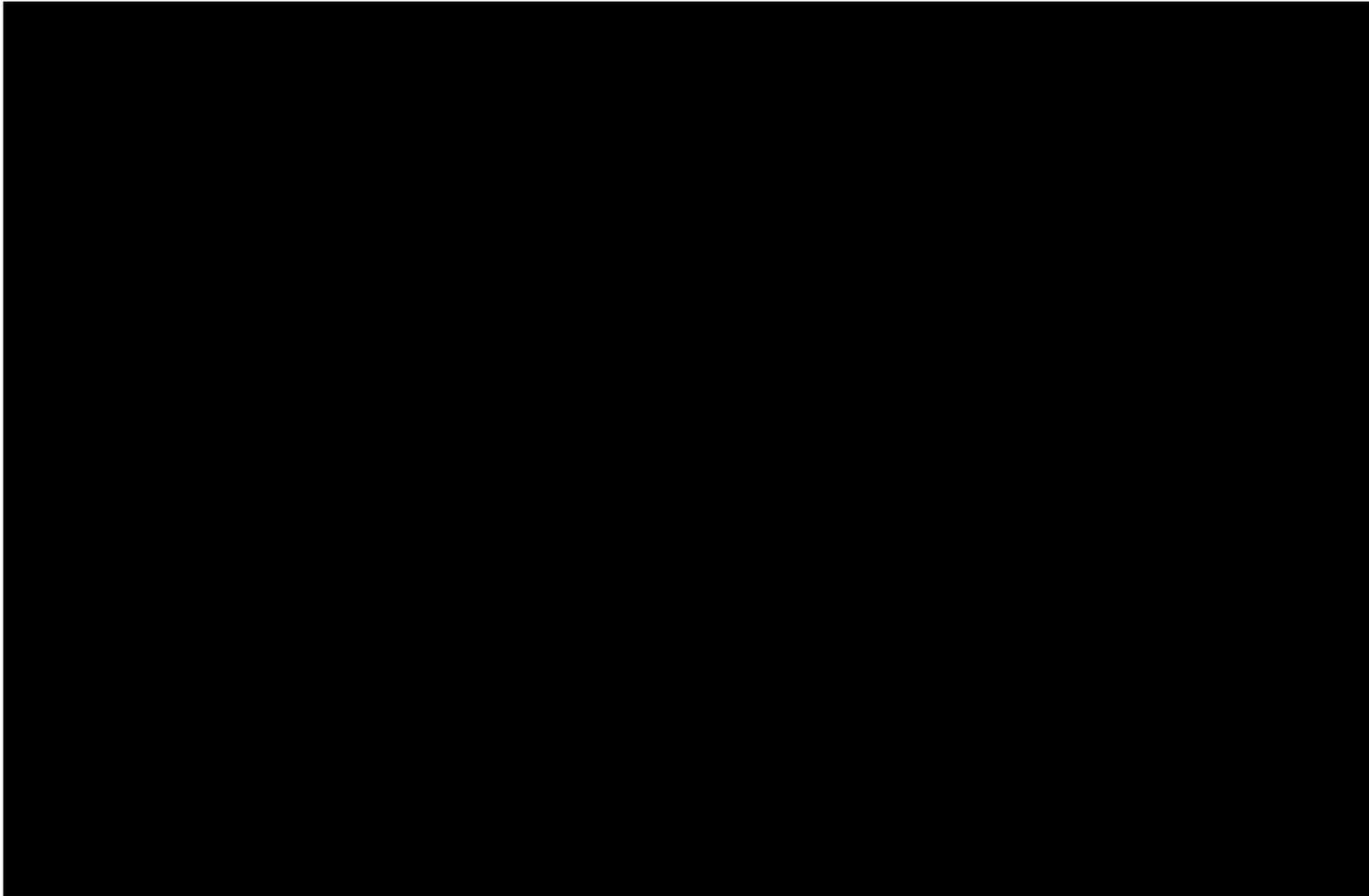
Brooklyn, NY 11233

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



**education**

1999 - 2001 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**  
Master in Business Administration degree. Recipient of Robert A. Toigo Foundation, Bert King Foundation and National Black MBA Association scholarships. Elected Co-Chair of African-American Student Union's 29<sup>th</sup> Annual Conference; planned agenda for 500 alumni, students and corporate sponsors with \$300,000 budget. Tutor, Gardner Elementary School.

1990 - 1994 **SPELMAN COLLEGE** **ATLANTA, GA**  
Bachelor of Arts degree, *summa cum laude*, in Economics with minors in Management and Mathematics. Elected to Honors Program and the Mortar Board (Senior), Omicron Delta Epsilon (Economics) and Golden Key honor societies. Elected Treasurer of Alpha Kappa Alpha Sorority, Inc. and Parliamentarian of the Mortar Board and Junior Class Council.

**personal** Director and Treasurer of Helping Our Teen Girls In Real Life Situations, Inc. Director of Council of Urban Professionals. Volunteer at the KIPP Academy, a public middle school located in Bronx, NY. Member of Spelman College and Alpha Kappa Alpha alumnae chapters. Former Director and Secretary of Playing2Win (a community technology center located in Harlem, New York) and the Junior Board of the Dance Theatre of Harlem. Enjoy marathon running, politics, performing arts and traveling.

**Lee Gelernt** has been an attorney with the American Civil Liberties Union since 1992, and works on immigration and national security issues. He currently holds the positions of Deputy Director of the ACLU's national Immigrants' Rights Project, and Director of the Project's Program on Access to the Courts. He has argued numerous groundbreaking civil rights cases at all levels of the federal court system, including in the United States Supreme Court and the Courts of Appeals for the First, Second, Third, Fourth, Sixth, Eighth, Ninth, and Eleventh Circuits. Mr. Gelernt has also testified as an expert before the United States Senate on habeas corpus and judicial review issues. In addition to his work at the ACLU, Mr. Gelernt is an adjunct professor at Columbia Law School and a visiting lecturer in clinical law at Yale Law School.

Since 2001, Mr. Gelernt has worked on several far-reaching national security cases arising out of the events of September 11 and served as one of only a few human rights observers at Guantanamo Bay for the first military trial conducted by the United States since World II. In March 2011, Mr. Gelernt argued the case of *Ashcroft v. al-Kidd* in the U.S. Supreme Court, which challenged the constitutionality of the government's post 9-11 policy of using the federal material witness statute to investigate and preventively detain terrorism suspects in cases where there was no probable cause to justify a criminal arrest.

Among his other national security cases, Mr. Gelernt successfully argued one of the very first major September 11 cases to reach the federal courts of appeals, *Detroit Free Press v. Ashcroft*, where he represented the media and Congressman John Conyers in their lawsuit seeking to prevent the government from holding secret deportation hearings after September 11. In its decision invalidating the government's secret hearing policy, the Sixth Circuit stated that "democracies die behind closed doors" -- a phrase that became one of the most cited and well-known admonitions issued by the Judiciary in the aftermath of September 11. In the immigration area, Mr. Gelernt has litigated numerous important cases establishing the constitutional and statutory rights of non-citizens, in the areas of discrimination, education, due process and access to the courts.

Mr. Gelernt has received many honors for his work and in 2002 received the 13th Annual Public Interest Achievement Award from Columbia University's Public Interest Law Foundation. The American Immigration Lawyers Association has also twice awarded him their national prize for excellence in litigation for his civil rights work on behalf of the immigrant community. He is a frequent guest speaker at law schools and conferences around the country, and regularly appears in the national and international media, including the NY Times, Washington Post, NPR ABC News, CNN, Wall Street Journal, LA Times, and BBC. Mr. Gelernt is a 1988 graduate of Columbia Law School, where he was a Notes and Comments Editor of the Law Review. After graduation, Mr. Gelernt served as a law clerk to the late-Judge Frank M. Coffin of the First Circuit U.S. Court of Appeals. Prior to attending law school, he received a M.Sc. in International Relations from the London School of Economics and a B.A. from Tufts University.

## Summary of Community Notification & Outreach

In order to reach the broadest cross section of the communities that will be impacted by our proposed school, we have reached out to elected officials, community boards, community based organizations, and the thousands of families we met during community outreach for Achievement First schools in spring 2012. In total, we notified four local news outlets, held 17 community meetings (including 2 community focus groups), notified 70 community organizations via mail, and received nine letters of support from community members, and mailed or emailed 2,500 community members directly.

### Elected Officials

We notified the following elected officials, and requested a meeting with each to discuss feedback on our proposal.

Meetings took place with staff for the following elected officials:

- Assembly Member William Boyland, 55<sup>th</sup> District (May 10, 2012)
- Senator John L. Sampson, 19<sup>th</sup> District (May 11, 2012)
- City Council Member Darlene Mealy, 41<sup>st</sup> District (May 16, 2012)
- Assembly Member Rafael Espinal, 54<sup>th</sup> District (May 25, 2012)
- Assembly Member Karim Camara, 43<sup>rd</sup> District (phone meeting May 14, 2012)

We contacted the following individuals to request a meeting:

- Assembly Member Hakeen Jeffries, 57<sup>th</sup> District
- Congressman Edolphus Towns, 10<sup>th</sup> Congressional District
- City Council Member Diane Reyna, 34<sup>th</sup> District

### Community Based Organizations

Across the communities served by Achievement First schools, we have reached out to community based organizations to invite feedback on how our proposed school can best serve the community. We have specifically targeted organizations that work with at-risk populations, so that we can make sure that community members who need excellent options most are aware of Achievement First. In response to this outreach, we held the following meetings:

Arts East New York (meeting held 5/16/12)  
Vernon Avenue Head Start (meeting, 6/13/12)  
Brownsville Partnership (meeting held 6/27/12)  
Urban Strategies Head Start (meeting, 5/30/12)



The following 68 organizations were notified via a letter (sample attached), in which we invited their feedback and requested a meeting:

Bedford YMCA	Brooklyn, NY 11216
Brooklyn Chamber of Commerce	Brooklyn, NY 11201
Brooklyn Children Museum	Brooklyn, NY 11213
Brooklyn College (School of Education)	Brooklyn, NY 11210
Brooklyn Community Foundation	Brooklyn, NY 11201
Brooklyn Historical Society	Brooklyn, NY 11201
Brown Memorial Baptist Church	Brooklyn, NY 11238
Brownsville Partnership	Brooklyn, NY 11212
Catholic Charities	Brooklyn, NY 11201
Center for Economic and Social Rights	Brooklyn, NY 11201
Children of the City	Brooklyn, NY 11232
Community Board 2	Brooklyn, NY 11201
Cypress Hill Development Corp	Brooklyn, NY 11208
Downtown Brooklyn Partnership	Brooklyn, NY 11201
Emmanuel Baptist Church	Brooklyn, NY 11238
East New York Community Partnership	Brooklyn, NY 11207
Five Towns YMCA	Brooklyn, NY 11208
Fulton Business Alliance	Brooklyn, NY 11238
Groundwork	Brooklyn, NY 11207
Make the Road NY	Brooklyn, NY 11237
Restoration Plaza	Brooklyn, NY 11216
SCO Family of Services	Brooklyn, NY 11216
A.C.E. Integration Head Start	Brooklyn, NY 11221
Bushwick United Head Start	Brooklyn, NY 11206
Bushwick United Head Start I	Brooklyn, NY 11221
Bushwick United Head Start II	Brooklyn, NY 11237
Bushwick United Head Start IV	Brooklyn, NY 11221
Traditional Education Center Inc.	Brooklyn, NY 11221
Bushwick IMPACT	Brooklyn, NY 11237
Theracare	Brooklyn, NY 11201
The Law Office of Andrea Spratt	New York, NY 10005
Child Prodigy Learning Center I	Brooklyn, NY 11221
Good Samaritan Day Care	Brooklyn, NY 11221
Audrey Johnson Day Care	Brooklyn, NY 11207
John Coker Day Care Center	Brooklyn, NY 11207

403 James Street  
New Haven, CT 06513  
T 203 773 3223 F 203 773 3221



510 Waverly Avenue  
Brooklyn, NY 11238  
T 718 623 2660 F 718 622 5998



Community Education Council # 32	Brooklyn, NY 11221
NYC Department of Health, Early Prevention	New York, NY 10013
Putnam Child Development Center	Brooklyn, NY 11221
Vernon Avenue Children's School	Brooklyn, NY 11206
Stagg Street Day Care Center	Brooklyn, NY 11206
Bilinguals Inc.	New York, NY 10016
Coalition for Hispanic Family Services, Foster Care	Brooklyn, NY 11237
SCO Family Of Services, Foster Care	Brooklyn, NY 11217
New York Foundling	Brooklyn, NY 11201
New York Council On Adoptable Children	New York, NY 10018
Coalition for Hispanic Family Services	Brooklyn, NY 11237
Youth at Risk, Fatherhood Program	New York, NY 10038
East New York Child and Family Mental Health Center	Brooklyn, NY 11208
Interborough Developmental and Consultation Center	Brooklyn, NY 11229
Urban Resource Institute	Brooklyn N.Y. 11201
North Brooklyn Coalition Against Family Violence	Brooklyn, NY 11211
HELP Roads	Brooklyn, NY 11207
Wyckoff Medical Center	Brooklyn, NY 11237
Episcopal Immigration Network	Garden City, NY 11530
Maura Clarke-Ita Ford Center	Brooklyn, NY 11206
Help 1/Genesis House	Brooklyn, NY 11207
Parallax Center	New York, NY 10016
Brooklyn Public Library	Brooklyn, NY 11206
Brooklyn District Attorney's Office	Brooklyn, NY 11201
NYC Department of Health and Mental Hygiene	New York, NY 10013
Brooklyn Legal Services Corporation	Brooklyn, NY 11211
Wyckoff Medical Center, Public Relations	Brooklyn, NY 11237
Brooklyn ACS Borough Office	New York, NY 11217
WIC	Brooklyn, NY 11221
The Puerto Rican Family Institute, Inc.	New York, NY 10011
SCO Family Of Services, Family Dynamics	Brooklyn, NY 11217
New York Foundling Multi-Dimensional Services	Brooklyn, NY 11201
Community Redemption Ministries	Brooklyn, NY 11203

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### **Community Boards**

We notified the Community Boards in our communities, and requested to present at their meetings. We have also notified the Administration for Children's Services Community Partnership Program (CPP) committees, which consist of local social service agencies. We have met with or requested to be on the agenda of the following community boards:

- Community Board 3, Bedford Stuyvesant (met with education committee May 7, 2012)
- Community Board 4, Bushwick (Presented May 16, 2012)
- Community Board 16, Brownsville (presented May 16, 2012)
- Bushwick CPP (presented May 15, 2012- see attached agenda)
- East New York CPP (presented May 30, 2012)
- Bedford Stuyvesant CPP (presented June 12, 2012)

### **Direct Community Outreach**

During our spring 2012 family outreach season, the Achievement First student recruitment team worked with "street teams" of current families to share information about the Achievement First model and spread the word about the opportunity to enroll. These street teams included Spanish speaking parents, and spent 238 person-hours walking through neighborhoods and visiting local businesses, laundromats, libraries, churches, and other gathering places so that they could meet families where they live. Through this and other family outreach efforts, we met more than 2,500 families. On May 21, 2012, we emailed all families for whom we have email addresses (sample email attached) to let them know about our new proposal. The remaining families received postcards, examples of which are included in Response 16 (d).

### **Media Coverage**

We issued a press release to local news outlets (DNAInfo.com, Brooklyn Daily Eagle, and Bed-Stuy Patch) and have received coverage (press release and example of coverage attached). We have also included information about our proposal, along with a link to our online survey requesting feedback, on the Achievement First website (screenshot attached).



May 11, 2012

Ms. Sarah Colon  
Director, Youth & Family  
Five Towns YMCA

Dear Ms. Colon,

It is my pleasure to announce that Achievement First is planning to open a new K-12 charter public school serving the communities of central Brooklyn. We are submitting a proposal for the new school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed school will open in August 2013 serving grade 5, and by the end of its initial charter term will enroll students in grades K-8.

As we develop the proposal for this new school the voices of community leaders are very important to us. I'm writing to invite you to discuss this proposal.

Achievement First is a non-profit network of public charter schools serving the communities of Crown Heights, Bushwick, East New York, Bedford-Stuyvesant, and Brownsville. Together, our schools enroll over 3,600 students in Kindergarten through 11<sup>th</sup> grade (expanding next year to 12<sup>th</sup> grade). Our scholars are 98% Black & Latino, and a large majority come from low-income households. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. It is our mission to deliver on this promise of equal educational opportunity.

At our flagship school in New Haven, each of the three graduating classes so far has earned a **100% college acceptance rate**, and we fully expect to extend this streak in Brooklyn next year. In our schools with at least two years of test data, we received straight A's on the New York City Report Cards last year. This success has translated into tremendous demand from families, *with more than 11 applications for every open seat at an Achievement First school*. This new school is a response to the overwhelming demand for high quality, college preparatory public schools choices in Brooklyn.

Each of our schools is built on a foundation of excellent teachers, more time on task, rigorous curriculum, targeted help for students who need it, and a warm, demanding school culture. We know from experience, however, that every neighborhood has its own needs and resources, and that a cookie cutter approach won't get our scholars to college. This is why we're reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

I very much hope that we can meet soon. If you prefer, we welcome input through the mail at the address below, via email ([devynhumphrey@achievementfirst.org](mailto:devynhumphrey@achievementfirst.org)), by phone (718.623.2660 x12433), or through our online survey: [www.surveymonkey.com/s/AFCharterApplication](http://www.surveymonkey.com/s/AFCharterApplication).

Kind Regards,

Devyn Humphrey  
Achievement First

403 James Street  
New Haven, CT 06513  
T 203 773 3223 F 203 773 3221



510 Waverly Avenue  
Brooklyn, NY 11238  
T 718 623 2660 F 718 622 5998

**CPP Monthly Meeting  
Tuesday May 15, 2012  
Bushwick Public Library, 340 Bushwick Avenue**

**Bushwick Making Children Important  
Bushwick Community Partnership  
Monthly Leadership Meeting**

**AGENDA**

1. Welcome and Introductions
2. Presentation: Achievement First Charter School
3. Work Group Updates:
  - a) PPRS/ECE: 104 (88/16) referrals
  - b) Family Team Conferencing: 181 conferences
  - c) Visitation: 69 visits / 3 families
  - d) Recruitment & Retention: 16 Supports, 6 meetings
  - e) Education: 18 linkages
4. Next BMCI/ CPP Meeting: Commissioners Visit
  - a) End of Year Numbers
  - b) Strategic Plan
  - c) Fiscal Report
5. Announcements
6. WorkGroup Break-out
7. Closing

**Next CPP Monthly meeting  
June 19, 2011  
Honored Guest Commissioner Ronald Richter**

**Tony Siddall**

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**Subject:** New Achievement First Charter

Dear Prospective Achievement First Families –

We are writing with some exciting news. Achievement First is seeking to open a new K through 12<sup>th</sup> charter school for the 2013-2014 school year. If approved, the proposed school will open in August 2013 serving grade 5, and by the end of its initial charter term will enroll students in grades K-8.

**As we develop the proposal for this new school, the voices of the community are very important to us.** Please share your comments about the educational needs of your community and how our new school can best meet them, by visiting this short survey at <http://www.surveymonkey.com/s/AFCharterApplication> to provide your thoughts and feedback.

We appreciate your help and wish you the best of luck as you pursue the best public school option for your child.

Best,  
Achievement First Admissions

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Achievement First Admissions

718.623.2660 ext. 3  
[admissionsnyc@achievementfirst.org](mailto:admissionsnyc@achievementfirst.org)

Education = Freedom  
[www.achievementfirst.org](http://www.achievementfirst.org)

Achievement First is always looking for great teachers and school leaders. If you are a smart, talented and dedicated educator who is passionate about helping urban students succeed in college and life, please visit [www.achievementfirst.org/career.html](http://www.achievementfirst.org/career.html) or contact [recruitment@achievementfirst.org](mailto:recruitment@achievementfirst.org).



## **Achievement First Plans to Open New Public Charter School in Central Brooklyn**

*K-12 school would help address tremendous demand  
for seats at AF Schools*

BROOKLYN, NY—Achievement First, a not-for-profit network of public charter schools, plans to open a new school that would serve the communities of Central Brooklyn. The school proposal is a response to the overwhelming demand for seats in our schools and for more high quality, college preparatory public school choices in Brooklyn.

Now, there are more than 11 applications for every open seat at an Achievement First school. According to the Charter Center's 2012 Lottery Report, New York City public charter schools received an estimated 133,080 applications for 14,600 available seats available in this spring's lotteries. A majority of applicants apply in Harlem, the South Bronx and Central Brooklyn.

In response to this need, Achievement First plans to submit the new school proposal to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed school will open in August 2013 serving grade 5, and by the end of its initial charter term, would enroll 800 students in grades K-8. Eventually, it would serve students from kindergarten through 12<sup>th</sup> grade.

Achievement First is reaching out to community leaders and neighbors to invite them to meet with us and share their feedback, because they have a vitally important voice in our planned growth. We are also circulating a survey ([www.surveymonkey.com/s/AFCharterApplication](http://www.surveymonkey.com/s/AFCharterApplication)) to gather highly-valued community input about our expansion.

Achievement First serves low-income, African American and Latino students in the communities of Crown Heights, Bushwick, East New York, Bedford-Stuyvesant, and Brownsville. Achievement First enrolls about 3,600 New York students from kindergarten through 11<sup>th</sup> grade (we will expand to 12<sup>th</sup> grade next school year). Last year, in all of our schools with at least two years of test data, we received straight A's on the New York City Report Cards. At our flagship school in New Haven, for three consecutive years and as many graduating classes, 100 percent of graduating seniors have earned acceptance to four-year colleges and universities. We fully expect to extend this streak in Brooklyn next year.

We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. The addition of this quality Brooklyn public charter school would allow us to advance our mission: to deliver on this promise of equal educational opportunity. To learn more about Achievement First's proposal, or to set up interviews to speak with Achievement First leadership, please contact Amanda Pinto at the number listed above.



## Williamsburg, Greenpoint & Bushwick

Greenpoint, Bushwick, East Williamsburg, Williamsburg

See next Bushwick article ▶

See more: Achievement First Charter School, charter school

### Charter Looks to Expand in Central Brooklyn Updated May

17, 2012 4:05pm

May 17, 2012 4:05pm | By Meredith Hoffman, DNAinfo Reporter/Producer

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BUSHWICK — A popular elementary charter network is wying for expansion in central Brooklyn in fall of 2013.

Achievement First Charter — with 11 schools already in Bushwick, Crown Heights, Bedford-Stuyvesant and Brownsville — is applying to open another elementary and middle school in one of the neighborhoods it already serves, the outreach coordinator Deyn Humphrey said.

The exact location has not yet been selected, but she said the purpose of expansion was to answer the community's demand. Overall, 6,500 students applied for 600 seats in the Brooklyn charters last year, she said.

"We've had a lot of demand from families in the Bushwick community," she said, noting that children qualifying for free and reduced-priced lunch received preference in the lottery for Achievement First schools.

If the new school successfully obtains a charter it will begin serving fifth-graders and will expand to serve years

Achievement First hopes to open another charter school in Central Brooklyn in 2013. (Achievement First)

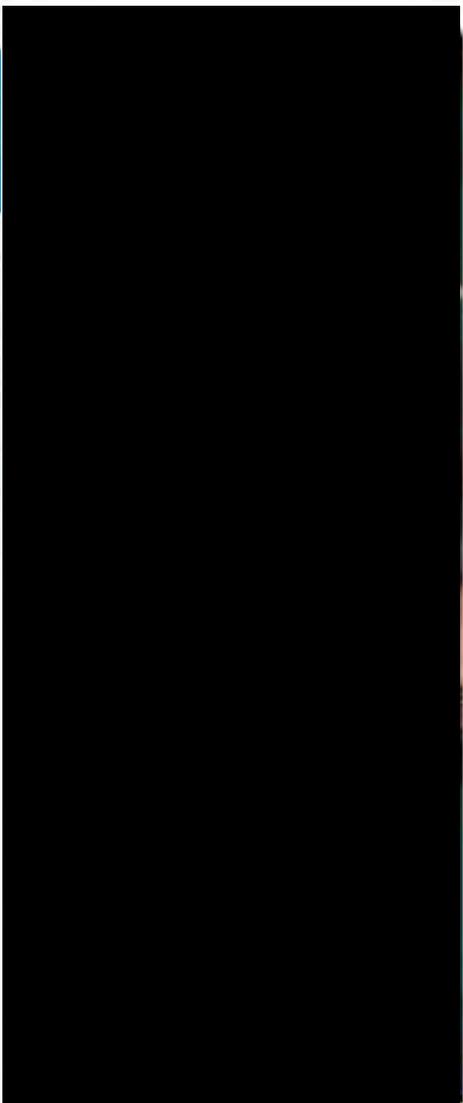
K-8, with about 90 students in each grade, she said.

Advertisement



# Achievement First

- Our Approach
- Schools
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## Enroll Your Child at an Achievement First School Overview

Dear Prospective Achievement First Families:

Achievement First is seeking to open a new K-through 12 public charter school for the 2013-2014 school year. If approved, the proposed school will open in August 2013 serving grades K-5, and by the end of its initial charter term will enroll students in grades K-5.

As we develop the proposal for this new school, the voices of the community are very important to us. Please share your comments about the educational needs of your community and how our new school can best meet them by visiting this short survey at [www.surveymonkey.com/AFCharterApplication](http://www.surveymonkey.com/AFCharterApplication) to provide your thoughts and feedback.

We appreciate your help and wish you the best of luck as you pursue the best public school option for your child.

The best gift I can give my daughter is a good foundation for a better education. This is what made me look to Achievement First.

**JOHN KAKU**  
Achievement First Brownsville Elementary Parent

 WATCH our videos to learn more about Achievement First >>>

 EXPLORE helpful instructional resources >>>

 GET your FAQs answered by Achievement First's expert members >>>

 VIEW our calendar for upcoming recruitment events, school days and more >>>

#### 4. School Enrollment

(a) Enrollment Plan and Rationale

Use the following table to submit student enrollment information for the first five operational years of the proposed charter school. Be sure to include the following:

- Ages of the students to be served in each grade (for Kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));
- Number of students to be served in each grade;
- Total number of enrolled students for each year of the charter term;
- Classes per grade; and
- Average number of students per class.

Achievement First Central Brooklyn Charter School will open in the fall of 2013, initially serving 5<sup>th</sup> grade students. The plan at capacity is to serve approximately 906 students in grades K through 12. As the school grows it will be subdivided into three distinct academies: elementary (K-4), middle (5-8), and high school (9-12). Enrollment in the first year will consist of 93 5<sup>th</sup> grade students. We anticipate there will be three sections of 5<sup>th</sup> grade with an average of 31 students per class. As our students progress from one grade to the next we expect there will be some natural attrition as students move away from the community. In the event that a student does leave AF Central Brooklyn, we may replace the student with a child from the waiting list in grades K-9. As our curriculum advances it will become more difficult to introduce students to the discipline and rigor of our program; therefore, students lost to attrition will not be replaced after the 9<sup>th</sup> grade.

Starting in the second year of the school, we plan to begin the elementary academy with 90 students in kindergarten and 90 students in 1<sup>st</sup> grade. Students entering kindergarten must turn five years old on or before December 31 of the year in which they matriculate in kindergarten. In grades K-2, AF Central Brooklyn will have three sections with an average of 30 students per class. Two teachers will be assigned to each classroom so the student/teacher ratio will be 15:1. Once students reach 3<sup>rd</sup> and 4<sup>th</sup> grade, there will no longer be two teachers per classroom (except, potentially, for one CTT classroom per grade); however, there will be four sections of reading and math to allow for a lower average class size (21) for these core subjects. The total enrollment for each grade in the first five years is captured in the chart below.

Grades	Ages	Number of Students					School Plans 2021-2022
		Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2018-19	
K	5		90	90	90	90	90
1	6		90	90	90	90	90
2	7			90	90	90	90
3	8				83	83	83
4	9					75	76
5	10	93	93	93	93	93	93
6	11		87	87	87	87	87
7	12			81	81	81	81
8	13				75	75	75

Grades	Ages	Number of Students					
		Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2018-19	School Plans 2021-2022
9	14					52	52
10	15						46
11	16						42
12	17						38
Ungraded							
<b>Total Students</b>		93	360	531	689	816	943
<b>Classes Per Grade</b>		3	3	3	3	3	3
<b>Average Number of Students Per Class</b>		31	30	29	28	27	27

Provide the rationale for the enrollment plan, including the following:

- The reason for choosing to serve the grades specified and the number of students in each grade;
- The extent to which the proposed charter school's grade configuration aligns with the school district of its proposed location; and
- The pattern of growth over time, including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.

The mission of AF Central Brooklyn is to provide students with the academic and character skills they need to gain admission to top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in their communities. We are proposing a K-12 program because we believe this hard work should begin at the earliest level in a child's formal education and continue seamlessly until the students reach the doors of college. AF Central Brooklyn will grow a grade each year until students graduate from high school and enter college. Given the needs of the communities we will serve and the urgency of our mission, we feel the importance of serving students from the time they begin their formal education through their entrance into college. In response to the level of demand for middle school seats across the network, we are proposing to open the middle academy first, followed by the elementary academy.

By year five of the charter, AF Central Brooklyn will serve students in grades K-4 in the elementary academy, grades 5-8 in the middle academy, and grade 9 in the high school academy. Should our application for charter renewal be granted, we will add grades until 2021, when we expect to achieve full capacity by serving children in grades K-12. In June 2022, our first group of students will graduate from high school prepared to demonstrate their outstanding skills at the nation's top colleges and universities.

**(b) Collective Bargaining Waiver**

If the charter school would enroll more than 250 students at any point during the first two (2) years of operation, indicate whether the applicant is requesting a waiver from the requirement that all employees must be deemed members of separate negotiating units of the existing collective bargaining organizations in the school district where the charter school would be located.

The proposed enrollment plan has more than 250 students in the second year of operation. As a result, we are requesting a collective bargaining waiver. While the founding group understands that such

waivers are granted only in exceptional circumstances, we believe that in this case the waiver is justified. This is because our teachers will participate in extremely well defined and nationally recognized system of evaluation, compensation, and support known as the Achievement First *Teacher Career Pathway*. This system is described in more detail in Response 09, Personnel. The pay scale for Achievement First teachers is set at approximately 10% above the standard union pay scale in New York, and the *Teacher Career Pathway* sets a clear, comprehensive set of criteria for advancement. These criteria have been developed based on intensive input from teachers themselves, and take into account student performance, instructional quality, contribution to team, and student character development.

In the event that the waiver is not granted, Achievement First Central Brooklyn will consider slight enrollment modifications, including the launch in year two of only a KG and not a first grade, to remain below 250 enrollment mark. This will increase slightly the need for philanthropic support, but the founding group is confident that Achievement First's long history of success with fundraising will ensure that adequate philanthropic support is available.

## 5. Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide any research, evidence of effectiveness or examples of existing programs that support the claims within the presentation of these elements.

From Amistad Academy's first year, the leaders of Achievement First set out to systematically create and document a model that was not dependent on a particular leader or group of teachers. The model has been refined and expanded as AF had launched additional elementary, middle and high schools.

The Key Design Elements of the AF Central Brooklyn school model include:

### 1) Unwavering focus on breakthrough student achievement

- Student performance is the lead factor in school, principal & teacher evaluation.
- Our goal is to FULLY CLOSE—not just reduce—the achievement gap (to bring our urban students up to and beyond state averages so that they are on par with suburban-level performance).
- The expectation is that every AF Central Brooklyn graduate will be accepted into and fully prepared to succeed in a competitive four-year college.

### 2) Consistent, proven, standards-based curriculum

- WHAT is taught at every grade level (driven by the Common Core State Standards, as reflected in the New York state standards) is defined clearly and systematically so that success in one grade leads seamlessly to success in the next and all essential content is mastered over time.
- Proven curricula are consistently implemented across the school to ensure quality instruction.

### 3) Interim assessments & strategic use of performance data

- Interim standards-based assessments (IAs) are given every 6 weeks in all core subjects.
- These results are then uploaded to AF's Athena, a custom-built proprietary assessment system.
- Teachers and principals spend a "data day" after each IA dedicated to reviewing individual assessments together to determine which subjects need to be taught again and creating data-driven instructional plans to work with the whole class, small groups, or individual students to address gaps in learning.

### 4) More time on task

- The AF Central Brooklyn day will run from 7:00 am – 4:00 pm, providing more than two extra hours of instruction every day beyond the traditional public school schedule.
- All AF students are required to attend a fifteen-day summer academy, making the school year 195—compared to 180 days in a traditional district school.
- Within the school day, elementary school students will have three sacred hours of reading instruction, and the middle school students will have three sacred hours of reading & writing instruction daily.
- The school will provide tutoring during and after school and on Saturdays for students who need extra support.
- AF Central Brooklyn students will have homework every night, ranging from an average of 30 minutes for the lower elementary students to two or three hours each night for middle and high

school students. Every student will be required to do at least 20 minutes of independent reading every night, with the parent signing a required reading log.

**5) Principals with the power to lead**

- The principal will have total control over hiring, evaluation, and termination of all employees.
- The principal, in conjunction with the Board of Trustees and Achievement First, will set the annual budget so as to best meet student and school needs.

**6) Increased supervision of the quality of instruction**

- The school will have a site-based Director of School Operations who will handle most non-instructional issues (state reporting, busing, food service, field trips, facility, etc.), thereby freeing up the principal to spend almost all of his or her time focused on instruction. In addition, the Director of School Operations and the principal will be supported by AF's efficient, high-quality start-up and back office services.
- Starting in the first year, the principal is supported by a full-time Dean of Students, who will take the lead on student discipline issues and parent involvement, and a full-time Academic Dean, a second instructional leader, who supports the principal in the coaching of teachers, analysis of instructional data, and planning of staff development.
- As a result of this support, leaders will be able to devote significant attention to the professional growth of each teacher. Both leaders will spend at least three hours a day in classrooms, doing walkthroughs of all the classes and at least one informal observation a day. With extensive informal observations and regular data analysis conversations, the principal will complete a comprehensive evaluation of every teacher's performance two times a year.

**7) Aggressive recruitment and development of talent**

- AF firmly believes that the quality of the teacher in the classroom is the most important driver of student success.<sup>1</sup>
- The quality of principals and school leaders is the most important driver of teach success.
- AF's central office will devote considerable resources to finding great teachers (one full-time recruiter, in addition to the principal, for every 25-30 teachers who need to be hired). The comprehensive recruitment strategy includes extensive advertising, outreach to organizations like Teach for America, the NYC Teaching Fellows, and top schools of education, as well as an overall "leave no stone unturned" approach.
- Teachers and leaders undergo extensive training in best practices.
- Compensation for every staff member will be performance-based and driven by his/her contribution to the mission.
- AF Central Brooklyn teachers will participate in the Teacher Career Pathway, a coordinated system of observations, coaching, training, evaluation, and incentives designed to develop and retain excellent teachers.

**8) Disciplined, achievement-oriented school culture**

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<sup>1</sup> Hanushek, Eric. "The Economic Value of Higher Teacher Quality." [Economics of Education Review](#) 30.3 (2011): 466-479.

- AF Central Brooklyn will be a strict, structured school with high expectations for student conduct (REACH values). The staff will create and maintain an achievement-oriented culture where it is cool to be smart and to treat other people well.
- Great behavior and good character will be taught and practiced as explicitly as math instruction.<sup>2</sup>

#### **9) Rigorous, high-quality, focused training for principals & leaders**

- AF Central Brooklyn’s principal will spend two years training to further develop his or her leadership skills. These “residency” years will include extended visits to high-performing schools and a significant amount of hands-on experience coaching teachers, analyzing data, and refining the curriculum.
- All teachers will receive more than three weeks of high-quality training before the school year starts and then ongoing training (two hours every Friday, as well as one day every other month).
- All teachers will have the ability to participate in Teacher U, an outstanding teacher training program (providing full New York State Certification and a Master’s Degree) designed by Achievement First, KIPP, Uncommon Schools, and Hunter College.

#### **10) Parents and community as partners**

- Through symbolic “contracts” signed at the beginning of each school year, AF Central Brooklyn will form a three-way partnership—students, teachers, parents—that will work as a team to achieve academic breakthroughs and ensure that no student falls through the cracks.
- AF Central Brooklyn will work with the broader Brooklyn and New York communities to access resources that will enable our students to succeed at the highest level.

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<sup>2</sup> Durlak, Joseph A., et al. "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." Child Development 82.1 (2011): 405-432.

## 6. Curriculum and Instructional Design

### (a) Curriculum Selection and Processes

At Achievement First Central Brooklyn, we are wholly committed to ensuring that our students gain the tools to be admitted to, excel in, and graduate from top colleges. Our academic program is based on the Common Core state standards in English Language Arts and mathematics, and on New York State and national standards in social studies and science. The curriculum will be driven by standards-based scope and sequences, and teachers will have access to high-quality curriculum resources and assessments, created by Achievement First Network Support staff, teachers across the network, and commercial publishers. We believe that by aligning each element of our academic program—curriculum, assessment, and instruction—to the most rigorous academic standards, we will prepare our students to get to and through competitive colleges and universities.

#### **Common Core Alignment : English Language Arts**

In aligning the ELA program with the Common Core State Standards, the Achievement First teaching and learning team was guided by the conceptual framework enunciated in trainings provided by David Coleman, architect of the ELA Common Core standards. As applied to the existing Achievement First literacy program, this framework entails four major shifts:

1. A significant increase in the number of content-rich, informational texts students read;
2. An emphasis on grade level texts that are significantly more complex (both in terms of language and content);
3. An increased focus on “text dependent” questions, which require students to draw on text-based evidence in reading, writing, and speaking; and
4. A focus on teaching increasingly advanced academic vocabulary to help students access more difficult texts.

Working closely with the Achievement First regional superintendents, along with select teachers, deans, and principals, the teaching and learning team integrated these shifts with effective practices from the existing program. The results of this first stage of the alignment are reflected in the guiding principles and “day at a glance” summaries below.

The next step in Common Core alignment was a detailed, data-driven analysis of which Common Core standards were and were not being effectively addressed in our existing curriculum. Using updated interim assessments consisting of released items from one of the most rigorous state exams nationwide, the Massachusetts Comprehensive Assessment System (MCAS), the teaching & learning team conducted an item analysis across all Achievement First schools. The interim assessment items were matched with corresponding Common Core standards, and network-wide performance on each standard was measured for each interim assessment cycle. The results of this item analysis provided a roadmap for the team as they created new scope and sequence documents for K-8 ELA, which explicitly indicate Common Core alignment for each unit over the course of the year. An example of these scope & sequence documents are attached in Response 6(f). These documents are refined annually at the network level, and schools will adjust their unit plans as necessary based on student performance on interim assessments, every six weeks.

### **Common Core Alignment: Math**

The Achievement First teaching and learning team has revamped the K-12 math program over the last year. This review was driven primarily by three shifts resulting from the adoption of the Common Core:

1. The reduction in the number of standards, prioritizing depth over breadth;
2. An emphasis on year-to-year mastery of skills and a reduction of repetition of skills; and
3. A significant increase in rigor.

With these guiding principles in mind, the Achievement First teaching and learning team undertook a comprehensive review of the existing math curriculum and created new scope and sequence documents aligned to the Common Core. Grades 3-8 scope and sequences, indicating Common Core standards alignment for each unit over the course of the year, have been created, and the grade 5 document is included in Response 6(f). In order to evaluate the Common Core alignment of the curriculum as it is taught, test items from Smarter Balance consortium have been included in the Achievement First interim assessments. The network teaching and learning team has used these results to determine performance relative to Common Core standards, and to prioritize where additional resources are needed. When the Partnership for Assessment of Readiness for College and Career (PARCC) consortium, of which New York is a member, releases its assessments, we will adapt our interim assessments accordingly. In turn, assessment results will inform curriculum adjustments at both the school and network level.

### **Curriculum Resources & Teacher Supports**

If our teachers are going to prepare every scholar for success in college, we will need to set them up for success by providing high quality guiding documents and curriculum resources. Every class at Achievement First Central Brooklyn will be guided by a detailed, standards-aligned scope and sequence designed by network staff. Teachers will have access to exemplary unit plans based on the scope and sequences, and an extensive set of foundational lesson plans aligned for each unit. In ELA, this system of unit and lesson plans has been piloted in grades 5-8, and will be expanded during 2012-13 to cover grades K-8. These materials are developed through the Achievement First shared planning initiative, in which excellent teachers across the network are paid a stipend to develop exemplary plans. The unit and lesson plans are created using a common template that embeds shared, research-based instructional practices in every plan. The materials are reviewed and refined by the members of the Network Support teaching and learning team, and then posted for use across the network on the curriculum sharing website BetterLesson.com. A sample lesson plan, illustrating the common elements present across all curriculum materials, is attached in Response 26 (b).

A similar shared planning initiative for math will be piloted during the 2012-2013 school year, so that when Achievement First Central Brooklyn opens in 2013-2014, teachers will have a complete set of unit and lesson plans to support their instructional planning. This is a crucial strategy for executing the shift to a Common Core aligned program, as teachers will be heavily supported through co-planning with academic deans, particularly for the first six weeks of the school year. Lessons will typically follow the “I-we-you” format, with the teacher modeling the solution to a problem, then guiding students through solving it themselves, then giving students the opportunity to wrestle with problems on their own. Consistent with the higher rigor bar of the Common Core, these problems will be increasingly complex over the course of the unit.

We believe that providing resources like these is crucial to helping our teachers engage students in critical thinking and higher order learning. In a traditional environment, teachers must spend up to 70% of their planning time creating materials, leaving only a small portion for the crucial tasks of refining lesson objectives, crafting explanations and probing questions, and choreographing the lesson. By providing teachers with high quality, Common Core-aligned materials, we allow teacher to flip this equation on its head, spending the bulk of their prep time planning the higher order elements of the lesson.

The purpose of the shared lesson plans is to set up Achievement First Central Brooklyn teachers for efficient and effective planning, not to preclude the need for planning altogether. As a result the plans are not scripted, but instead provide a richly detailed structure around which teachers can build an engaging lesson. To make sure that teachers have the support to make the best use of these shared plans, the Achievement First teaching & learning team has developed a series of training modules for academic deans and grade team leaders to support co-planning. Using these training modules, coaches will work closely with teachers to build their lesson planning capacity using the shared plans, continually shifting more responsibility for planning to each teacher. These supports are integrated seamlessly into the overall coaching structure for teachers, which is described in Response 9(b).

While Achievement First has prioritized building out comprehensive Common Core-aligned resources for ELA and math, similar work is also under way for science and social studies. In 2012-13, the AF network directors of social studies and science achievement will pilot update scope and sequences for these subjects, modeled on the format and depth of the ELA and Math documents attached in Response 6(F). When Achievement First Central Brooklyn opens in August 2013, teachers will have access to a robust set of materials in these subjects as well.

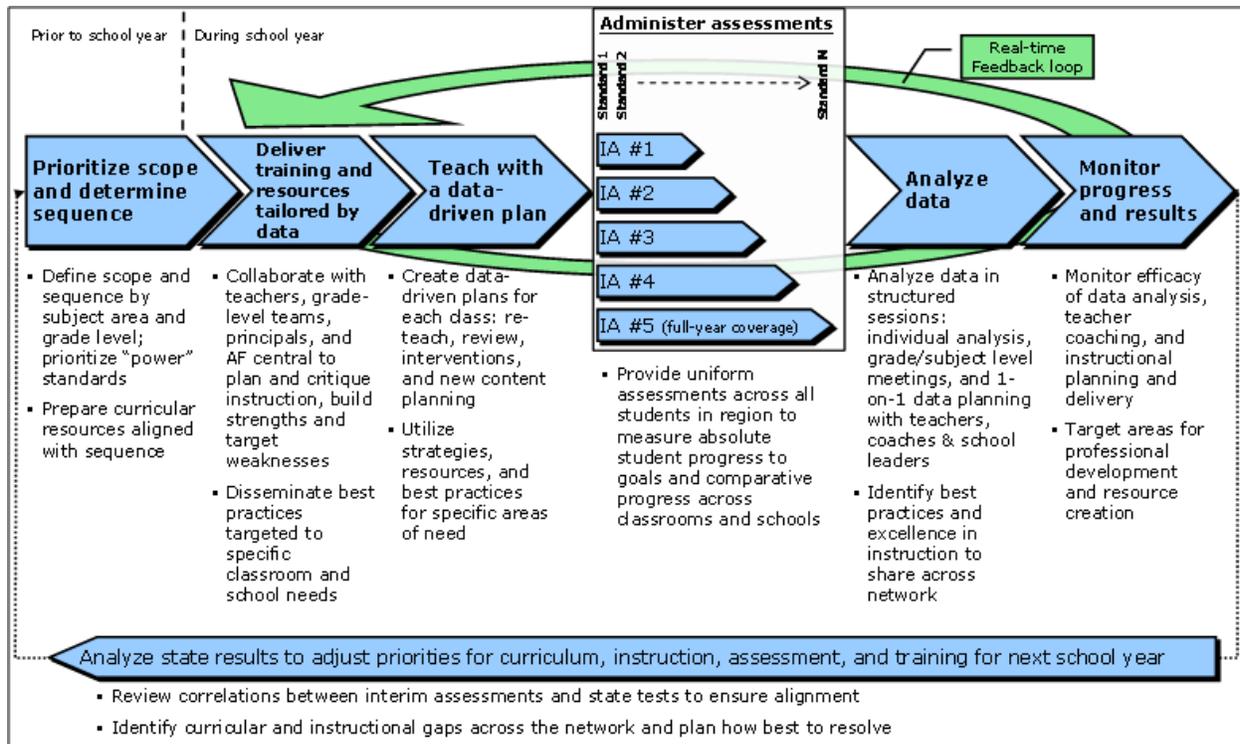
(b) **Assessment System**

**Assessment & Data-Driven Instructional Decision Making**

The centerpiece of the Achievement First Central Brooklyn assessment system is the sequence of standards-aligned Interim Assessments (IAs) that measure the skills taught over the course of the previous unit. The Achievement First teaching and learning team has designed these criterion-referenced assessments to measure mastery of key skills at five checkpoints over the course of the year. They are a crucial tool for teachers, instructional leaders, and Network Support staff to continually improve curriculum and instruction, and to target the specific needs of each scholar.

We believe that Achievement First interim assessment system helps teachers keep their eyes on the prize: student mastery of rigorous standards. They help establish a common rigor bar across the network for curriculum based and teacher-designed assessments, and they inform instructional decisions to help teachers ensure student mastery. The IA process at the Achievement First Central Brooklyn will begin with the clear definition in each subject and grade level of the academic performance standards each scholar must master in order to be prepared for the state test and for the subsequent grade level. We have developed a comprehensive scope and sequence for each grade and core subject. At the beginning of each academic year, school support coaches (Achievement First regional superintendents) work with principals to set student achievement goals for the year based on

the prior year’s outcomes and what progress is still needed to reach the school’s performance targets. The process is captured in the diagram below:



About a week after each IA, the school will hold a “data day” – a full day of professional development (i.e. no students) during which teachers and principals analyze their IA data, discuss instructional priorities and create data-driven instructional plans for the subsequent six weeks. The AF network support data team has created a position, director of impact strategy, specifically to assist principals and academic deans to structure data days effectively, and to derive actionable insights from assessment data. Additionally, the AF curriculum team reviews the IA data across the network in order to identify common instructional gaps and develop materials and/or training that our schools can use to address these shortfalls. This cycle repeats itself with each subsequent IA, and is reflected in the diagram below. Additionally, the Network Support teaching and learning team conducts a year-end correlation analysis and debrief once state tests results are received, so in order to compare performance on the state tests to the IA data.



This process is made possible by AF’s home-grown, nationally-recognized online IA platform, AF Athena. AF Athena facilitates quick turnaround times that allow the assessments to immediately impact instruction, and offers powerful analytic tools in an accessible, guided format. Teachers can easily track longitudinal progress across IAs as their scholars progress towards mastery, and the IA platform provides them with a crucial tool to evaluate the effectiveness of their data-driven plans. For example, teachers can use the “Improvement Analysis” report to track progress against the major elements of their data-driven plans: standards that the class reviewed to maintain mastery, standards that the teacher re-taught because the class had not yet mastered them, progress by the struggling scholars, progress for “bubble standards” (e.g. standards between 70-85 percent class proficiency), and performance on new content covered on the most recent interim assessment. The AF Athena platform also makes it easy for the teaching and learning team to ensure Common Core alignment, by incorporating Common Core aligned test items from nationally recognized question banks, and released test items.

### Additional Assessments

In addition to the interim assessments and required state exams, all students attending AF Central Brooklyn will be required to take a battery of tests over the course of the academic year. Students will take the *Fountas & Pinnell Benchmark Assessment* (F&P) at least three times per year at the elementary level (beginning, middle, end of year), and at least twice at the middle school level (middle and end of year). This assessment will be used to ensure that students are at or approaching grade level, and to identify the appropriate supports to help students get there. In cases where students are identified for intervention between scheduled F&P assessments, a teacher will administer this assessment to ensure that the correct intervention is chosen. The school may also offer the STEP exam at the elementary level. At the high school level, the GRADE exam will be for similar purposes.

Test:	Fountas & Pinnell Benchmark Assessment
Type:	Nationally recognized, teacher administered reading assessment
Grades:	K-4: beginning, middle, end of year; 5-8: middle, end of year.

Achievement First Central Brooklyn plans to administer the *TerraNova* as a baseline test when a child enters the school and every May in grades K-4. The *TerraNova* is a nationally recognized reading assessment. This exam will be used to track longitudinal progress of individual scholars, and as a basis for the value-added analysis required for the Teacher Career Pathway (described in Response 9) for teachers in grades K-2. The *TerraNova* will also be correlated to Interim Assessments, as a check on the validity and reliability of these exams.

Test:	TerraNova – Literacy
Type:	Nationally Normed Test
Relevant Grade Level:	Baseline upon entering school; May for grades K-4

Students will also take the mathematics *TerraNova* as an end of year assessment in grades K-2. The math *TerraNova* results are used for the same purposes as the literacy version of the exam.

Test:	TerraNova – Mathematics
Type:	Nationally Normed Test
Relevant Grade Level:	May for grades K-2

### State Assessments

Achievement First Central Brooklyn will administer NYSTEP and Regents Exams as required by law. The instructional leaders will view these results as the most important indicators of whether we are achieving our mission of preparing each student for success in college. Academic planning for the upcoming year will be informed by a detailed item analysis of the previous year’s results when they are released in August. Additionally, state test results will form the central indicator in both the Accountability Plan and Achievement First’s internal accountability system, the AF Report Card. In Grade 8, Achievement First Central Brooklyn students will take the Earth Science Regents exam, in preparation for the high school academy’s accelerated science program. As noted in the proposed Accountability Plan response, per written guidance from the New York State Education Department, this exam can be used for accountability purposes for New York public schools. The State Education Department has established a correlation of Regents Scores and NYSTP performance levels, which will guide the assessment of Accountability Plan goals.

Overview of State Testing	
3 <sup>rd</sup> Grade	NYSTP ELA, NYSTP Mathematics, NYSESLAT (ELL only)
4 <sup>th</sup> Grade	NYSTP ELA, NYSTP Mathematics, NYSTP Science, NYSESLAT (ELL only)
5 <sup>th</sup> Grade	NYSTP ELA, NYSTP Mathematics, NYSESLAT (ELL only)
6 <sup>th</sup> Grade	NYSTP ELA, NYSTP Mathematics, NYSESLAT (ELL only)
7 <sup>th</sup> Grade	NYSTP ELA, NYSTP Mathematics, NYSESLAT (ELL only)
8 <sup>th</sup> Grade *only qualifying students will take Regents exams other than the Earth Science exam in grade 8.	NYSTP ELA, NYSTP Mathematics, NYS Earth Science Regents, NYS Regents Exams*, NYSESLAT (ELL only)
High School	Regents Exams, NYSESLAT (ELL only)

The targets in the AF Report Card are designed to meet and exceed the Accountability Plan goals by closing the gap between our scholars and the students who attend the highest performing districts in the state. Performance on the AF Report Card determines school wide performance bonuses, and is viewed across the network as the definitive measure of success for an Achievement First school. Once state assessment results are released, principals will work closely with their regional superintendents to set four to six main goals for the year, incorporating results from all of the assessments described above. These goals are designed to focus the school’s efforts to achieve Accountability Plan and AF Report Card targets. As the essential measures of the our mission, the Board will review a comprehensive report on both the Accountability Plan Progress Report and the AF Report Card when each is finalized. Principals will also include updates on available assessment results in their regular reports to the Board, to indicate whether the school is on track to meet its goals for the year. Parents and students will be informed of assessment results on each exam in regular progress reports. When any assessment indicates that a student is struggling or in doubt of promotion, parents will receive an immediate communication to notify them and to engage them in discussing the scholar’s action plan.

#### C) Instructional Methods

Great instruction at Achievement First Central Brooklyn will be defined by the Achievement First Essentials of Instruction, the unifying framework that drives teacher training, coaching, evaluation, and

resource development across the network. The hallmarks of the *Essentials* are 1) clear, rigorous, standards-based learning objectives for every lesson; 2) lessons that are thoroughly planned to provide clear explanations, opportunities for independent practice, and checks for understanding; 3) a classroom culture that is joyful and ensures every moment is focused on learning; and 4) demonstrated learning for all students. The *Essentials* are designed to be cross-cutting, establishing the non-negotiables of great instruction across all subjects. Through a detailed rubric (attached in Response 26) teachers and instructional leaders have a clear and detailed picture of what excellent instruction looks like. The *Essentials* rubric is summarized in the table below:

Domain	Essential of Instruction	What does it look like?
<b>Domain 1: A Clear, High Standard for Student Achievement</b>	Great Aims	<ul style="list-style-type: none"> <li>Rigorous, bite-sized, measurable, standards-based objective(s)</li> </ul>
	Assessment of Aims	<ul style="list-style-type: none"> <li>Regular checks for understanding using a variety of methods.</li> <li>Daily assessments via “exit tickets” or other methods.</li> </ul>
	Academic Rigor	<ul style="list-style-type: none"> <li>Rigorous questioning, using techniques and language that elicits higher order thinking</li> <li>Clear, public standards for top quality responses (both oral &amp; written)</li> </ul>
<b>Domain 2: Design and Delivery of an Effective Lesson</b>	Core Instruction of the Aim	<ul style="list-style-type: none"> <li>Evidence of planning, prediction of potential misunderstandings</li> <li>Effective &amp; efficient explanations</li> </ul>
	Independent Work Time	<ul style="list-style-type: none"> <li>Repeated practice</li> <li>Differentiated entry points, with a single high standard for quality responses</li> </ul>
	Scholar Engagement	<ul style="list-style-type: none"> <li>Appropriate &amp; engaging pacing</li> <li>Use of a varied repertoire of engagement strategies</li> </ul>
<b>Domain 3: Classroom Culture</b>	Classroom Culture	<ul style="list-style-type: none"> <li>High expectations for quality of response, participation, and behavior</li> <li>Warm and demanding tone in the classroom</li> <li>Embedded character development</li> </ul>
<b>Domain 4: Ensures Achievement for all Scholars</b>	Cumulative Review	<ul style="list-style-type: none"> <li>Explicitly references prior knowledge</li> <li>Builds in opportunities for skills practice</li> </ul>
	Overall Outcome: Scholar Learning	<ul style="list-style-type: none"> <li>Students master aim, as measured by exit tickets and/or other assessments</li> </ul>

The *Essentials* rubric establishes specific, observable criteria for each of the instructional characteristics described above. The rubric prioritizes using the most appropriate practices (for example, checks for understanding, physical space arrangement, individual practice methods, behavior management techniques, etc.) for the age level and content area.

Codifying what we mean by excellent instruction is an important step, but it is only the first step. The Achievement First teaching and learning team has also created an extensive system of supports aligned the *Essentials* to make sure that all teachers has the training, coaching, feedback, and resources necessary to bring the *Essentials* alive in their classrooms. The Achievement First coaching approach , described in Response 9(b), is designed to provide actionable resources to help teachers develop a repertoire of practices in each of these areas, and to choose the most appropriate practice for a given situation. Coaches have a detailed handbook, aligned to the *Essentials* rubric, that references specific resources to help teachers develop this repertoire. Grades K-2 will have two teachers per classroom, while most other grades will have a single teacher, supported as needed by learning specialists.

(d) **Course Overview**

**English Language Arts**

The Achievement First Central Brooklyn English Language Arts program has been redesigned from the ground up to ensure that our graduates are prepared to thrive in the rigorous intellectual environment of competitive colleges. To achieve this vision, the program is guided by three core goals:

- 1) Students love to read and write.
- 2) Students comprehend varied texts through reading, writing, listening, and speaking
- 3) Students demonstrate intellectual flexibility by developing arguments and writing and speaking persuasively about complex ideas.

This redesign was prompted by internal analysis of ELA performance across Achievement First schools— not least by the disappointing and unacceptable results following the 2010 reset of proficiency cut scores— and by the advent of the Common Core State Standards. The two-year, comprehensive review and redesign has drawn on the Common Core standards themselves, leading research on effective ELA practices, visits to some of the highest performing schools in the country, and the classroom-proven expertise of the most skilled teachers and leaders across the network. This process, and the redesigned ELA program, are summarized below.

**The Achievement First Central Brooklyn English Language Arts Program**

The guiding principles of the Achievement First English Language Arts Program are summarized below. While this will require a shift for many schools in the network, the AF Central Brooklyn ELA program will be based on these principles from day one.

- **Vertical and Standards Alignment:** The AF teaching and learning team has reviewed student work from the best high schools in the country (charter public, traditional public, and private) and started to map backwards to create a coherent, rigorous K-12 program. The Common Core State Standards have provided essential guidance in determining the appropriate level of rigor in terms of text complexity and sophistication of writing required.
- **Multiple Genres:** Consistent with the research underlying the CCSS, students read and write across multiple genres, with an increased emphasis on non-narrative information texts. We value fiction and non-fiction equally. <sup>1</sup>

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<sup>1</sup> Harvey, Stephanie. "Nonfiction Inquiry: Using Real Reading and Writing to Explore the World." *Language Arts* 80.1 (2002): 12-22.

- **Grade Level and Independent Level:** Research shows that in order to reach the high level of rigor embodied by the CCSS, students need significant time immersed in challenging, grade-appropriate texts.<sup>2</sup> At the same time, experience demonstrates that students must read extensively at their current level (with support), and that we must provide targeted instruction for specific skills deficits. These elements must take place in parallel, every day, in both independent and instructional settings.
- **Fluency & Expression:** Reading fluently and with expression is a core building block for literacy, and as such it is a central goal of the early elementary grades. Fluent, expressive reading will be practiced daily across grade levels, and students who have not mastered this skill will automatically receive intensive, structured interventions.
- **Vocabulary & Background Knowledge:** In order to understand increasingly complex texts across genres, scholars need rich vocabulary and broad background knowledge. Our ELA program defines grade appropriate vocabulary words and teaches strategies to derive meaning from context as well as understand roots/prefixes/suffixes.
- **Reading and Writing are Linked:** Our scope and sequences will explicitly link writing and reading. Students will be expected to write and speak to clarify, develop, revise, and extend their thinking in both writing AND reading classes.
- **Close Reading and Stamina:** Reading increasingly complex texts requires students to have the tools necessary to ground their analysis in textual evidence, and the stamina to stick with difficult material. At each grade level, the ELA program will focus on close reading and annotation skills, and students will steadily extend independent reading time to build stamina.

### Daily ELA Instruction

We have structured daily ELA instruction based on the belief that our scholars will get better at reading through sustained, long term practice doing real intellectual heavy lifting: reading varied texts independently and together, explaining their thinking about reading, and writing about reading. Achievement First Central Brooklyn considers reading classes to be daily reading “work outs” (in which the teacher plays the role of coach, pushing and correcting) rather than “lessons on how to work out” (with the teacher doing most of the explaining).

At the elementary level, students will participate in at least 200 minutes of ELA instruction daily, organized into the following blocks to support the ELA program guiding principles:

Early Elementary Literacy: Day at a Glance	
Class	Components
<b>Phonics and Fluency</b> (55 minutes)	<ul style="list-style-type: none"> <li>• Reading Mastery Decoding and Fluency (35 minutes)</li> <li>• Word Work/Phonics Supplement (20 minutes)</li> </ul>

<sup>2</sup> Dobbie, W and R Fryer Jr. "Getting Beneath the Veil of Effective Schools: Evidence from New York City." [National Bureau of Economic Research](#) (2011).

<b>Guided Reading/Independent Reading</b> (75 minutes)	<ul style="list-style-type: none"> <li>• Guided Reading (25 minutes)</li> <li>• Independent Reading (25 minutes)</li> <li>• Reading Practice on Computer (25 minutes)</li> </ul>
<b>Reading Class</b> (up to 85 minutes)	<ul style="list-style-type: none"> <li>• Reading Comprehension (45 minutes)</li> <li>• Interactive Read Aloud (25 minutes)</li> <li>• DEAR (10-15 minutes)</li> </ul>
<b>Writing Class</b> (45-60 minutes)	<ul style="list-style-type: none"> <li>• Language/Grammar (15 min)</li> <li>• Genre Based Workshop (K-30 min; 1<sup>st</sup>-45 min)</li> </ul>
<b>Vocabulary</b> (20 minutes)	<ul style="list-style-type: none"> <li>• Vocabulary (20 min)</li> </ul>

Upper Elementary Literacy: Day at a Glance	
Class	Components
<b>Reading Class</b> (up to 125 minutes)	<ul style="list-style-type: none"> <li>• Skills Lesson (30 minutes)</li> <li>• Close Reading (60 minutes)</li> <li>• Textual Analysis (30-35 minutes)</li> </ul>
<b>Writing Class</b> (75 minutes)	<ul style="list-style-type: none"> <li>• Language and grammar instruction (15 minutes)</li> <li>• Genre workshop (60 minutes)</li> </ul>
<b>Small Group Reading:</b> (45 minutes)	<ul style="list-style-type: none"> <li>• Guided Reading (<i>Struggling readers that meet the RTI triggers</i>)</li> <li>• Book Clubs (<i>Reluctant readers slightly below grade level</i>)</li> <li>• Independent Reading (<i>Students at or above grade level</i>)</li> </ul> <p><i>*Students can also be working at computers during this small group reading time</i></p>
<b>DEAR</b> (20 minutes)	<ul style="list-style-type: none"> <li>• DEAR (20 minutes)</li> </ul>
<b>Vocabulary</b> (15-20 minutes)	<ul style="list-style-type: none"> <li>• Vocabulary (15-20 minutes)</li> </ul>

At the middle school level, students have at least 200 minutes of ELA instruction daily, organized as follows:

Middle School Literacy: Day at a Glance	
Class	Components
<b>Reading Class</b> (75 minutes)	<ul style="list-style-type: none"> <li>• Vocabulary (15 minutes)</li> <li>• Core reading analysis instruction: grade and Common Core standards aligned (60 minutes)</li> </ul>
<b>Writing Class</b> (60 minutes)	<ul style="list-style-type: none"> <li>• Direct and indirect grammar instruction</li> <li>• Genre workshop (60 minutes)</li> </ul>
<b>Small Group Reading:</b> (45 minutes) <i>Components and program design vary based on reading level and reluctance of the scholar.</i>	<ul style="list-style-type: none"> <li>• Guided Reading (<i>Struggling readers that meet the RTI triggers</i>)</li> <li>• Book Clubs (<i>Reluctant readers slightly below grade level</i>)</li> <li>• Independent Reading (<i>Students at or above grade level</i>)</li> </ul>
<b>Intervention based on RTI Triggers:</b> <i>Time differentiated based on program, most likely pull-out.</i>	<ul style="list-style-type: none"> <li>• Decoding intervention: Wilson (45 minutes/4 times a week)</li> <li>• Fluency intervention: Read Naturally</li> <li>• Rate intervention: Great Leaps</li> </ul>
<b>DEAR</b> (20 minutes)	<ul style="list-style-type: none"> <li>• Drop Everything and Read (20 minutes)</li> </ul>

The “reading workouts” described above are designed to ensure that students are immersed daily in rigorous, grade appropriate texts (“Reading Class”), and also read extensively at their current levels with appropriate supports (“Small Group Reading”). During small group reading, struggling readers will participate in guided reading, readers approaching grade level will participate in book clubs, and readers at or above grade level will read independently. “Drop Everything and Read” ensures a daily opportunity for students to independently read texts that they connect with and care about. “Writing Class” is designed with explicit connections to the content and skills students are developing during their literacy periods. Structured interventions, described in Response 8(a), will address identified skills deficits that are preventing learning progress.

These structures ensure that students engage in multiple kinds of practice so that they develop the intellectual flexibility to navigate different genres, across a variety of environments. Teachers will use permanent visual anchors in their classrooms so that everyone is clear on what quality looks like: rubrics for answering evidence-based questions, guidelines for strong verbal responses, annotated written response exemplars, and reminders about what engaged independent reading looks like. As they facilitate student discussions, ask questions, and mark written work, teachers will insist on quality answers. This means that student work will be graded daily, and that students will continue to redo the work until it meets the quality standard. At Achievement First Central Brooklyn, simply *doing* what the teacher asks will not be enough— teachers will be relentless in ensuring that students *do it well*. This will prepare scholars for rigorous high school ELA work, including AP Language & Composition.

## Math

Math performance across the Achievement First network has been strong historically, and in recent years has reached gap-closing levels at many grade levels. Nonetheless, with the advent of the Common Core standards and our continuing commitment to prepare students for success in the most competitive colleges, the Achievement First Central Brooklyn math curriculum will be even more rigorous. At every level, teachers will be guided by the Common Core-aligned scope and sequence, and will supplement the textbooks noted below with materials focusing on automaticity of basic facts and computation procedures. In grades K-2, Achievement First Central Brooklyn will use TERC *Investigations*, a curriculum highly recognized for laying a strong foundation of conceptual understanding. In grades 3-6, we will draw on resources from the *enVision* program, and in grades 7 and 8 we will draw on *Connected Math* for pre-algebra. Each of these highly recognized programs is supported by a strong research base.<sup>3</sup> This K-8 program is designed to prepare students for algebra in 9<sup>th</sup> grade, geometry in 10<sup>th</sup> grade, advanced algebra in 11<sup>th</sup> grade, and pre-calculus or calculus in 12<sup>th</sup> grade. The specific skills for each year (3-8), as well as the Common Core standards alignment, are included in the Curriculum Frameworks attached in Response 6(f). An overview of weekly math instruction for grades K-8 is provided in the following tables:

Elementary School Math: Week at a Glance					
	Monday	Tuesday	Wednesday	Thursday	Friday
Math Meeting (25 minutes)	<ul style="list-style-type: none"> <li>Opportunity for students to practice foundational math skills &amp; build automaticity</li> <li>Based on clear routines and thoroughly planned agendas</li> <li>Draws on Every Day Counts math calendar, Math Meeting resources shared on BetterLesson</li> </ul>				Assessment
Block 2 KG: 45 minutes 1-2: 60 minutes 3-4: 70 minutes	<ul style="list-style-type: none"> <li>Intro to Aim for the day (10 minutes)</li> <li>Workshop: small group work, teacher circulating (15-20 minutes)</li> <li>Independent Practice (primarily grades 3-4, 15 minutes)</li> <li>Discussion (5-10 minutes)</li> <li>Exit Ticket (3 minutes)</li> </ul>				

Middle School Math: Week at a Glance					
	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 (50 minutes)	<ul style="list-style-type: none"> <li>Quick Questions or Mental Math (1-3 minutes)</li> <li>Intro to Aim for the day (10 minutes)</li> <li>Guided Practice (15 minutes)</li> <li>Independent Practice (18 minutes)</li> <li>Closing (2 minutes)</li> <li>Exit Ticket (3 minutes)</li> </ul>				
Block 2 (50 minutes)	Same structure as above.		<ul style="list-style-type: none"> <li>Cumulative Review—Independent Practice (20 minutes)</li> <li>Cumulative Review—Game Centers (30 minutes)</li> </ul>		

<sup>3</sup> Fey, James, et al. [Connected Mathematics Project](#). Research and Evaluation Summary. Upper Saddle River: Person Education, Inc., 2006.

Over the course of the week, there will be one to three cumulative review sessions or math meetings, giving students the opportunity to consolidate and practice the skills they've developed over the course of the unit. For students identified through interim assessments as having significant skills gaps, math teachers will design intervention sessions for small groups of four to six students. Each class will conclude with an "exit ticket" assessment, allowing the teacher to assess skills mastery daily and correct misunderstandings quickly.

### **Science**

The Achievement First Central Brooklyn science curriculum will be guided by the *Framework for K-12 Science Education* by the National Research Council (NRC). Developed by a committee of internationally renowned scientists, researchers, and educators, the *Framework* will be the centerpiece of new science standards to be developed by a coalition of 20 states, including New York. This process parallels the development of the Common Core standards in math and English language arts, and we believe that the new standards will raise the bar for science education in the state of New York. As with the Common Core standards, making a seamless transition to the new science standards is crucial and requires significant prior planning. Our review of the middle school science program was a key element of this planning process.

At the elementary level, curriculum will be driven by FOSS science. This curriculum correlates exceptionally well to New York and national science standards, and provides robust assessments to track student progress towards mastery on these essential standards. Middle school science will be based on scope and sequences created by Achievement First, and will be designed to increase our scholars' ability to integrate scientific *concepts* with the practical application of scientific *inquiry*. The middle school science curriculum is infused with materials from IQWST, an inquiry-driven science program developed at the University of Michigan Center for Curriculum Materials in Science. IQWST will allow us to link together science kits and conceptual lessons into coherent, interrelated projects.

In grade 8, Achievement First Central Brooklyn will offer an Earth Science Regents preparatory curriculum in grade 8. The Earth Science Regents course integrates content from across biology, chemistry, and physics and requires learners to apply these concepts to investigate complex scientific questions. This type of integration and application of inquiry skills is exactly what we believe is necessary to drive increased mastery of science at the grade 8 level. This will prepare students for biology in 9<sup>th</sup> grade, chemistry in 10<sup>th</sup> grade, AP biology in 11<sup>th</sup> grade, and physics in 12<sup>th</sup> grade.

### **Social Studies**

Research has shown that one major reason that urban students score lower on reading tests is that they lack background knowledge. With the advent of the Common Core, this is even more important. When one reads a text, he or she must know how to decode the words and how to analyze text; to truly understand the text, however, one must also know the basic vocabulary and contextual information the author assumes his or her readers understand. For this reason—and the importance of our students understanding the world around them—it is essential that students receive a rich and rigorous education in the social studies.

Our social studies curriculum draws on the Scott Foresman curriculum, but is guided by a scope and sequence developed by Achievement First to align with New York State and national standards.

Consistent with the Common Core standards, the curriculum balances nonfiction reading instruction with the acquisition of important content knowledge. Based on the expanding communities framework for teaching social studies, the social studies curriculum presents content in a developmentally appropriate way, beginning with the self and expanding outward to an ever-widening circle of community. Guided by a series of essential questions that help develop critical thinking and questioning skills, students become versed in essential knowledge about the community and world in which they live, thus being prepared to engage successfully with the rigorous AF middle school social studies curriculum.

This social studies curriculum is presented in a way that is engaging and challenging. Teachers expect students to master the key concepts and vocabulary, and they also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies class is a fast-paced, multi-modal class in which students hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations.

### **Physical Education**

In 2003, the US Surgeon General declared obesity to be “the fastest-growing cause of disease and death in America” also noting that it is “completely preventable.”<sup>4</sup> Achievement First Central Brooklyn will offer a robust physical education curriculum that teaches students how to keep a fit and healthy lifestyle, which is important to teaching and learning as well as to each individual student’s well-being. All children will have physical education classes during their entire tenure at Achievement First Central Brooklyn.

Achievement First Central Brooklyn physical education teachers will use the CATCH-PE curriculum. This curriculum features using continual motion and P.E. games to build athletic skills and an appreciation for lifelong fitness. In addition, they will also teach students how to play different sports and games as well as reinforcing messages about nutrition, teamwork and fair play.

### **Spanish**

Scholars attending Achievement First Central Brooklyn will receive a foundation in basic Spanish. Achievement First’s goal is for every student to be fluent and proficient in Spanish by the time they graduate from high school; a strong foundation with a second language in elementary school is a major step toward achieving this goal.

### **Music**

The Achievement First music curriculum is focused on music literacy and appreciation, and has a strong performance component. Students will learn to play an instrument and read music during the school day, and the curriculum will follow the standards and goals of the National Association for Music Education (NAME). Achievement First Central Brooklyn will offer additional music opportunities through after school enrichment programs.

### **Technology**

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<sup>4</sup> <http://www.surgeongeneral.gov/news/testimony/obesity07162003.htm>

Achievement First Central Brooklyn believes that students need to be technologically literate; that is, they need to know how to use the computer in the ways that professionals do daily. We also believe that the computer can be an instructional aid. Especially in the lower grades, students will use computer-based learning programs to master material.

### **College Readiness**

Beyond instilling scholars with a sense of the possible through our powerful, college-going culture, our teaching staff and college counselors will work to equip each and every scholar with the skills, self-knowledge and extensive preparation required to bridge the gap between the expectation of college and what it takes to make it a reality. Given that 85 percent of our scholars are likely to be the first in their families to graduate from college, we have the profound responsibility to prepare our scholars to understand and meet admissions requirements and to learn the skills required to navigate the complex application and enrollment process.

To meet this pressing need, Achievement First Central Brooklyn will require four years of completed coursework in our College Readiness Seminar—the class in which scholars acquire the tools and information to take control of their academic futures. By incorporating college readiness in the daily schedule, the high school academy will amplify its college-going culture and unwavering commitment to 100 percent college acceptance and enrollment. Closely aligned with the college application process, course curriculum for the College Readiness Seminar will progress through a sequence that develops along with our scholars as they move through their high school careers.

In 9th and 10th grades, the class will meet two days per week with a focus on academic performance and academic awareness. During these early years of high school, the College Readiness Seminar supports scholars through the pivotal transition from middle school to high school. The explicit instruction provided in the College Readiness Seminar will help scholars understand the relationship between a rigorous high school experience and college persistence, take ownership of their academic futures, and learn to communicate professionally with teachers and other adults with whom they are trying to develop relationships— from emails and phone calls to interviews and impromptu encounters. In 11th grade, the focus shifts to time management, building preliminary college lists and extensive SAT preparation. By 12th grade, the class meets four times per week and guides scholars through every academic and financial step of the application process, including writing personal statements, requesting recommendations, compiling supplemental materials and comparing financial aid packages. In the spring semester, once scholars have matriculated to their colleges of choice, College Readiness shifts to a Transitions Class to ensure that scholars are academically, financially and socially prepared for what they'll encounter on campus.

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

At Achievement First Central Brooklyn, promotion to the next grade means that a scholar is academically prepared for success in that grade. It will be the school's responsibility to help all students meet promotion criteria through great instruction, targeted interventions, and partnership with families. However, in the event that scholars do not meet these criteria, we believe it is a disservice to promote them into a grade for which they are not yet academically prepared. Our philosophy is that some students may meet standards at different times, but that ALL students must meet them. Because our

mission calls for us to serve the most at-risk students, we are especially sensitive to the risk that non-promoted students will leave to attend a school with less rigorous academic standards. As such, we will communicate intensively with families whose scholars are in danger of retention. At the beginning of each year, and whenever new students enter the school, the leadership team will explain the promotion criteria in detail to ensure that families understand the rationale behind our high expectations. Promotion criteria will also be clearly and explicitly described in the Family Handbook. We will use the conclusion of each trimester as key checkpoints for family communication and action planning to support students to meet promotion standards. The following table summarizes the type of communication required at each checkpoint:

End of Trimester 1	End of Trimester 2	End of Trimester 3
<ul style="list-style-type: none"> <li>* <b>Conversation</b> at report card night (if parent is not present, must at least have conversation on the phone).</li> <li>* <b>Letter</b> stating that student's promotion is in doubt &amp; why.</li> <li>* <b>Parent/guardian signed document</b> recognizing that promotion is in doubt &amp; why.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Conversation</b> at report card night (if parent is not present, must at least have conversation on the phone).</li> <li>* <b>Letter</b> stating that student's promotion is in doubt &amp; why.</li> <li>* Parent must come in for an <b>in person meeting</b> with dean or principal (beyond report card night meeting).</li> <li>* <b>Parent/guardian signed document</b> recognizing that promotion is in doubt &amp; why.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Letter</b> stating that student's promotion is in doubt &amp; why OR that student will definitely be retained.</li> <li>* Parent must come in for an <b>in person meeting</b> with dean or principal.</li> <li>* <b>Parent/guardian signed document</b> recognizing that promotion is in doubt &amp; why.</li> </ul>

This communication is designed both to ensure that families are aware as soon the possibility of non-promotion arises, and also to engage parents in supporting the specific interventions provided by the school. Parent support is particularly important when interventions are provided after school or during Saturday academy, and when attendance problems are reducing instructional time for a struggling student.

Students **MUST** meet the following criteria in grades K-8 in order to be academically prepared for the next year. Please note that if a student's IEP sets specific targets for promotion, the school will use these criteria. With this exception, all students will be held to the following standards in order to be promoted:

**State and Other Test Scores**

- KG Students: F & P level of D or higher
- Grade 1 Students: F & P level of I or higher
- Grade 2 Students: F & P level of M or higher
- Grades 3-8 Students: Score of at least a 2 on all state tests

### **Course Grades (5-8)**

Scholars must receive a passing grade (70 or higher) in at least four of the five following classes: math, reading, writing, science, social studies.

The following factors will be considered together to assess academic readiness for the following grade. A student failing to meet any of the criteria will be considered in doubt of promotion, and the communications structures described above will be triggered. Principals, working closely with their regional superintendents, will retain final authority in determining whether students have the academic preparation necessary for promotion.

### **Attendance:**

15 absences or more absences in a year (5 tardies and/or early dismissals count as one absence); there is no differentiation between excused and unexcused (with the exception of a limited number of extenuating circumstances, like extended illness).

### **Assessments, KG to Grade 2:**

- The student scores below the 50<sup>th</sup> percentile or above on the TerraNova math exam
- The student scores below the 50<sup>th</sup> percentile or above on the DRP reading assessment
- The student scores 79 or lower on IA #5 in math
- The student scores 69 or lower on IA #5 in reading

### **Assessments, Grades 3-8:**

- Score of a low 2 on both NY state tests
- A student scored a 2 on the state test for two straight years in either math or reading
- The student scored 59 or lower on IA #5 in MATH in the student's first year at an AF school, 64 or lower in a student's second year at an AF school, or 69 or lower in student's third year at an AF school
- The student scored 59 or lower on IA #5 in READING in the student's first year at an AF school, 64 or lower in a student's second year at an AF school, or 69 or lower in student's third year at an AF school

If the proposed school would serve students in the 12<sup>th</sup> grade within the proposed charter term, include the following:

- A description of the types of diplomas offered including how students will, at least minimally, meet the requirements set forth by New York State for the granting of each type of diploma.
- If the school's specific requirements for graduation go *beyond* the basic requirements for the awarding of each type of New York State diploma, please describe these requirements and the rationale for their selection.
- Referring to courses found in the Course Overview (Response 6(d)), outline specific course sequences that would lead to graduation.

This request is not applicable, as Achievement First Central Brooklyn will not enroll 12<sup>th</sup> grade students during the term of its first charter.

## **Grade 5 Curriculum Frameworks: Overview**

### **6(f) Curriculum Frameworks**

The following pages contain curriculum frameworks for English Language Arts, Math, Social Studies, and Science for grade 5. Additional curriculum documentation can be found in Response 26.

For English Language Arts and Mathematics, the curriculum frameworks are detailed Common Core- aligned scope and sequence documents. These documents were piloted for in Achievement First middle schools in 2011-2012, and will continue to be refined—according to the process described in Response 6(a)—before the August 2013 launch of Achievement First Central Brooklyn. The format of these documents varies somewhat, as they are designed primarily to be a content-specific resource to teachers and instructional leaders. The level of detail in the ELA and math scope and sequence documents reflects the priority that the Network Support teaching and learning team has placed on Common Core alignment. The organizing principle for these documents is the Interim Assessment cycle., which establishes clear alignment between the skills taught and the assessment of mastery of these skills through interim assessments. This is what makes possible the cycle of continual adjustment and improvement of curriculum and instruction based on assessment data.

Scope and sequence documents of similar depth and detail are currently in development for science and social studies, and will be available when AF Central Brooklyn opens. In the interim, the attached curriculum frameworks for these subjects demonstrate state standards alignment, and provide an outline of what teachers will teach, when they will teach it, and what assessments will indicate student mastery.

# Grade 5 Curriculum Frameworks: English Language Arts

## Overview

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Unit Length	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	2 weeks	3 weeks	3 weeks
Genre	Realistic Fiction (1 <sup>st</sup> Person Narrator)	Narrative (Biography/Memoir)	Non-fiction Informational Texts (Topics – Invention and Survival)	Historical Fiction (Third Person Limited)	Poetry	Non-fiction Informational Texts #2	Folktales	Test Prep	Nonfiction: Informational (Comparative Analysis)	Mystery (Drama)
Reading Standards	RL.5.1 RL.5.2 RL.5.3 RL.5.6	RI.5.1 RI.5.6 RI.5.2 RI.5.3	RI.5.1 RI.5.4 RI.5.2 RI.5.8 RI.5.3 RI.5.9	RL.5.1 RL.5.9 RL.5.2 RL.5.3	RI.5.1 RI.5.4 RI.5.2 RI.5.8 RI.5.3 RI.5.9	RL.5.1 RL.5.4 RL.5.5 RL.5.2	RL.5.1 RL.5.7 RL.5.2 RL.5.5 RL.5.9	Various	RI.5.1 RI.5.6 RI.5.2 RI.5.5 RI.5.3 RI.5.8 RI.5.4	RL.5.1 RL.5.7 RL.5.5 RL.5.2 RL.5.3
Reading Focus	Narrative Elements, Summary	Cause/effect, “Character” traits and Motivations	Reader’s Tools, Text Features,	Setting, Character and Symbols	Genre Elements: Figurative Language, Form and Meaning	Connecting Ideas Across Texts, Organizational Structures	Genre Elements: Plot, Theme, and Language		Compare/ Contrast Author’s Claims	Comparative Analysis of Genre, Character
High Text	<i>The View from Saturday</i> (U) – Konigsburg	<i>Sojourner Truth: Ain’t I a Woman?</i> (V) - McKissack	<i>Woodsong or Hatchet</i> – Paulsen + informational Bundle on survival	<i>The Witch of Blackbird Pond</i> (W) - Speare <i>The Fighting Ground</i> (V) – Avi <i>Number the Stars</i> (U) – Lowry	<b>Poetry Bundle, Words Under the Words</b> (Nye) and <b>Neighborhood Odes</b> (Soto)	<b>Author Study: Seymour Simon Non-fiction Unit</b>	<b>Folktales Bundle</b>	<b>Teacher-Selected Bundles</b>	<b>NF Information Bundle</b> (History Topic – Multiple Perspectives)	<b>And Then There Were None</b> (play) + <b>Ten Little Indians</b> (Novel) – Agatha Christie
Middle Text	<i>Skeleton Man</i> (5.4) - Bruchac	<i>Rosa Parks: My Story</i> (U) - Parks								
Low Text	<i>Rules</i> (R) - Lord	<i>Freedom Train: The Story of Harriet Tubman</i> (T) – Sterling								
Paired Texts	Texts providing context on autism, families	Memoir, Historical Articles	Biographies, Memoirs, Articles	Historical Articles						
Writing: Process Based Assessment	Personal Narrative	Informational (paragraph focus) Introduction to paired passage	Literary Essay (3 weeks)	Literary Essay (use literature text from unit 1)–3 weeks	Poetry and Narrative (3 weeks)	Paired Passage / CA unit	Info: – How to/ Process/ & Comparative Analysis of 2 articles	Paired Passage Flash Writes	Research Paper	Literary Essay: Comparative Essay
Writing Mode	Narrative: Standard 3	Expository: Standard 2	Argument: Standard 1	Argument: Standard 1	Narrative: Standard 3	Argument: Standard 1	Argument & Expository: Standards 1 & 2		Expository: Standard 2	Argument: Standard 1
Grammar Standards	L.3.1a L.5.2e L.5.1a L.5.2d L.5.2a	L.3.1f L.4.1f L.5.2e	L.3.1d L.3.1e L.5.2e	L.4.1g L.5.2a L.5.2e	L.3.1i L.4.2c L.3.1f L.5.2e L.4.1f	L.5.2b L.5.2c L.5.2e	L.5.1a L.5.2e L.5.1c L.5.1d		L.3.1f L.5.2e	L.5.1b L.5.1e L.5.2e

## Grade 5 Curriculum Frameworks: English Language Arts

### Assessment Overview

In the fifth grade a variety of assessments will be utilized in order to assess mastery of the various standards. The following overview chart defines the clear purpose of each assessment in the ELA program

Type of Assessment	Frequency of Admin.	Purpose of Assessment	School	Achievement First
Exit Tickets	Daily	To give teachers formative data on whether or not scholars mastered the daily aim in both reading and writing classes.	Modify as needed	Included with lesson plan
Classroom tests and quizzes	Weekly	Aligned to the aims taught that week, include spiral review of either genres or standards. Measures effectiveness of weekly instruction and retention of previously taught material. Vocabulary should be included on these weekly quizzes.	Creates	
Summative Unit Assessments	Every 2-4 weeks	Aligned to the skills and standards taught in each unit. These unit exams will be included with unit plans. Teachers can adapt these to their classroom needs.	Modifies as needed	Included in unit plan
Writing Process Based Assessments	Once per unit	To assess student mastery of the writing standards in a given unit, scholars should complete a recommended writing product aligned to the writing genre of the unit.	Creates	Recommends prompts
Interim Assessments	Every 6 weeks, 4-5 times per year	These assessments are aligned to the genres and the standards that are taught each IA cycle. The reading comprehension book will consist of 2 passages with questions (MC and OE) that are aligned to the standards. In NY there will be a book 2, which assess vocabulary and grammar	Input	Creates (modifies from state tests)
Fountas and Pinnell	Required 2x per year	To assess a scholar's independent and instructional reading level, provides important fluency, oral reading, and comprehension data to help provide more targeted instruction for scholars.	No	Commercial Program

# Grade 5 Curriculum Frameworks: English Language Arts

## IA CYCLE 1

### 1. Realistic Fiction (1<sup>st</sup> Person Narrator) – 3 weeks

Common Core State Standards	UNIT GOALS and AIMS
<b>Essential Questions:</b>	
<b>Enduring Understandings:</b>	
<b>Themes:</b>	
<p>RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).</p> <p>RL.5.6 – Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><b>Unit Goals</b>  <b>Readers will:</b></p> <ul style="list-style-type: none"> <li>Identify analyze the key elements of a narrative, including character, plot, setting, and point-of-view</li> <li>Accurately and succinctly paraphrase from texts to describe or explain the key elements of a text</li> <li>Summarize the key elements of a narrative orally and in writing</li> <li>Evaluate the quality of their oral and written summaries</li> </ul> <p><b>Reading Aims:</b>  <b>SWBAT</b></p> <ol style="list-style-type: none"> <li>Paraphrase by rewording a story or passage in their own words</li> <li>Identify the main idea of a text by determining its central topic (i.e. what it's mostly about).</li> <li>Identify the protagonist by determining which character is the main character (has a desire and faces an obstacle to it).</li> <li>Identify the first-person point of view in the text by noting that the narrator is a character in the story (in this case, the protagonist).</li> <li>Analyze a character by identifying and inferring his traits (physical, social, emotional).             <ul style="list-style-type: none"> <li>Locate particular details in complex texts by skimming for key words and specific content.</li> </ul> </li> <li>Identify the antagonist by determining which character or other force is an obstacle to the protagonist’s desire.</li> <li>Describe the protagonist in a text by summarizing (orally and in writing) his traits, his response(s) to the conflict, and the changes he undergoes.</li> <li>Paraphrase by re-writing short sections of a text in their own words.</li> <li>Identify the causes of a protagonist's conflict by analyzing the effects of the “initiating event” of a story.</li> <li>Describe setting by identifying the time, place and situation (initiating event).</li> <li>Identify the protagonist’s “plans” to tackle his/her conflict by tracking his actions and dialogue leading to the climax.</li> <li>Paraphrase by re-writing specific sentences within a text in their own words.</li> <li>Summarize the plot (orally and in writing) by describing the initiating event, the key events leading to the climax, and the resolution.             <ul style="list-style-type: none"> <li>Evaluate the quality of own and others’ oral and written summaries.</li> </ul> </li> </ol>
<p><b>Writing Standards</b></p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>W.5.3b</b> Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p><b>W.5.3c</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><b>W.5.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.5.3e</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should</p>	<p><b>Personal Narrative: Writing Goals</b></p> <p>Students will identify themselves as writers with stories to tell. After analyzing and naming the qualities of strong narrative writing, they will develop and produce a personal narrative that incorporates these qualities.</p> <p><b>Writing Aims</b></p> <p>Writers will be able to</p> <ol style="list-style-type: none"> <li>Generate ideas for writing by reflecting on themselves, personal history, and experiences. After trying two generating strategies for 5-10 minutes, they will choose one idea and develop it into a long notebook entry.              Generating strategies include:             <ol style="list-style-type: none"> <li>listing issues   people   moments,</li> <li>creating house and neighborhood maps,</li> <li>considering important life topics,</li> <li>telling a writing partner about a personal experience by retelling it as a story (moment by moment)</li> </ol> </li> <li>Analyze several mentor texts and list the qualities of strong personal narrative writing.</li> <li>Reread their notebooks, choose and commit to an entry to develop into a finished piece of writing by closing their notebooks and writing a new draft of the same ideas/story.</li> <li>Plan clear event sequences using a storyboard.</li> <li>Incorporate description to show the response of a character to a situation.</li> <li>Carefully reread in order to replace vague words and phrases with more</li> </ol>

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<p><i>demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28-29 of the Common Core Standards. See the "Language Standards" tab for the language standards.)</i></p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>precise concrete words and phrases.</p> <ol style="list-style-type: none"> <li>7. Incorporate transition words, phrases, and clauses to manage the sequence of events.</li> <li>8. Break large text chunks into paragraphs in order to pace and develop events.</li> <li>9. Analyze mentor texts for different types of endings, categorize types of endings, and write several different endings for their narratives.</li> <li>10. Revise unimportant portions of the story by deleting clauses or sentences that are unimportant.</li> <li>11. Reread for meaning and incorporating revision techniques studied during this unit while typing the final draft of the story.</li> <li>12. Edit draft for proper capitalization and punctuation.</li> <li>13. Publish writing by creating a "Who Are We?" class book, adding it to the classroom library, and selecting the best portions of their stories to share with a small group.</li> </ol> <p><b>Writing behaviors and mindsets to teach and emphasize during this unit:</b></p> <ul style="list-style-type: none"> <li>• expectations and how to care for the writer’s notebook</li> <li>• both teacher and scholar expectations for writing conferences (students explain what they are doing as writers (not just the topic) when talking about their writing)</li> <li>• what independent writing time should look, feel and sound like</li> <li>• setting goals for themselves as writers and for the class as a whole</li> <li>• how to turn and talk with a partner</li> <li>• taking their writing partners on a notebook tour (to ensure that the writer’s notebook is seen as tool for school and thinking and not as a private journal. This should happen 2-3 times during this unit with about 5 minutes sharing time per partner)</li> <li>• how to assess themselves on their participation, conferring, partnerships, and work quality during writing workshop</li> </ul> <p><b>Language Standards</b></p> <ul style="list-style-type: none"> <li>• <b>L.3.1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>• <b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</li> <li>• <b>L.5.1a</b> Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences.             <ul style="list-style-type: none"> <li>○ <i>*in IA #1 scholars will learn conjunctions</i></li> <li>○ <i>* in IA #4 scholars will learn prepositions and interjections</i></li> </ul> </li> <li>• <b>L.5.2d</b> Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• <b>L.5.2a</b> Use punctuation to separate items in a series.</li> </ul>
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## 2. Narrative (Biography) – 3 weeks

Common Core State Standards	UNIT GOALS and AIMS
<p><b>Essential Questions:</b></p> <p><b>Enduring Understandings:</b></p> <p><b>Themes:</b></p>	
<p>RI.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.6 – Analyze multiple accounts of the same event</p>	<p><b>Unit Goals</b></p> <p><b>Readers will:</b></p> <ul style="list-style-type: none"> <li>• Identify and summarize key traits and life events of the subject of a memoir or biography.</li> <li>• Analyze the connections between the subject's traits and his/her responses to conflict.</li> <li>• Recognize the impact of the subject's choices on both his/her life and on society.</li> <li>• Evaluate the accuracy of an author's representation of a subject.</li> </ul> <p><b>Reading Aims:</b></p> <p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Describe the subject in a memoir by summarizing (orally and in writing) his/her traits</li> <li>2. Explain key information within a text by paraphrasing specific sentences from a text.</li> <li>3. Describe secondary “characters” in memoir by summarizing (orally and in writing) their traits and their relationships to the main subject.</li> </ol>

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<p>or topic, noting important similarities and differences in the point of view they represent.</p>	<ol style="list-style-type: none"> <li>4. Analyze the impact of key events in a subject's life by determining which events caused conflicts and how s/he responded to those conflicts.</li> <li>5. Support explanations of text by selecting a quote of an appropriate length and using correct punctuation.</li> <li>6. Analyze how one event impacted the subject of the memoir differently from a secondary "character."</li> <li>7. Analyze a subject's response to conflict by determining how his/her traits are connected to his/her motivations.</li> <li>8. Evaluate a subject's responses to conflict by considering how others (or they) might have responded and judging which response is better.</li> <li>9. Analyze how an individual's life impacted society by analyzing his/her impact on politics, science, sports, the art, the law, or history, etc.</li> <li>10. Distinguish essential from nonessential information to include in a written summary of a memoir.</li> <li>11. Make a connection between a subject of a memoir/biography and themselves by noting the similarities between their traits and motivations despite differences in life circumstances.</li> <li>12. Distinguish between fact and opinion by noting which statements can be proven and which cannot.</li> <li>13. Determine an author's stance on the key events and "characters" of a memoir by comparing and contrasting two texts about the same topic or time period.</li> <li>14. Check the authenticity of the information presented in an memoir or biography by referring to other historical text(s) to confirm or deny facts.</li> </ol>
<p><b>Writing Standards</b></p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>W.5.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.5.2e</b> Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28–29 of the Common Core Standards. See the "Language Standards" tab for the language standards.)</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p>	<p><b>Informational Paragraph / Introduction to Comparative Analysis: Writing Goals</b></p> <p>During this unit, students will develop strong informational paragraphs about the historical period of the person being studied in literature class (Sojourner Truth, Harriet Tubman, or Rosa Parks). They will examine the time period from a variety of viewpoints and work on their paragraph development while considering this content. By the end of this unit, students should be writing individual paragraphs that are logically structured and well-organized.</p> <p>The reading and synthesis done during this unit provides an introduction to comparative analysis and the skill of examining paired passages.</p> <p><b>Writing Aims</b></p> <p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Synthesize information from two articles about the time period.</li> <li>2. Record similarities and differences between the two articles and their explanation of / approach to the time period.</li> <li>3. Summarize each article.</li> <li>4. Articulate several questions about the historical figure or the time period; Annotate the text for relevant facts and concrete details that help to answer the questions.</li> <li>5. Analyze strong paragraphs to see how they are organized and structured; Develop a list of characteristics of strong expository paragraphs (individually record and post anchor chart on wall for duration of unit).</li> <li>6. Identify the main idea of their paragraph and introduce their topic in a clear topic sentence.</li> <li>7. Organize ideas and group related information logically;</li> <li>8. Develop the topic with facts;</li> <li>9. Develop the topic with concrete details and examples.</li> <li>10. Develop the topic with quotations.</li> <li>11. Revise using more precise language and domain-specific vocabulary to explain about the topic.</li> <li>12. Craft a concluding statement that relates to the topic and the information presented.</li> <li>13. Reread to find gaps in thinking and add in details that clarify ideas.</li> <li>14. Edit for capitalization, usage, punctuation, spelling and grammar standards studied thus far.</li> </ol> <p>* Standard W.5.6 calls for students to demonstrate command of keyboarding skills in order to type a minimum of two pages in a single sitting. Begin developing keyboarding skills by including this standard in your units and facilitating the typing of paragraphs during class.</p> <p><b>Language Standards</b></p> <ul style="list-style-type: none"> <li>• <b>L.3.1f</b> Use subject verb and pronoun antecedent agreement</li> </ul>

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<p>for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>○ *IA #3—Subject-verb agreement,</li> <li>○ *IA # 1, 5--Pronoun-antecedent agreement (in IA #1 focus on subject pronouns, in IA #5 focus on object pronouns)</li> <li>● <b>L.4.1f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons             <ul style="list-style-type: none"> <li>○ *in IA #1 the focus will be on sentence fragments</li> <li>○ *IA #3 the focus will be on run-ons</li> </ul> </li> <li>● <b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
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## IA CYCLE 2

3. Non-Fiction: Informational Texts #1 (Focus on Two Topics – Invention and Survival) – 3 weeks (note there is a core fiction text, Hatchet or Woodson to be read in companion with this unit). The aims in this unit are focused on informational text; thus when reading Hatchet or Woodson focus on spiral fiction skills from unit 1.

Common Core State Standards	UNIT GOALS and AIMS
<p><b>Essential Questions:</b> <b>Enduring Understandings:</b></p>	
<p><b>Themes:</b></p>	
<p>RI.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.            RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.            RI.5.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.            RI.5.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.            RI.5.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).            RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>Unit Goals</b> <b>Readers will:</b></p> <ul style="list-style-type: none"> <li>● Identify and use reader's tools to locate key information in text, including: a table of contents, a glossary, an index, and a pronunciation guide.</li> <li>● Use visuals, graphics, and other text features to infer main idea of a text</li> <li>● Analyze supporting details to confirm or revise their inferences.</li> <li>● Analyze author's presentation of ideas through anecdote, compare/contrast, and cause and effect.</li> <li>● Synthesize information from multiple texts to speak and write knowledgeably about a topic.</li> </ul> <p><b>Reading Aims:</b> <b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Recall and synthesize key text details by orally summarizing text.</li> <li>2. Identify the visuals, title and subtitles of a text and infer the key ideas of a text by interpreting them.</li> <li>3. Confirm or revise an inference (based on visuals, title, and subtitles) about the key ideas of a text by analyzing the supporting details of a passage.</li> <li>4. Identify two or more key ideas in a text by examining the introduction and conclusion.</li> <li>5. Identify two or more key ideas in a text by examining and paraphrasing the topic sentences of body paragraphs.</li> <li>6. Identify evidence to prove or contradict a general statement about a passage</li> <li>7. Support statements and inferences about a text by providing relevant supporting details.</li> <li>8. Identify the table of contents, glossary, index, and pronunciation guides and locate information about the text by using each reader's tool.</li> <li>9. Examine the relationship between two events in a text by determining how one caused the other.</li> <li>10. Explain the connections between two ideas in a text by analyzing an author's use of anecdote (or story) to inform.</li> <li>11. Distinguish essential from nonessential information to include in a written summary of a nonfiction informational article.</li> <li>12. Explain the connections between two ideas in a text by analyzing an author's use of comparison and contrast.</li> <li>13. Explain the similarities and differences between two texts on the same topic by comparing and contrasting the two.</li> <li>14. Evaluate two or more texts about the same topic by judging the quality of information and presentation.</li> <li>15. Write and speak knowledgeably about inventions/survival by synthesizing information from several texts on the same topic.</li> </ol>

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<p><b>Writing Standards</b></p> <p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p><b>W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p><b>W.5.1d</b> Provide a concluding statement or section related to the opinion presented.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28-29 of the Common Core Standards. See the "Language Standards" tab for the language standards.)</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.9a</b> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Literary Essay: Unit Goals</b></p> <p>Writers will be able to write a multi-paragraph* literary essay about a book or author read this year. Each literary essay should include:</p> <ul style="list-style-type: none"> <li>• a clear topic sentence that states an opinion</li> <li>• logically ordered reasons</li> <li>• details that support the reasons             <ul style="list-style-type: none"> <li>○ details from the book,</li> <li>○ details about the author’s craft, <i>and</i></li> <li>○ details about the student as a reader e.g., how the book makes them feel</li> </ul> </li> <li>• logically grouped ideas</li> </ul> <p>*If students are unable to organize a paragraph logically, this unit should focus on teaching the aims at the paragraph level instead of the essay level. This depends on how well students did during the paragraph focus of unit 2 and how ready they are to write multi-paragraph essays. By the end of this unit, students should be writing individual paragraphs that are logically structured and well-organized. And, they should be ready /almost ready to link those paragraphs together.</p> <p><b>Writing Aims:</b> Writers will be able to:</p> <ol style="list-style-type: none"> <li>1. Extrapolate the characteristics of literary essays/analytical writing by discussing mentor texts; Determine ways to adapt their writing style to the intended purpose and audience of literary essays.</li> <li>2. State an opinion about a book or author.</li> <li>3. Revise opinion to make sure that it is clear and concise.</li> <li>4. List reasons why they have this opinion about the book or author.</li> <li>5. Support reasons with details from the book.</li> <li>6. Support reasons with feelings, thoughts, and connections.</li> <li>7. Support reasons with concrete details about the author’s writing style or craft.</li> <li>8. Revise reasons to include only those reasons that are best supported; Present rationales for why some reasons are preserved and some are deleted.</li> <li>9. Develop reasons into topic sentences that encapsulate the main sentiment desired; Revise topic sentences for clarity.</li> <li>10. Organize reasons and supports in the most logical way; Justify why this order is best.</li> <li>11. Draft essay.</li> <li>12. Link opinions, reasons, and details using transition words (consequently, specifically, next).</li> <li>13. Edit for capitalization, usage, punctuation, and spelling.</li> <li>14. Post student essays / best paragraphs on a hallway bulletin board. Archive copies (And relevant drafts) in student portfolios.</li> </ol> <p><b>Language Standards</b></p> <ul style="list-style-type: none"> <li>• <b>L.3.1d</b> Form and use regular and irregular verbs.</li> <li>• <b>L.3.1e</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>• <b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
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## 4. Historical Fiction (Third Person Limited) – 3 weeks

Common Core State Standards	UNIT GOALS and AIMS
Essential Questions:	
Enduring Understandings:	
Themes:	

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<p>RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).</p> <p>RL.5.9 – Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>Unit Goals</b></p> <p><b>Readers will:</b></p> <ul style="list-style-type: none"> <li>Analyze the role of setting in historical fiction.</li> <li>Analyze the historical context of a book to understand characters' beliefs and particular challenges.</li> <li>Interpret an author's use of figurative language and use of symbols to reveal character, setting and theme.</li> </ul> <p><b>Reading Aims:</b></p> <p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>Identify the characteristics of historical fiction and analyze them within the novel by finding examples in text.</li> <li>Describe the setting of the novel by summarizing the time, place, and historical context of the novel.</li> <li><i>Determine the meaning of historically-specific words by using context clues.</i></li> <li>Determine how an author creates a visual in the mind of the reader by interpreting imagery</li> <li>Analyze the impact of setting on the characters' traits and motivations by inferring how they might be the same or different in the modern world.</li> <li><i>Identify mental physical, emotional, and social challenges to the character by tracking his/her obstacles.</i></li> <li>Analyze the connection between the setting and the conflict of the story by determining the specific challenges of the time and place of the story.</li> <li><i>Support a statement or inference about a text by referencing knowledge of the genre.</i></li> <li>Infer the protagonist's beliefs, through analysis of their dialogue, actions, and author's descriptions.</li> <li>Analyze how figurative language contributes to meaning in narrative text by defining and interpreting an author's use of simile.</li> <li>Determine the impact of third person limited narration on the way a story is told by noting how alignment to a particular character reveals and excludes particular information.</li> <li>Judge the reliability of the narrator's perspective by analyzing his/her traits and motivations.</li> <li>Analyze the use of symbols within a text by identifying personal and textual associations with the word or object.</li> <li>Recognize the symbolic nature of an illustration within a text (or book cover) by identifying personal and textual associations and how they relate to characters.</li> <li>Infer multiple themes of the novel by analyzing the protagonist's beliefs and the symbols that represent those beliefs.</li> <li>Determine the author's perspective on the historical setting by analyzing the themes.</li> <li><i>Distinguish essential from nonessential information to include in a written summary of a whole novel.</i></li> </ol>
<p><b>Writing Standards</b></p> <p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p><b>W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p><b>W.5.1d</b> Provide a concluding statement or section related to the opinion presented.</p> <p><b>W.5.4</b> <i>Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience.</i></p> <p><b>W.5.5</b> <i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28-29 of the Common Core Standards. See the "Language Standards" tab for the language standards.)</i></p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the internet, to produce and</p>	<p><b>Literary Essay: Unit Goals</b></p> <p>Writers will be able to write a 4-5 paragraph* literary essay analyzing a character's development or change** across a novel. Each literary essay should include:</p> <ul style="list-style-type: none"> <li>a clear topic sentence that states an opinion about the character's development</li> <li>logically ordered reasons and logically grouped ideas</li> <li>supporting information             <ul style="list-style-type: none"> <li>summarized examples from the text</li> <li>specific or concrete text details</li> </ul> </li> <li>transitions linking the opinion to each reason</li> <li>transitions linking each reason to each detail</li> </ul> <p>Four paragraph structure:</p> <ol style="list-style-type: none"> <li>introduction</li> <li>character at beginning of novel</li> <li>character at end of novel</li> <li>conclusion</li> </ol> <p>Five paragraph structure:</p> <ol style="list-style-type: none"> <li>introduction</li> <li>character at beginning of novel</li> <li>character during the middle of the novel</li> <li>character at end of novel</li> <li>conclusion</li> </ol> <p>**Have students analyze the protagonist from the first literature unit.</p> <p><b>Writing Aims:</b> Writers will be able to:</p>

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<p>publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.9a</b> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ol style="list-style-type: none"> <li>1. State an opinion about a character’s development across a book.</li> <li>2. Revise opinion to make sure that it is a clear and concise opinion.</li> <li>3. Brainstorm reasons why they have this opinion about the character.</li> <li>4. Summarize examples from the text in their own words.</li> <li>5. Locate specific excerpts from the text that support each reason.</li> <li>6. Paraphrase each text excerpt.</li> <li>7. Evaluate whether their details support their opinion; Revise their initial opinion <i>or</i> find new, better details that support that opinion and each reason.</li> <li>8. Develop reasons into clear topic sentences.</li> <li>9. Draft essay.</li> <li>10. Clarify ideas by linking opinions and reasons using transition words (consequently, specifically, next)</li> <li>11. Create cohesion by linking reasons and details using transition words (consequently, specifically, next)</li> <li>12. Through careful rereading, ensure that each text detail follows from the topic sentence / main reason in that paragraph; Delete, reorganize, or revise details that are not logically grouped</li> <li>13. Edit for all conventions taught thus far.</li> </ol> <p><b>Language Standards</b></p> <p><b>L.4.1g</b> Correctly use frequently confused words (to/too/two; there/their/they're).</p> <p><b>L.5.2a</b> Use punctuation to separate items in a series.</p> <p><b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p>
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### IA CYCLE 3-4

#### 5. Poetry – 2 weeks

Common Core State Standards	UNIT GOALS and AIMS
<b>Essential Questions:</b>	
<b>Enduring Understandings:</b>	
<b>Themes:</b>	
<p>RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p><b>Unit Goals</b></p> <p><b>Readers will:</b></p> <ul style="list-style-type: none"> <li>• Infer the central idea of multiple poems.</li> <li>• Interpret the relationship between figurative language and meaning.</li> <li>• Analyze poet's devices: rhyme, rhythm, stanzas, line breaks.</li> <li>• Identify and analyze haiku.</li> </ul> <p><b>Reading Aims: : SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Interpret the central idea of a poem by analyzing the title and generating an alternate title.</li> <li>2. Analyze the organization of stanzas in poems by determining the way they fit together to inform the larger idea.</li> <li>3. Define metaphor and simile and determine their meaning by analyzing the comparisons being made.</li> <li>4. Infer the author’s purpose for including personification in a poem by examining its impact on the meaning of a text.</li> <li>5. Determine how an author creates a visual in the mind of the reader by Interpreting imagery.</li> <li>6. Analyze how an author evokes mood by interpreting sensory detail.</li> <li>7. Recognize couplets in order to evaluate the impact of end rhyme on the main idea of the poem.</li> <li>8. Recognize rhythm in text by noting the pattern of syllables in poems.</li> <li>9. Infer the author’s purpose in choosing line breaks in a poem by interpreting their impact on rhyme, rhythm and meaning.</li> <li>10. Recognize haiku by identifying examples of its rules: syllable count, three lines, and nature content.</li> </ol>
<p><b>Writing Standards</b></p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event</p>	<p><b>Poetry and Narrative: Writing Goals</b></p> <p>Writers immerse themselves in poetry and write original poems that mirror the form and language of poems read in literature class. Additionally, writers will analyze their writer’s notebook and poems for recurring ideas and themes. They will consider how an author makes craft decisions depending on the desired form or structure. They will choose a central idea</p>

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<p>sequence that unfolds naturally.</p> <p><b>W.5.3b</b> Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p><b>W.5.3c</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><b>W.5.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.5.3e</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.5.4</b> <i>Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience.</i></p> <p><b>W.5.5</b> <i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28–29 of the Common Core Standards. See the "Language Standards" tab for the language standards.)</i></p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.9a</b> Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p><b>W.5.10</b> <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><b>*RL. 5. 11.</b> Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.</p>	<p>or theme on which to write both several narratives and poems. Finally, they will perform their poems publicly.</p> <p><i>This unit is 3 weeks.</i></p> <p><b>Aims for Writing Poems</b>  <b>Writers will be able to</b></p> <ol style="list-style-type: none"> <li>1. Discuss and develop a list of the characteristics of poetry; Identify student misconceptions about poetry.</li> <li>2. Analyze how poets play with comparisons (simile and metaphor) to impact meaning; Write a poem that plays with comparisons (simile and metaphor)</li> <li>3. Write a new poem by substituting the comparisons in published poems with new comparisons.</li> <li>4. Revise a notebook entry into a poem while paying attention to specific word choice and how it impacts meaning.</li> <li>5. Analyze writer’s notebook for recurring images and turn that image into a poem that uses sensory details.</li> <li>6. Further develop that descriptive writing using sensory details in prose.</li> <li>7. Compare and contrast writing about the same topic in both prose and poetry.</li> <li>8. Analyze the writer’s notebook for recurring ideas or themes; Develop a narrative (personal or fiction) based on that idea or theme.</li> <li>9. Craft a poem based on the idea / theme from the writer’s notebook.</li> <li>10. Revise one poem for rhythm and repetition by rehearsing it aloud with a partner.</li> <li>11. Develop line breaks based on rhyme, rhythm, and meaning by rehearsing aloud with a partner.</li> <li>12. Publish poems publicly by inviting parents and family to a class poetry café; Archive poems in student portfolios.</li> <li>13. Consider purpose and audience by publishing narratives alongside poems in meaningful locations throughout the school. Archive drafts / copies / originals in student portfolios.</li> </ol> <p><b>Language Standards</b></p> <ul style="list-style-type: none"> <li>• <b>L.3.1i</b> Produce simple, compound, and complex sentences. (scholars will have written these types of sentences previously, the focus in IA #3 is primarily focused on writing grammatically correct compound and complex sentences)</li> <li>• <b>L.4.2c</b> Use a comma before a coordinating conjunction in a compound sentence.</li> <li>• <b>L.3.1f</b> Use subject verb and pronoun antecedent agreement <ul style="list-style-type: none"> <li>○ <i>*IA #3—Subject-verb agreement,</i></li> <li>○ <i>*IA # 1, 5--Pronoun-antecedent agreement (in IA #1 focus on subject pronouns, in IA #5 focus on object pronouns)</i></li> </ul> </li> <li>• <b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</li> <li>• <b>L.4.1f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons <ul style="list-style-type: none"> <li>○ <i>*in IA #1 the focus will be on sentence fragments</i></li> <li>○ <i>*IA #3 the focus will be on run-ons</i></li> </ul> </li> </ul>
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## 6. Informational Texts #2 – 4 weeks

Common Core State Standards	UNIT GOALS and AIMS
<b>Essential Questions:</b>	
<b>Enduring Understandings:</b>	
<b>Themes:</b>	
<p>RI.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. RI.5.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>Unit Goals</b></p> <p><b>Readers will:</b></p> <ul style="list-style-type: none"> <li>• Determine the author's purpose for writing a nonfiction text.</li> <li>• Connect ideas within and across texts through cause/effect, compare/contrast, and problem/solution.</li> <li>• Identify and analyze the impact of organizational structures of text on content.</li> </ul> <p><b>Reading Aims:</b></p> <p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Infer the author's purpose for writing a text such as (but not limited to) to inform, to persuade, or to entertain.</li> <li>2. Determine the main idea of a passage by “adding up” the key ideas of its paragraphs into a one sentence summary.</li> <li>3. Analyze how an individual’s life impacted society by analyzing his/her impact on politics, science, sports, the art, the law, or history, etc. <i>Interpret the impact of font on meaning by analyzing the role of italics, underlining, bolding, etc. in a text.</i></li> <li>4. Analyze the traits and motivations of subjects in a historical and/or scientific text by making connections with their own lives.</li> <li>5. Analyze why events take place (the cause) and what happens as a result (the effect) by determining the connections between events in text. <i>Interpret secondary meanings of familiar words by determining their meaning in content-specific context and incorporate new words into vocabulary when speaking and writing about texts</i></li> <li>6. Evaluate the solution of a problem in history or science by weighing alternate solutions.</li> <li>7. Make connections between discoveries (scientific and/or historical) of the past and current technologies by comparing and contrasting the two.</li> <li>8. Analyze how two (scientific and/or historical) ideas are connected by determining how one informed or resulted from the other. <i>Identify and define the meaning of specialized and/or technical words through context clues and a glossary and incorporate new words into vocabulary when speaking and writing about texts.</i></li> <li>9. Analyze the organization of a text by determining which evidence matches each point.</li> <li>10. Analyze the evidence an author uses to reinforce his point by distinguishing between significant details and those that are merely interesting.</li> <li>11. Analyze expository text by annotating for the author's definitions, explanations, and descriptions of the topic.</li> <li>12. Identify the features of a chronological text structure by annotating for sequential information or categories.</li> <li>13. Identify the features of a cause/effect text structure by annotating for the relationship between events or ideas that cause other events or ideas to arise.</li> <li>14. Identify the features of a compare/contrast text structure by annotating for language of similarity and difference.</li> <li>15. Identify the features of a problem/solution text structure by annotating for evidence of the problem and evidence of the author's suggested solution.</li> <li>16. Recognize when a writer has combined underlying organizational structures through annotation.</li> <li>17. Infer the author's purpose for including particular titles and subheadings by analyzing their relationship to the key ideas of the text.</li> <li>18. Compare two texts about a similar topic but with different text structures to infer the impact of structure on meaning.</li> <li>19. Evaluate two or more texts about the same topic by judging the quality of information and presentation.</li> <li>20. Write and speak knowledgeably about the focus topics by synthesizing information from several texts on the same topic.</li> </ol>

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<p><b>Writing Standards</b></p> <p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p><b>W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p><b>W.5.1d</b> Provide a concluding statement or section related to the opinion presented.</p> <p><b>W.5.4</b> <i>Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience.</i></p> <p><b>W.5.5</b> <i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28-29 of the Common Core Standards. See the "Language Standards" tab for the language standards.)</i></p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.9a</b> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p><b>W.5.10</b> <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p>	<p><b>Paired Passage / Comparative Analysis: Writing Goals</b></p> <p>Writers will compare and contrast a historical fiction novel read during the fourth literature unit with articles about the actual historical time period. They will identify discrepancies and distinctions between the fictional and historical accounts.</p> <p>Over the course of this unit you will want to expose your students to descriptive, analytical, and evaluative prompts. Although the prompts should change across the unit, students can read the same text multiple times and with multiple lenses. Fold in the skills learned in the previous draft as students go through the process again.</p> <ul style="list-style-type: none"> <li>• Descriptive – These prompts are usually informational or thematic. For example, “Write about how the challenges of being a gold rusher... drawing on two texts” or “Write about how people who are different can still be friends...drawing on two texts that both teach this.”</li> <li>• Analytical – These prompts focus on comparison. For example, “Tell about the similarities and differences between being a gold rusher and being the family of the gold rusher. Draw on both texts when writing your answer.”</li> <li>• Evaluative—These prompts ask students to evaluate or make an argument based on the texts read. For instance, “Would you prefer to be a gold rusher or the family that was left behind? Draw on both articles to construct your answer.”</li> </ul> <p>Begin and end this unit with an on-demand assessment to assess growth, independence, and timed-writing.</p> <p><b>Writers will be able to</b></p> <ol style="list-style-type: none"> <li>1. Complete a timed diagnostic prompt testing students’ ability to identify and describe the distinctions between a historic fiction short story and a historical article about the same time period.</li> </ol> <p><b>Descriptive Essay</b> E.g. Write about how the challenges faced by the fictional protagonist and a person who really lived during that time period were similar. Draw on both texts to support your answer.</p> <ol style="list-style-type: none"> <li>2. Strategically underline and annotate texts with the question in mind.</li> <li>3. Make an accurate claim in response to a descriptive prompt.</li> <li>4. Distinguish between relevant and irrelevant details, Draft essay.</li> <li>5. Paraphrase and incorporate text evidence.</li> <li>6. Reread in order to ensure that all ideas link back to the claim.</li> </ol> <p><b>Analytical Essay</b> E.g. Compare and contrast the portrayal of the historical period in the fiction novel and its portrayal in the nonfiction article. Be sure to use both texts in your answer.</p> <ol style="list-style-type: none"> <li>7. Strategically underline and annotate texts with the question in mind. Make an accurate claim in response to the prompt.</li> <li>8. Distinguish between relevant and irrelevant details, Ensure that there are sufficient details to support the claim; Revise claim</li> <li>9. Draft essay.</li> <li>10. Incorporate direct text evidence that elaborates on ideas presented in the essay.</li> <li>11. Reread in order to ensure that all ideas are developed and link back to the claim.</li> </ol> <p><b>Evaluative Essay</b> E.g. Would you prefer to have been a character in the historical fiction novel or a real person who lived during the time depicted in the non-fiction article? Be sure to draw on both texts when answering the prompt.</p> <ol style="list-style-type: none"> <li>12. Strategically underline and annotate texts with the question in mind. Make an accurate claim in response to the prompt.</li> <li>13. Distinguish between relevant and irrelevant details, Ensure that there are sufficient details to support the claim; Revise claim</li> <li>14. Draft essay.</li> <li>15. Incorporate paraphrased and direct text evidence that elaborates on ideas presented in the essay.</li> <li>16. Link ideas using transition words that further the pacing of the essay.</li> <li>17. Reread in order to ensure that all ideas are fully explained and link back to the claim.</li> </ol> <p><b>On-demand</b></p> <ol style="list-style-type: none"> <li>18. Complete a timed on-demand assessment testing students’ ability to identify and describe the distinctions between a historic fiction short story and a historical article.</li> </ol>
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# Grade 5 Curriculum Frameworks: English Language Arts

	<p><b>Language Standards</b></p> <ul style="list-style-type: none"> <li>• <b>L.5.2b</b> Use a comma to separate an introductory element from the rest of the sentence.</li> <li>• <b>L.5.2c</b> Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>• <b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
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## 7. Folktales – 3 weeks

Common Core State Standards	UNIT GOALS and AIMS
<p><b>Essential Questions:</b></p> <p><b>Enduring Understandings:</b></p> <p><b>Themes:</b></p>	
<p>RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.9 – Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>Unit Goals</b></p> <p><b>Readers will:</b></p> <ul style="list-style-type: none"> <li>• Analyze the unique characteristics of folktales and interpret them as they relate to plot and theme.</li> <li>• Analyze figurative language and interpret visual and written symbols in text.</li> </ul> <p><b>Reading Aims:</b>  <b>It is necessary to repeat some of these aims more than once as you read folktales from different cultures.</b></p> <p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Identify the characteristics of folktales by finding examples in text.</li> <li>2. Determine the lesson or moral of a story by analyzing its resolution. <i>Support statements and inferences about a text by referencing knowledge of the genre.</i></li> <li>3. Analyze imagery in a text by inferring from them additional character, plot or setting details. <i>Interpret how figurative language contributes to meaning in narrative text by analyzing an author's use of simile</i> <i>Interpret how figurative language contributes to meaning in narrative text by analyzing an author's use of metaphor.</i></li> <li>4. Distinguish between fresh imagery and clichés by noting when authors use each.</li> <li>5. Recognize the symbolic nature of an illustration within a text by identifying personal and textual associations with the word. <i>Determine the meaning of familiar words used in unfamiliar ways by using context clues.</i></li> <li>6. Recognize the symbolic nature of imagery within a text by identifying personal and textual associations and how they relate to characters.</li> <li>7. Interpret theme within a genre on theme by analyzing multiple folktales with a similar topic. <i>Quote two or more lines of text using correct punctuation.</i></li> <li>8. Interpret setting within a genre by comparing and contrasting setting in multiple folktales.</li> <li>9. Interpret plot within a genre by comparing and contrasting the narrative structure of multiple folktales.</li> <li>10. Analyze an author's choice of genre by considering the author's message with the features of the genre.</li> </ol>
<p><b>Writing Standards</b></p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>W.5.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.2c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p><b>W.5.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.5.2e</b> Provide a concluding statement or section</p>	<p><b>Informational / How To: Writing Goals</b></p> <p>Students research a specific topic, learn about how it works or the process or procedure. They will read at least two texts to learn about the topic. They then write practical or informative articles, guides, or books.</p> <p>According to Katie Wood Ray, author of <i>Study Driven</i>, Practical How-to Writing has two main goals. First, the main goal is to walk readers through a set of steps and show them exactly how to do something. The secondary role is to engage the reader and to convince him or her that he or she <i>wants</i> to know how to do this thing. Katie Wood Ray calls Informative How-to Writing “how it is done” so that you know about it, but do not have to do it. The point of this type of writing is to understand how something happens or something works.</p> <p>See pages 220-223 of <i>Study Driven</i> for ideas and resources for teaching Practical and Informative How-to Writing.</p> <p><b>Writing Aims</b></p> <p>Students will be able to</p>

## Grade 5 Curriculum Frameworks: English Language Arts

<p>related to the information or explanation presented.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28-29 of the Common Core Standards. See the "Language Standards" tab for the language standards.)</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ol style="list-style-type: none"> <li>1. Analyze the characteristics of informative and practical how-to writing while delineating differences between the two types. (Record and create anchor charts with the characteristics posted).</li> <li>2. List the topics that fall under the category of how-to writing; Select a topic to study and research; Write down everything they know about the topic and questions that they have about the topic.</li> <li>3. Collect information on the topic using at least two external resources (computer, articles, or human i.e., student interviews); Sort information collected into usable and not-useable.</li> <li>4. Summarize the usable information; Compare how each source approaches similar aspects of the topic being studied.</li> <li>5. Refocus the topic and develop a main idea by narrowing the topic to a specific angle or focus.</li> <li>6. Rehearse several ideas by outlining potential sections for the article; Evaluate which ideas can and cannot be supported; Strike-through sections that cannot be supported and expand sections that can be supported.</li> <li>7. Develop the topic with relevant facts and definitions.</li> <li>8. Develop the topic with concrete details, examples, or quotations.</li> <li>9. Develop body paragraphs</li> <li>10. Re-organize sections logically after identifying the most and least important sections of the article; Clarify relationships between sections with appropriate transitions. Refresh ideas about the organization of how-to writing by revisiting mentor articles and anchor charts; Type the article, guide, or book.</li> <li>11. Aid comprehension by adding in formatting (e.g., title, section headings) and graphics (e.g., charts, tables) when useful.</li> <li>12. Demonstrate consideration for audience by adjusting style and tone to the prospective audience; Convince audience to try this activity or project by incorporating persuasive language (this is only for practical how-to writing, not informative)</li> <li>13. Summarize the ideas presented in the article in a conclusion that follows from the information presented.</li> <li>14. Edit for capitalization, usage, punctuation, spelling and grammar standards studied thus far.</li> <li>15. Celebrate student work by doing a gallery walk. (They leave their articles on their desks with a blank notepaper. Students visit 3-5 desks and read the article at the desk. They write a positive comment about the article). Post student work and comments in a public place. Create a class magazine with all articles, distribute to each student, and add to the class library.</li> </ol> <p><b>Language Standards</b></p> <ul style="list-style-type: none"> <li>• <b>L.5.1a</b> Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences.             <ul style="list-style-type: none"> <li>○ <i>*in IA #1 scholars will learn conjunctions</i></li> <li>○ <i>* in IA #4 scholars will learn prepositions and interjections</i></li> </ul> </li> <li>• <b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</li> <li>• <b>L.5.1c</b> Use verb tense to convey various times, sequences, states, and conditions.</li> <li>• <b>L.5.1d</b> Recognize and correct inappropriate shifts in verb tense.* (this is a more sophisticated version of L.3.1f)</li> </ul>
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### 8. Test Prep – 2 weeks

- **RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

As with Literature standards, this standard will show up repeatedly in each and every nonfiction unit. The aims sequence for the fiction standard will look really similar to the aims sequence for the nonfiction standard.

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## IA CYCLE 5

### 9. Nonfiction (Comparative Analysis – Informational) – 3 weeks

Common Core State Standards	UNIT GOALS and AIMS
<b>Essential Questions:</b>	
<b>Enduring Understandings:</b>	
<b>Themes:</b>	
<p>RI.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.5 – Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>Unit Goals</b></p> <p><b>Readers will:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast authors' claims about the same topic</li> <li>• Track and analyze different author's arguments or support of their claims.</li> <li>• Infer information from multimedia presentation (visuals, graphics, etc.).</li> <li>• Use multimedia to synthesize and present their own take on a topic.</li> </ul> <p><b>Reading Aims:</b></p> <p><i>Quote two or more lines of text in the same sentence, using correct punctuation. Identify and define the meaning of specialized and/or technical words through examination of morphemes.</i></p> <ol style="list-style-type: none"> <li>1. Identify the main idea or claim of a text by examining the introduction and analyzing body paragraph.</li> <li><i>Explain a key claim within a text by paraphrasing specific sentences from a text. Explain a key claim within a text by paraphrasing sections of a text.</i></li> <li>2. Analyze the evidence an author uses to reinforce his point by distinguishing between fact and opinion and distinguishing between details that are relevant and those that are irrelevant.</li> <li><i>Distinguish essential from nonessential information to include in a written summary of a NF informational article.</i></li> <li><i>Distinguish essential from nonessential information to include in a written summary of a NF persuasive article.</i></li> <li>3. Infer the author's purpose for writing a text such as (but not limited to) to inform, to persuade, or to entertain.</li> <li>4. Derive key information from both print and graphics in a multimedia presentation by listening, watching, and taking effective notes.</li> <li>5. Analyze the conclusions in two or more texts or presentations on the same topic by comparing and contrasting the author's perspectives.</li> <li>6. Compare two texts about a similar topic but with different text structures to infer the impact of structure on meaning.</li> <li>7. Evaluate the organization of a two texts by comparing/contrasting their efficacy in communicating the author's claim.</li> <li><i>Recognize the underlying organizational structure of a text through annotation. Infer the author's purpose for including particular titles and subheadings by analyzing their relationship to the key ideas of the text.</i></li> <li>8. Determine the quality of the information or conclusions in two or more texts</li> </ol>

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<p><b>Writing Standards</b></p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>W.5.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.2c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p><b>W.5.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.5.2e</b> Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (<i>Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28-29 of the Common Core Standards. See the "Language Standards" tab for the language standards.</i>)</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.10</b> Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Writing Goals</b></p> <p>This research unit springs from (but is not dependent on) the folktale work done during the last literature unit 7. Students will select one folktale to study and from which to begin his / her research. He / she will research the culture or tradition that the folktale comes from and produce a 2-3 page research paper using 2+ resources.</p> <p>The first part of the unit will be heavily guided with the teacher and class producing one research paper together. The second part of the unit will be more independent with students researching their own selected folktale and its corresponding culture or tradition.</p> <p>Students will also write 60-second first person speeches about their topics and declaim them for an audience of peers and adults. <b>SL.5.4</b> This declamation also hits on two core speaking standards: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><b>Writing Aims</b></p> <p><b>Shared Class Writing</b></p> <p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Select a folktale and culture to research. Brainstorm questions about the culture and tradition that the folktale springs from based on prior knowledge and the content, craft, style of the folktale itself.</li> <li>2. Gather relevant information and answers to questions from one print and one digital resource; Extract relevant answers through text annotation.</li> <li>3. Revisit sources and paraphrase information in notes; Begin a works cited page.</li> <li>4. Organize information into a logical outline of broad categories; Draft the paper while keeping the outline in mind</li> </ol> <p><b>Independent Writing</b></p> <p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Select a folktale and culture to research. Brainstorm questions about the culture and tradition that the folktale springs from based on prior knowledge and the content, craft, style of the folktale itself.</li> <li>2. Gather relevant information and answers to questions from one print and one digital resource.</li> <li>3. Extract relevant answers through text annotation.</li> <li>4. Revisit sources and paraphrase information in notes. Begin a works cited page.</li> <li>5. Organize information into a logical outline of broad categories.</li> <li>6. Draft the paper while keeping the outline in mind.</li> <li>7. Reread to find holes where the writer has assumed too much of the reader; Revise those portions to include concrete details or examples.</li> <li>8. Provide a concluding statement that follows from the information presented; Revisit introduction to ensure that it previews the information included in the research paper.</li> <li>9. Draft 60 second speeches that explain the topic studied.</li> <li>10. Declaim speeches for an audience of peers and adults. Archive research papers in student portfolios.</li> </ol> <p><b>Language Standards</b></p> <ul style="list-style-type: none"> <li>• <b>L.3.1f</b> Use subject verb and pronoun antecedent agreement. <ul style="list-style-type: none"> <li>○ *IA #3—Subject-verb agreement,</li> <li>○ *IA # 1, 5--Pronoun-antecedent agreement (in IA #1 focus on subject pronouns, in IA #5 focus on object pronouns)</li> </ul> </li> <li>• <b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
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# Grade 5 Curriculum Frameworks: English Language Arts

## 10. Mystery (Play – Agatha Christie) – 3 weeks

Common Core State Standards	UNIT GOALS and AIMS
<b>Essential Questions:</b>	
<b>Enduring Understandings:</b>	
<b>Themes:</b>	
<p>RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).</p> <p>RL.5.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>Unit Goals</b></p> <p><b>Readers will:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast a novel with a play based on it.</li> <li>• Read a play aloud with appropriate expression.</li> <li>• Analyze characters through dialogue and action and their responses to obstacles.</li> </ul> <p><b>Reading Aims:</b></p> <p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Read aloud the lines of a play with appropriate expression.</li> <li>2. Analyze the stage directions by noting what they include and what they exclude.</li> <li>3. Analyze the impact of genre by comparing and contrasting the novel and dramatic versions of the same story.</li> <li>4. Infer characters' traits and beliefs by analyzing their dialogue and actions.</li> <li>5. Infer ways the protagonist creates his/her own obstacles by tracking his/her actions that cause conflict.</li> </ol> <p><i>Distinguish essential from nonessential information to include in a written summary of a dramatic scene.</i></p> <ol style="list-style-type: none"> <li>6. Infer which inner strengths the protagonist draws upon to help him/her confront obstacles by tracking his/her responses across the text.</li> <li>7. Identify the ways in which characters change and develop throughout a play by tracking their actions and dialogue.</li> <li>8. Analyze two characters' motivations by comparing them to their own motivations.</li> <li>9. Analyze the impact of setting on the characters by comparing it to the real world.</li> <li>10. Analyze the conflict by determining the cause and predicting possible resolutions.</li> <li>11. Recognize cliffhangers at the end of a scene by noting an increase in suspense.</li> <li>12. Predict two or more characters' responses to the same obstacle by analyzing their traits.</li> <li>13. Analyze two characters' responses to the same conflict by comparing and contrasting their actions and dialogue.</li> <li>14. Infer the author's message about the topic of a play through analysis of characters' beliefs.</li> </ol> <p><i>Distinguish essential from nonessential information to include in a written summary of an entire play</i></p>
<p><b>Writing Standards</b></p> <p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p><b>W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p><b>W.5.1d</b> Provide a concluding statement or section related to the opinion presented.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28-29 of the Common Core Standards. See the "Language Standards" tab for the language standards.)</p> <p><b>W.5.6</b> With some guidance and support from adults,</p>	<p><b>Unit Goals</b></p> <p>Writers will be able to write a literary essay comparing and contrasting two or more characters, settings, or events in a story or drama. Each literary essay should include:</p> <ul style="list-style-type: none"> <li>• a clear topic sentence that makes a claim</li> <li>• logically ordered reasons and logically grouped ideas with thoughtful transitions joining them</li> <li>• supporting information             <ul style="list-style-type: none"> <li>○ summarized examples from the text</li> <li>○ specific or concrete text details (e.g., how characters interact)</li> <li>○ at least one quotation from the text</li> </ul> </li> <li>• explanations that provide clarity or insight as to why supporting information is included</li> </ul> <p><b>Writing Aims</b></p> <p>Writers will be able to:</p> <ol style="list-style-type: none"> <li>1. Make a claim comparing two or more characters, settings, or events in a story or drama.</li> <li>2. List reasons why they made this claim.</li> <li>3. Locate specific excerpts from the text that support each reason.</li> <li>4. Paraphrase each text excerpt.</li> <li>5. Explain why these text examples are relevant to the claim.</li> <li>6. Revise their claim to better fit their reasons and examples.</li> <li>7. Evaluate whether each reason is relevant to the claim and revise / delete reasons, as needed.</li> <li>8. Outline claim, reasons, and supports.</li> <li>9. Locate specific quotations that support their claim; Incorporate at least one quotation into the outline.</li> <li>10. Develop outline by adding a rationale or explanation to each support or text detail (paraphrased or directly cited)</li> </ol>

## Grade 5 Curriculum Frameworks: English Language Arts

<p>use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.9a</b> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ol style="list-style-type: none"><li>11. Draft essay with clear topic sentences and logically grouped ideas.</li><li>12. Create cohesion by linking opinions, reasons and details using transition words (consequently, specifically, next)</li><li>13. Delete, reorganize, or revise details that are not logically grouped</li><li>14. Edit for all conventions taught thus far.</li></ol> <p><b>Language Standards</b></p> <ul style="list-style-type: none"><li>• <b>L.5.1b</b> Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li><li>• <b>L.5.1e</b> Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li><li>• <b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</li></ul>
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## Grade 5 Curriculum Frameworks: Math

### Overview

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

### Assessment

Assessment of student mastery will be conducted as follows:

DAILY: Exit ticket to assess mastery of daily aim.

Weekly: Cumulative Review with teacher monitoring

Weekly or Bi-weekly: Cumulative quiz

End of Unit: Cumulative Test

Every Six Weeks: Interim Assessment

### Three Critical Areas

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

## Grade 5 Overview

### Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

### Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

### Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

### Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Grade 5 Curriculum Frameworks: Math

### Operations and Algebraic Thinking 5.OA

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#### Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.*

#### Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

### Number and Operations in Base Ten 5.NBT

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#### Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $\frac{1}{10}$  of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
  - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  
 $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$ .
  - b. Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

#### Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

## Grade 5 Curriculum Frameworks: Math

### Number and Operations—Fractions 5.NF

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#### Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,  $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general,  $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ .)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result  $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that  $\frac{3}{7} < \frac{1}{2}$ .*

#### Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ( $\frac{a}{b} = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret  $\frac{3}{4}$  as the result of dividing 3 by 4, noting that  $\frac{3}{4}$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $\frac{3}{4}$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
  - a. Interpret the product  $(\frac{a}{b}) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . *For example, use a visual fraction model to show  $(\frac{2}{3}) \times 4 = \frac{8}{3}$ , and create a story context for this equation. Do the same with  $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$ . (In general,  $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$ .)*
  - b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
  - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
  - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $\frac{a}{b} = \frac{n \times a}{n \times b}$  to the effect of multiplying  $\frac{a}{b}$  by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>25</sup>

## Grade 5 Curriculum Frameworks: Math

- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for  $(\frac{1}{3}) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(\frac{1}{3}) \div 4 = \frac{1}{12}$  because  $(\frac{1}{12}) \times 4 = \frac{1}{3}$ .*
- Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for  $4 \div (\frac{1}{5})$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (\frac{1}{5}) = 20$  because  $20 \times (\frac{1}{5}) = 4$ .*
- Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share  $\frac{1}{2}$  lb of chocolate equally? How many  $\frac{1}{3}$ -cup servings are in 2 cups of raisins?*

### Measurement and Data 5.MD

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#### Convert like measurement units within a given measurement system.

- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

#### Represent and interpret data.

- Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

#### Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
  - A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
  - A solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
  - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
  - Apply the formulas  $V = \ell \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
  - Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

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<sup>25</sup> Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

### Geometry 5.G

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#### Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,  $x$ -axis and  $x$ -coordinate,  $y$ -axis and  $y$ -coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

#### Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

## Glossary

**Addition and subtraction within 5, 10, 20, 100, or 1000.** Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example:  $8 + 2 = 10$  is an addition within 10,  $14 - 5 = 9$  is a subtraction within 20, and  $55 - 18 = 37$  is a subtraction within 100.

**Additive inverses.** Two numbers whose sum is 0 are additive inverses of one another. Example:  $\frac{3}{4}$  and  $-\frac{3}{4}$  are additive inverses of one another because  $\frac{3}{4} + (-\frac{3}{4}) = (-\frac{3}{4}) + \frac{3}{4} = 0$ .

**Associative property of addition.** See Table 3 in this Glossary.

**Associative property of multiplication.** See Table 3 in this Glossary.

**Bivariate data.** Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

**Box plot.** A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.<sup>1</sup>

**Commutative property.** See Table 3 in this Glossary.

**Complex fraction.** A fraction  $\frac{A}{B}$  where  $A$  and/or  $B$  are fractions ( $B$  nonzero).

**Computation algorithm.** A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. See also: computation strategy.

**Computation strategy.** Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. See also: computation algorithm.

**Congruent.** Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

**Counting on.** A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again. One can find the total by *counting on*—pointing to the top book and saying “eight,” following this with “nine, ten, eleven. There are eleven books now.”

**Dot plot.** See: line plot.

**Dilation.** A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

**Expanded form.** A multi-digit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example,  $643 = 600 + 40 + 3$ .

**Expected value.** For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

**First quartile.** For a data set with median  $M$ , the first quartile is the median of the data values less than  $M$ . Example: For the data set  $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the first quartile is 6.<sup>2</sup> See also: median, third quartile, interquartile range.

**Fraction.** A number expressible in the form  $\frac{a}{b}$  where  $a$  is a whole number and  $b$  is a positive whole number. (The word *fraction* in these standards always refers to a non-negative number.) See also: rational number.

**Identity property of 0.** See Table 3 in this Glossary.

**Independently combined probability models.** Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

<sup>1</sup>Adapted from Wisconsin Department of Public Instruction, <http://dpl.wi.gov/standards/mathglos.html>, accessed March 2, 2010.

<sup>2</sup>Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E.,

“Quartiles in Elementary Statistics,” *Journal of Statistics Education* Volume 14, Number 3 (2006).

**Integer.** A number expressible in the form  $a$  or  $-a$  for some whole number  $a$ .

**Interquartile Range.** A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set  $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the interquartile range is  $15 - 6 = 9$ . See also: first quartile, third quartile.

**Line plot.** A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.<sup>3</sup>

**Mean.** A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.<sup>4</sup> Example: For the data set  $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the mean is 21.

**Mean absolute deviation.** A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set  $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the mean absolute deviation is 20.

**Median.** A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set  $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 90\}$ , the median is 11.

**Midline.** In the graph of a trigonometric function, the horizontal line halfway between its maximum and minimum values.

**Multiplication and division within 100.** Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example:  $72 \div 8 = 9$ .

**Multiplicative inverses.** Two numbers whose product is 1 are multiplicative inverses of one another. Example:  $\frac{3}{4}$  and  $\frac{4}{3}$  are multiplicative inverses of one another because  $\frac{3}{4} \times \frac{4}{3} = \frac{4}{3} \times \frac{3}{4} = 1$ .

**Number line diagram.** A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

**Percent rate of change.** A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by  $\frac{5}{50} = 10\%$  per year.

**Probability distribution.** The set of possible values of a random variable with a probability assigned to each.

**Properties of operations.** See Table 3 in this Glossary.

**Properties of equality.** See Table 4 in this Glossary.

**Properties of inequality.** See Table 5 in this Glossary.

**Properties of operations.** See Table 3 in this Glossary.

**Probability.** A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, or testing for a medical condition).

**Probability model.** A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. See also: uniform probability model.

**Random variable.** An assignment of a numerical value to each outcome in a sample space.

**Rational expression.** A quotient of two polynomials with a non-zero denominator.

**Rational number.** A number expressible in the form  $\frac{a}{b}$  or  $-\frac{a}{b}$  for some fraction  $\frac{a}{b}$ . The rational numbers include the integers.

**Rectilinear figure.** A polygon all angles of which are right angles.

<sup>3</sup>Adapted from Wisconsin Department of Public Instruction, *op. cit.*

<sup>4</sup>To be more precise, this defines the *arithmetic mean*.

**Rigid motion.** A transformation of points in space consisting of a sequence of

one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

**Repeating decimal.** The decimal form of a rational number. *See also:* terminating decimal.

**Sample space.** In a probability model for a random process, a list of the individual outcomes that are to be considered.

**Scatter plot.** A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.<sup>5</sup>

**Similarity transformation.** A rigid motion followed by a dilation.

**Tape diagram.** A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

**Terminating decimal.** A decimal is called terminating if its repeating digit is 0.

**Third quartile.** For a data set with median  $M$ , the third quartile is the median of the data values greater than  $M$ . Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. *See also:* median, first quartile, interquartile range.

**Transitivity principle for indirect measurement.** If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

**Uniform probability model.** A probability model which assigns equal probability to all outcomes. *See also:* probability model.

**Vector.** A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

**Visual fraction model.** A tape diagram, number line diagram, or area model.

**Whole numbers.** The numbers 0, 1, 2, 3, ...

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<sup>5</sup>Adapted from Wisconsin Department of Public Instruction, *op. cit.*

TABLE 1. Common addition and subtraction situations.<sup>6</sup>

	Result Unknown	Change Unknown	Start Unknown
<b>Add to</b>	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
<b>Take from</b>	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown <sup>1</sup>
<b>Put Together/ Take Apart<sup>2</sup></b>	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
<b>Compare<sup>3</sup></b>	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?  ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?  (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have?  (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$

<sup>1</sup>These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.

<sup>2</sup>Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

<sup>3</sup>For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

<sup>6</sup>Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).

TABLE 2. Common multiplication and division situations.<sup>7</sup>

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	$3 \times 6 = ?$	$3 \times ? = 18$ , and $18 \div 3 = ?$	$? \times 6 = 18$ , and $18 \div 6 = ?$
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? <i>Measurement example.</i> You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? <i>Measurement example.</i> You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? <i>Measurement example.</i> You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays, <sup>4</sup> Area <sup>5</sup>	There are 3 rows of apples with 6 apples in each row. How many apples are there? <i>Area example.</i> What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs \$6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? <i>Measurement example.</i> A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs \$18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? <i>Measurement example.</i> A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat? <i>Measurement example.</i> A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$ , and $p \div a = ?$	$? \times b = p$ , and $p \div b = ?$

<sup>4</sup>The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

<sup>5</sup>Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

TABLE 3. The properties of operations. Here  $a$ ,  $b$  and  $c$  stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

<i>Associative property of addition</i>	$(a + b) + c = a + (b + c)$
<i>Commutative property of addition</i>	$a + b = b + a$
<i>Additive Identity property of 0</i>	$a + 0 = 0 + a = a$
<i>Existence of additive inverses</i>	For every $a$ there exists $-a$ so that $a + (-a) = (-a) + a = 0$ .
<i>Associative property of multiplication</i>	$(a \times b) \times c = a \times (b \times c)$
<i>Commutative property of multiplication</i>	$a \times b = b \times a$
<i>Multiplicative Identity property of 1</i>	$a \times 1 = 1 \times a = a$
<i>Existence of multiplicative inverses</i>	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$ .
<i>Distributive property of multiplication over addition</i>	$a \times (b + c) = a \times b + a \times c$

<sup>7</sup>The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

**Interim Assessment One: (11 lessons) Unit One: Number and Operations in Base Ten**

**Place Value and Addition & Subtraction**

**Critical Area(s):**

**Grade 4 enVision Topic 3- Place Value, Topic 4- Addition and Subtraction of Whole Numbers**

**\*whole numbers less than or equal to 1,000,000**

<b>Major, Supporting, Additional Clusters</b>	<b>Common Core State Standard</b>
Major: Generalize place value understanding for multi-digit whole numbers.  Major: Use place value understanding and properties of operations to perform multi-digit arithmetic	4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 10 = 70</math> by applying concepts of place value and division.</i>
	4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
	4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
	4.NBT.4 Fluently <sup>1</sup> add and subtract multi-digit whole numbers using the standard algorithm.

**Interim Assessment One: (30 lessons) Unit Two: Number & Operations in Base Ten**

**Whole Number Multiplication and Division**

**Critical Area(s): Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations**

**enVision Topic 3 – Multiplying Whole Numbers, Topic 4 – Dividing by 1-Digit Divisors,**

**Topic 5 – Dividing by 2-Digit Divisors**

<b>Major, Supporting, Additional Clusters</b>	<b>Common Core State Standard</b>
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<sup>1</sup> From Progression- NBT: At Grade 4, students become fluent with the standard addition and subtraction algorithms. In mathematics, an algorithm is defined by its steps and not by the way those steps are recorded in writing. With this in mind, minor variations in methods of recording standard algorithms are acceptable. Fluent means “fast and accurate.”

Major: Understand the place value system.	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
Major: Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10. Use whole number exponents to denote powers of 10. <sup>2</sup>
	5.NBT.5 Fluently <sup>3</sup> multiply multi-digit whole numbers using the standard algorithm.
	5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Interim Assessment Two: (24 lessons) Unit Three: Number & Operations – Fractions	
Adding and Subtracting Fractions	
Critical Area(s): Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)	
enVision Topic 9 – Adding and Subtracting Fractions, Topic 10 – Adding and Subtracting Mixed Numbers	
Major, Supporting, Additional Clusters	Common Core State Standard
Major: Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i>
	5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i>

<sup>2</sup> In this unit, students will apply this standard to whole numbers. Later in the year, they will apply it to decimals numbers.

<sup>3</sup> From Progression – NBT: At Grade 5, students fluently compute products of whole numbers using the standard algorithm. Underlying this algorithm are the properties of operations and the base-ten system. See footnote 1 – minor variations in methods of recording standard algorithms are acceptable.

**Interim Assessment Two: (19 lessons) Unit Four: Number & Operations – Fractions**

**Multiplying and Dividing Fractions**

**Critical Area(s): Critical Area(s): Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)**

**enVision Topic 11 – Multiplying and Dividing Fractions and Mixed Numbers**

<b>Major, Supporting, Additional Clusters</b>	<b>Common Core State Standard</b>
<p>Major: Apply previous understandings of multiplication and division to multiply and divide fractions.</p>	<p>5.NF.3 Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <hr/> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a) Interpret the product <math>(a/b) \times q</math> as parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p> <p>b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>

	<p>5.NF.5 Interpret multiplication as scaling (resizing), by:</p> <ul style="list-style-type: none"> <li>a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</li> <li>b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</li> </ul>
	<p>5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
	<p>5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>4</sup></p> <ul style="list-style-type: none"> <li>a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i></li> <li>b) Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</i></li> <li>c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</i></li> </ul>

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<sup>4</sup>From CCSS - Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

## Grade 5 Curriculum Frameworks: Social Studies

Interim Assessment Three: (9 lessons) Unit Five: Number & Operations in Base Ten	
Decimal Numeration	
Critical Area(s): Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations	
enVision Topic 1- Place Value	
Major, Supporting, Additional Clusters	Common Core State Standard
Major: Understand the place value system.	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
	5.NBT.3 Read, write, and compare decimals to thousandths. <ul style="list-style-type: none"> <li>a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math></li> <li>b) Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> </ul>
	5.NBT.4 Use place value understanding to round decimals to any place.

Interim Assessment Three: (24 lessons) Unit Six: Number & Operations in Base Ten	
Decimal Operations	
Critical Area(s): Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations	
Topic 2- Adding and Subtracting Decimals, Topic 6 – Multiplying Decimals, Topic 7 – Dividing Decimals	
Major, Supporting, Additional Clusters	Common Core State Standard
Major: Understand the place value system.	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10. Use whole number exponents to denote powers of 10. <sup>5</sup>

<sup>5</sup> In this unit, students will apply their understanding of this standard to decimals.

## Grade 5 Curriculum Frameworks: Social Studies

<p>Major: Perform operations with multi-digit whole numbers and with decimals to hundredths.</p>	<p>5.NBT.7 Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
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<p><b>Interim Assessment Three: (7 lessons) Unit Seven: Measurement &amp; Data</b></p> <p><b>Converting Units of Measure</b></p>	
<p><b>Critical Area(s):</b></p>	
<p><b>enVision Topic 13 – Units of Measure</b></p>	
<p><b>Major, Supporting, Additional Clusters</b></p>	<p><b>Common Core State Standard</b></p>
<p>Supporting: Convert like measurement units.</p>	<p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>

<p><b>Interim Assessment Four: (4 lessons) Unit Eight: Measurement &amp; Data</b></p> <p><b>Represent and Interpret Data</b></p>	
<p><b>Critical Area(s):</b></p>	
<p><b>enVision Topic 14 – Data</b></p>	
<p><b>Major, Supporting, Additional Clusters</b></p>	<p><b>Common Core State Standard</b></p>
<p>Supporting: Represent and interpret data.</p>	<p>5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>

## Grade 5 Curriculum Frameworks: Social Studies

Interim Assessment Four: (11 lessons) Unit Nine: Geometry	
Geometry	
Critical Area(s):	
enVision Topic 15 – Classifying Plane Figures	
Major, Supporting, Additional Clusters	Common Core State Standard
Additional: Classify two-dimensional figures into categories based on their properties.	5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
	5.G.4 Classify two-dimensional figures in a hierarchy based on properties.

Interim Assessment Four: (10 lessons) Unit Ten: Measurement & Data	
Volume	
Critical Area(s): Developing understanding of volume	
enVision Topic 12 – Volume of Solids	
Major, Supporting, Additional Clusters	Common Core State Standard
Major: Geometric Measurement: understand concepts of volume and relate volume to multiplication and addition.	5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. <ul style="list-style-type: none"> <li>a) A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</li> <li>b) A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</li> </ul>
	5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

## Grade 5 Curriculum Frameworks: Social Studies

	<p>5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a) Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b) Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>c) Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>
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### Interim Assessment Four: (4 lessons) Unit Eleven: Geometry

#### Understanding the Ordered Pairs and the Coordinate Grid

#### Critical Area(s):

#### Topic 16 – Coordinate Geometry

<b>Major, Supporting, Additional Clusters</b>	<b>Common Core State Standard</b>
<p>Additional: Graph points on the coordinate plane to solve real-world and mathematical problems.</p>	<p>5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and given a point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.</p>

## Grade 5 Curriculum Frameworks: Social Studies

Interim Assessment Four: (5 lessons) Unit Twelve: Operations & Algebraic Thinking	
Expressions, Patterns, and Relationships	
Critical Area(s):	
enVision Topic 8 – Numerical Expressions, Patterns, and Relationships; Topic 16 – Coordinate Geometry	
Major, Supporting, Additional Clusters	Common Core State Standard
<p>Additional: Write and interpret numerical expressions.</p> <p>Additional: Analyze patterns and relationships.</p>	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18,932 + 921)</math> is three times as large as <math>18,932 + 921</math>, without having to calculate the indicated sum or product.</i>
	5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and the rule “Add 6” and the starting number 0, generate terms in resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence.</i>

**Grade 5 Curriculum Frameworks: Social Studies**

*Grade 5 Guiding Question: What is the relationship between geography, prosperity, and power?*

Unit	Big Ideas, Essential Q's	Content Power Standards	Skill Power Standards	IA Overview
<p><b>Geography: "Setting the Stage"</b></p>	<p><b>Spatial Representation and Navigation:</b></p> <p><i>Why do we need maps? Why do we need so many different kinds of maps?</i></p>	<p><b>5.1 Compass Rose</b> <b>5.2 Lines of Latitude</b> <b>5.3 Continents and Oceans</b> <b>5.4 Physical Features</b> <b>5.5 Climate</b> <b>5.6 Map Features</b> <b>5.8 Using an Atlas</b></p>	<p><b>READING (New)</b> R1.1 Use Text Features</p> <p><b>HISTORIAN'S TOOLKIT (New)</b> H2.1 Utilize Map Features H2.2 Use a Legend/Key H2.3 Obtain Information from Maps H2.4 Make Inferences/Draw Conclusions about Maps H2.5 Evaluate Maps</p>	<p>Pt1: Multiple Choice Pt2: Short Response Pt3: Map Analysis and Evaluation</p> <p><b>Bring to Data Day:</b> <i>3 student work samples from Pt2 and 3</i></p>
<p><b>Human Beginnings</b></p>	<p><b>Human-Environment Interaction:</b></p> <p><i>How did geographic factors impact the success and lifestyle of early humans?</i></p>	<p><b>5.11 Geographic Factors</b> <b>5.12 Natural Resources</b> <b>5.13 Human-Environment Interaction</b> <b>5.14 Migration</b> <b>5.15 Archaeology</b> <b>5.16 Hominids</b> <b>5.17 The Neolithic Revolution</b></p>	<p><b>READING</b> R1.1 Use Text Features (nonfiction) R1.4 Determine the Main Idea (New) R4. Reading Comprehension (Suggestion: Introduce Text Structure)</p> <p><b>Reading Habits</b></p> <p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>- Active Prior Knowledge</li> <li>- Establish Purpose for Reading</li> </ul> <p><b>During Reading</b></p> <ul style="list-style-type: none"> <li>- Determine Importance (according to reading purpose)</li> </ul> <p><b>HISTORIAN'S TOOLKIT (Review)</b> Analyze Maps, Use an Atlas</p>	<p>Pt1: Multiple Choice, incl. NF Reading Passage Pt2: Short Response, incl. NF Reading Passage</p> <p><b>Bring to Data Day:</b> <i>3 student work samples from Pt2</i></p>

**Grade 5 Curriculum Frameworks: Social Studies**

Year-Long Focus				
<i>What is the relationship between geography, prosperity, and power?</i>				
Unit	Big Ideas, Essential Q's	Content Power Standards	Skill Power Standards	IA Overview
<b>Early Civilizations</b>	<p><b>Geography and the Rise of Civilization; Political Organization:</b></p> <p><i>What is the relationship between geography and power?</i></p> <p><i>[More Food = More People = More Power]</i></p>	<p><b>5.18 Ancient Sumerian City-States</b></p> <p><b>5.19 Political Organization Continuum</b></p> <p><b>5.20 Mesopotamian Civilization</b></p> <p><b>5.21 Mesopotamian Empires</b></p>	<p><b>READING (New)</b> R1.2 Analyze Text Structures R3.2 Summarize a Text</p> <p><b>READING (Review)</b> R1.1 Use Text Features R 1.4 Determine the Main Idea R4. Reading Comprehension</p> <p><b>Reading Habits (Review from IA2)</b></p> <p><b>HISTORIAN'S TOOLKIT</b> 5.23 Timeline Skills Analyze Maps (Review) Use an Atlas (Review)</p>	<p><b>Cumulative IA:</b> Pt 1: Cumulative Multiple Choice Items Pt 2: Cumulative Open Response Pt 3: Nonfiction Reading Passage + Open Response</p> <p><b>Bring to Data Day:</b> <i>3 student work samples from Pt2 and 3</i></p>

## Grade 5 Curriculum Frameworks: Science

Grade 5: IA Cycle 1&2	Physics-Light: Seeing the Light: Can I Believe My Eyes?	<p><i>Mastery Based Assessment &amp; Performance Task: Construct a scientific explanation for the “hidden message” phenomena- the anchoring activity. (written description, drawing, consensus model, physical 3-D model)</i></p> <p><b>PS 4.4a</b> Different forms of electromagnetic energy have different wavelengths. Some examples of electromagnetic energy are microwaves, infrared light, visible light, ultraviolet light, x-rays, and gamma rays.</p> <p><b>PS 4.4b</b> Light passes through some materials, sometimes refracting in the process. Materials absorb and reflect light, and may transmit light. To see an object</p> <p><b>PS 4.4c</b> Vibrations in materials set up wave-like disturbances that spread away from the source. Sound waves are an example. Vibrational waves move at different speeds in different materials. Sound cannot travel in a vacuum.</p>
Grade 5: IA Cycle 3	Chemistry- Atoms: How Can You Smell From a Distance?	<p><i>Mastery Based Assessment &amp; Performance Task: Construct a scientific explanation for the particulate theory of matter.</i></p> <p><b>PS 3.1a</b> Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat, and electrical conductivity, hardness, boiling and freezing points.</p> <p><b>PS 3.1d</b> Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume, but take the shape of a container.</p> <p><b>PS 3.1e</b> A liquid has a definite volume, but takes the shape of a container.</p> <p><b>PS 3.1f</b> A solid has a definite shape and volume. Particles resist a change in motion.</p> <p><b>PS 3.1c</b> The motion of particles helps to explain the phases/states of matter as well as changes from one phase to another. The phase in which matter exists depends on the attractive forces among its particles.</p> <p><b>PS 3.1g</b> Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components.</p>
Grade 5: IA Cycle 4	Biology-Ecosystems: What Causes Populations to Change?	<p><i>Mastery Based Assessment &amp; Performance Task: Construct a scientific explanation for the how populations change (reproduction, food, interactions with other organisms, environmental changes).</i></p> <p><b>LE 5.2a</b> Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes.</p> <p><b>LE 5.2b</b> Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organisms.</p> <p><b>LE 3.2a</b> In all environments, organisms with similar needs may compete with one another for resources.</p> <p><b>LE 5.1b</b> An organism’s overall body plan and its environment determine the way that the organism carries out the life processes.</p> <p><b>LE 5.1c</b> All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release energy stored in food.</p> <p><b>LE 5.1d</b> The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make food. Consumers, such as animals, take in energy-rich food.</p>

## Grade 5 Curriculum Frameworks: Science

	<p>Herbivores obtain food energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.</p>
	<p><b>LE 6.1a</b> Energy flows through an ecosystem in one direction, usually from the sun, through producers to consumers and then to decomposers. This process may be visualized with food chains or energy pyramids.</p>
	<p><b>LE 6.1b</b> Food webs identify feeding relationships among producers, consumers, and decomposers in an ecosystem.</p>
	<p><b>LE 6.1c</b> Matter is transferred from one organism to another and between organisms and their physical environment. Water, nitrogen, carbon dioxide, and oxygen are examples of substances cycled between the living and nonliving environments.</p>
	<p><b>LE 7.1a</b> A population consists of all individuals of a species that are found together at a given place and time. Populations living in one place form a community. The community and the physical factors with which it interacts compose an ecosystem.</p>
	<p><b>LE 7.1b</b> Given adequate resources and no disease or predators, populations increase. Lack of resources, habitat destruction, and other factors such as predation and climate limit the growth of certain populations in an ecosystem.</p>
	<p><b>LE 7.1c</b> In all environments, organisms interact with one another in many ways. Relationships among organisms may be competitive, harmful, or beneficial. Some species have adapted to be dependent upon each other with the result that neither could survive without the other.</p>
	<p><b>LE 7.2a</b> In ecosystems, balance is the result of interactions between community members and their environments.</p>

## 7. Calendar and Schedules

### (a) School Calendar

Provide a copy of the proposed school's calendar for its first year of operation, including:

- Total number of days of instruction for the school year;
- First and last day of classes;
- Organization of the school year (i.e. semesters, trimesters, quarters, etc.), especially important for schools that will ultimately include 9<sup>th</sup> through 12<sup>th</sup> grades;
- All planned holidays and other days off, as well as planned half days; and
- Dates for summer school, if planned.

The academic school year at Achievement First Central Brooklyn Charter School will begin on August 15, 2013, and run through June 26, 2014. While our school calendar shares nearly all vacations and holidays with the New York City Public Schools, because of our early start, we have at least 192 instructional days. We believe strongly that these extra days of school are essential to helping our students reach the high standards we set for them.

All new teachers will report on to AF Central Brooklyn on Monday July 22, 2011 for three weeks of teacher training. In total, we provide 28 paid professional development days over the course of the year to ensure our teachers receive training and development necessary to create the excellent instructional practice on which our success depends. The school's academic year is divided in three trimesters. Parents receive progress reports mid-way through each trimester and report cards at the conclusion of each trimester. The proposed school calendar for 2013-2014 is provided on the following page. The total number of instructional days, as well as the total number of days teachers are required to attend, are summarized in the table below.

<b>Days-of-School Counts</b>		
<b>Month</b>	<b>Student</b>	<b>Teacher</b>
August	12	20
September	18	18
October	20	22
November	17	18
December	15	16
January	20	21
February	14	15
March	20	21
April	16	17
May	21	21
June	19	21
July	0	0
<b>TOTAL</b>	<b>192</b>	<b>210</b>

## AF Central Brooklyn Calendar 2013-2014



- New Teacher Training
- Common AF PD days
- Holiday - No school for students or staff
- Early Dismissal - Students dismissed between 1:30 and 1:45
- School-based PD / School Visit days (2)
- End of Trimester
- Interim Assessment Days

### August 2013

M	T	W	TH	F	S
				1	2
5	6	7	8	9	10
12	13	14	15	16	17
19	20	21	22	23	24
26	27	28	29	30	31

### September 2013

M	T	W	TH	F	S
		3	4	5	6
9	10	11	12	13	14
16	17	18	19	20	21
23	24	25	26	27	28
30					

### October 2013

M	T	W	TH	F	S
	1	2	3	4	5
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30	31		

### November 2013

M	T	W	TH	F	S
				1	2
4	5	6	7	8	9
11	12	13	14	15	16
18	19	20	21	22	23
25	26	27	28	29	30

### December 2013

M	T	W	TH	F	S
3	4	5	6	7	8
9	10	11	12	13	14
16	17	18	19	20	21
23	24	25	26	27	28
30	31				

### January 2014

M	T	W	TH	F	S
			2	3	4
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30	31	

### February 2014

M	T	W	TH	F	S
				1	2
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27	28	29

### March 2014

M	T	W	TH	F	S
				1	2
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27	28	29
31					

### April 2014

M	T	W	TH	F	S
	1	2	3	4	5
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30			

### May 2014

M	T	W	TH	F	S
			1	2	3
5	6	7	8	9	10
12	13	14	15	16	17
19	20	21	22	23	24
27	28	29	30	31	

### June 2014

M	T	W	TH	F	S
2	3	4	5	6	7
9	10	11	12	13	14
16	17	18	19	20	21
23	24	25	26	27	28
30					

### July 2014

M	T	W	TH	F	S
	1	2	3	4	5
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30	31		

- JUL/AUG** 22 to 3 New Teacher Training
- AUG** 5 to 14 School Site Plan/Train (New & Return)  
15 First Day - ALL students in school  
20 Back to School Night
- SEP** 2 Labor Day - Holiday  
5 & 6 Rosh Hashanah - Holiday  
20 MS Content Day (during PD)  
27 Mid-Trimester Progress Report Window Ends  
27 Due from teachers: Progress Report/Report Card Data
- OCT** 7 to 10 IA 1 Window  
14 Columbus Day - Holiday  
15 School PD Day  
21 DATA DAY 1
- NOV** 8 AF-wide PD Day (CT and NY in NY)  
11 Veteran's Day - Holiday  
21 Report Card Night  
27 Early dismissal  
28 & 29 Thanksgiving holiday
- DEC** 3-7 IA 2 Window  
16 Data Day 2  
23 Early dismissal  
23 to 30 Winter Break
- JAN** 9 School PD Day 2  
10 MS Content Day (during PD)  
20 MLK Day - Holiday  
27 to 30 IA 3 Window  
31 Mid-Trimester Progress Report Window Ends  
31 Due from teachers: Progress Report/Report Card Data
- FEB** 10 Data Day 3  
17 to 21 Mid-Winter Break
- MAR** 11 Report Card Night  
14 AF-Wide PD Day (CT & NY in CT)  
24 to 27 IA 4 Window
- APR** 7 Data Day 4  
14 to 18 Spring Break  
25 Mid-Trimester Progress Report Window Ends  
25 Due from teachers: Progress Report/Report Card Data
- MAY** 26 Memorial Day - Holiday
- JUN** 9 to 19 IA 5 Window  
19 Last Day  
23 to 30 Summer Break
- JUL** 1 to 18 Summer break  
21 to 31 New Staff Training

**(b) Sample Student Schedule**

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide a sample student schedule for a typical week of instruction.

Provide a narrative that clearly explains the length of the school day (including the approximate start and dismissal times for the school day), explicitly noting times that are part of the core academic day as opposed to time devoted to supplementary activities (such as before or after school electives and remediation). The applicant may include a brief scenario describing a typical student's day or week in addition to the schedule(s).

For schools that will ultimately include all or select grades within the Kindergarten through 8<sup>th</sup> grade range, state the minimum number of hours the school will devote to core academic subjects in each grade, i.e., English language arts, mathematics, science, and social studies, and the total number of hours/minutes of instruction per week (exclusive of lunch, recess, study hall, etc.). Total instructional time for any given grade may be no less than required of other public schools. See the Guidance Handbook for more information.

**(c) Sample Teacher Schedule**

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide a sample teacher schedule for a typical week of instruction.

Provide a narrative that clearly explains the length of the work day, explicitly identifying times devoted to the teacher's core teaching assignments, planning, and other activities as applicable (such as before or after school electives and remediation). The applicant may include a brief scenario describing a typical teacher's day or week in addition to the schedule(s).

Achievement First Central Brooklyn school day will run from 7:30 a.m. to 4:00 p.m. Monday through Thursday. On Friday, the school day for students will end at 1:50 PM to allow teachers adequate time for collaborative planning and professional development. The extended school day and year provide a significant number of additional hours of instruction during each school year. Moreover, our intensive focus around literacy and mathematics will ensure that our students have the very strong fundamental skills necessary to tackle challenging, higher level material. The following schedules show an emphasis on the core ELA (reading and writing), math, science, and social studies. The school is committed to having all students meet and exceed rigorous standards in these areas. In addition, the school is committed to providing rich instruction in the arts, health, career development, and languages other than English.

This proposed schedule is similar to our existing elementary and middle school programs at AF Crown Heights Charter School, AF East New York Charter School, AF Endeavor Charter School, AF Bushwick Charter School, AF Brownsville Charter School, and AF Apollo Charter School. Using these six schools as examples, we have found that abbreviated Friday schedule is essential to our model. Because we clearly outline the daily schedules and requirements of parents during our application period, family chats, and one-on-one conversations with parents, we have found that the abbreviated Fridays can be accommodated by our families. At existing Achievement First academies, parents have been very satisfied with our program, and have worked to make alternate arrangements to accommodate the daily school schedule, including the shortened Friday schedule.

**Elementary (K-4) Core Instructional Time**

	Average Daily Instructional Minutes	Total Instructional Minutes per Week
English Language Arts	180	768
Math	75	348
Science	48	240
Social Studies	48	240
Specials	48	240

**Middle (5-8) Core Instructional Time**

	Average Daily Instructional Minutes	Total Instructional Minutes per Week
English Language Arts	200	848
Math	100	448
Science	48	240
Social Studies	48	240
Specials	48	240

On the following pages you will find schedules for our proposed elementary, middle, and high school academies, for both students and teachers. The schedules on the following pages are illustrative of the curricular emphases at AF Central Brooklyn Charter School; the exact minutes and classes may change to better meet the needs of our students.

## Sample Elementary Schedule

**KEY:**

Teacher A	Teacher B
Intern	Specials Teacher

Student Schedule					Teacher Schedule
7:15-7:40	Bfast / AM DEAR	Intervention		AM help (hallways)	Breakfast / AM DEAR
7:40-7:55	AM Routine / Msg	Homework Check			AM Routine / Msg
7:55-8:10	Vocabulary				Vocabulary
8:10-8:57	Core Reading Program / Skills or 2nd Hist/Sci	Core Reading Program / Skills or 2nd Hist/Sci		Help with Reading Blocks	Core Reading Program / Skills
8:57 - 9:44	Guided Reading	Individual Reading	Computers (and ind. Work)	Help with Reading Blocks	Guided Reading
9:44 - 9:56	Snack	Snack		Bathrooms	Snack
9:56-10:43	Reading Class	Computers (and individual Work)	Guided Reading	Help with Reading Blocks	Guided Reading
10:43 - 11:30	Computers (and individual Work)	Reading Class	Reading Class	Help with Reading Blocks	Reading Class
11:30 - 11:45	Spelling / Handwriting				Prep
11:45 - 11:50	Transition	Transition			Transition
11:50-12:32	Lunch / Cooperative Play	Lunch / Cooperative Play			Prep
12:32 - 12:37	Transition	Transition			Transition
12:37 - 1:24	2nd History / Science	History / Science			Prep
1:24-1:47	Math Meetin	Math Meeting			Math Meeting
1:47-2:34	Math	Math			Math
2:34- 3:21	Grammar / Writing	2nd Grammar / Writing			Grammar / Writing
3:21 - 3:56	Specials		Intervention		Prep
3:56-4:05	Pack / End of Day Message	Pack/ End of Day Message			Pack / End of Day Message
4:05-4:10	Dismissal	Dismissal			Dismissal

## Sample Middle School Schedule

**Key:**

Reading Teacher
Math Teacher
Science Teacher
History Teacher
Learning Specialist
Intern
Specials Teacher

	Student Schedule	(additional help)	Teacher Schedule
7:15 - 7:40	Breakfast, Key Messages (and bathroom)		Prep
7:40 - 7:45	Transition to Class		Transition
7:45 - 8:33	Reading	CTT or SETSS	Read
8:33 - 8:35	Transition to Class		Transition
8:35 - 9:23	Reading	CTT or SETSS	Read
9:23 - 9:33	BREAK / Key Messages (and bathrooms)		Break
9:33 - 9:35	Transition to Class		Transition
9:35 - 10:23	Specials (and bathroom)	Intervention	Prep
10:23 - 10:25	Transition to Class		Prep
10:25 - 11:13	Science	2nd Science	Prep
11:13 - 11:18	Transition to Lunch		Prep
11:18 - 11:43	LUNCH (and bathroom)		Prep
11:43 - 11:48	Transition from Lunch to Class		Prep
11:48 - 12:36	History	2nd History	Intervention
12:36 - 12:38	Transition to Class		Transition
12:38 - 1:26	Writing	CTT or SETSS	Prep
1:26 - 1:28	Transition to Class		Prep
1:28 - 2:06	Book Club	Fluency Intervention	Intervention
2:06 - 2:08	Transition to Class		Transition
2:08 - 3:06	Math	2nd Math	Read
3:06 - 3:08	Transition to Class		Transition
3:08 - 3:56	Math	2nd Math	Read
3:56 - 4:05	Pack up & Dismissal		Transition
4:05 - 4:48	After-School (Interv, Enrich, Study Hall)	Intervention	Prep
4:48 - 5:03	Dismissal / Transition to Detention		Prep
5:00 - 5:43	Detention		Prep
5:43 - 5:48	Detention Dismissal		Prep

## Sample High School Schedule

	Student Schedule				Teacher Schedule
	Section 1	Section 2	Section 3	Section 4	
8:00 - 8:20	Breakfast				
8:25 - 9:20	Algebra I	Literature	Geometry	History	Literature
9:22 - 10:17	History	Physics	Reading Support	Composition	Prep
10:19 - 11:14	Composition	Algebra I	History	Adv. Physics	Prep
11:16 - 12:11	Extra Math	Composition	Physics	Literature	Literature
12:14 - 12:54	Lunch				Prep
12:57 - 1:52	Electives Block				Prep
1:55 - 2:50	Literature	Extra Math	Composition	Algebra I	Literature
2:52 - 3:47	Physics	History	Literature	Reading Support	Literature
3:52 - 4:40	Small Group Intervention/Study Hall/Advisory				Intervention/Advisory
4:45	Study Hall for Scholars on Academic Probation				

As the attached schedules illustrate, the teaching day includes substantial time for planning and collaboration, which we believe are essential ingredients for excellent instruction. The Friday afternoon professional development time, from 2pm to 5pm, ensures that all teachers have sufficient time for training, data analysis, grade and department meetings, and planning, and collaboration on a weekly basis. Reflecting our core value that “Teachers are Platinum,” AF Central Brooklyn teachers will have minimal duties outside their core teaching responsibilities, so that they can invest their extremely valuable time in academic preparation.

## 8. Specific Populations

### (a) Struggling Students

Discuss the proposed school's methods and strategies for identifying and serving students who are struggling academically and at-risk of academic failure. In answering, describe:

- 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 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 will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

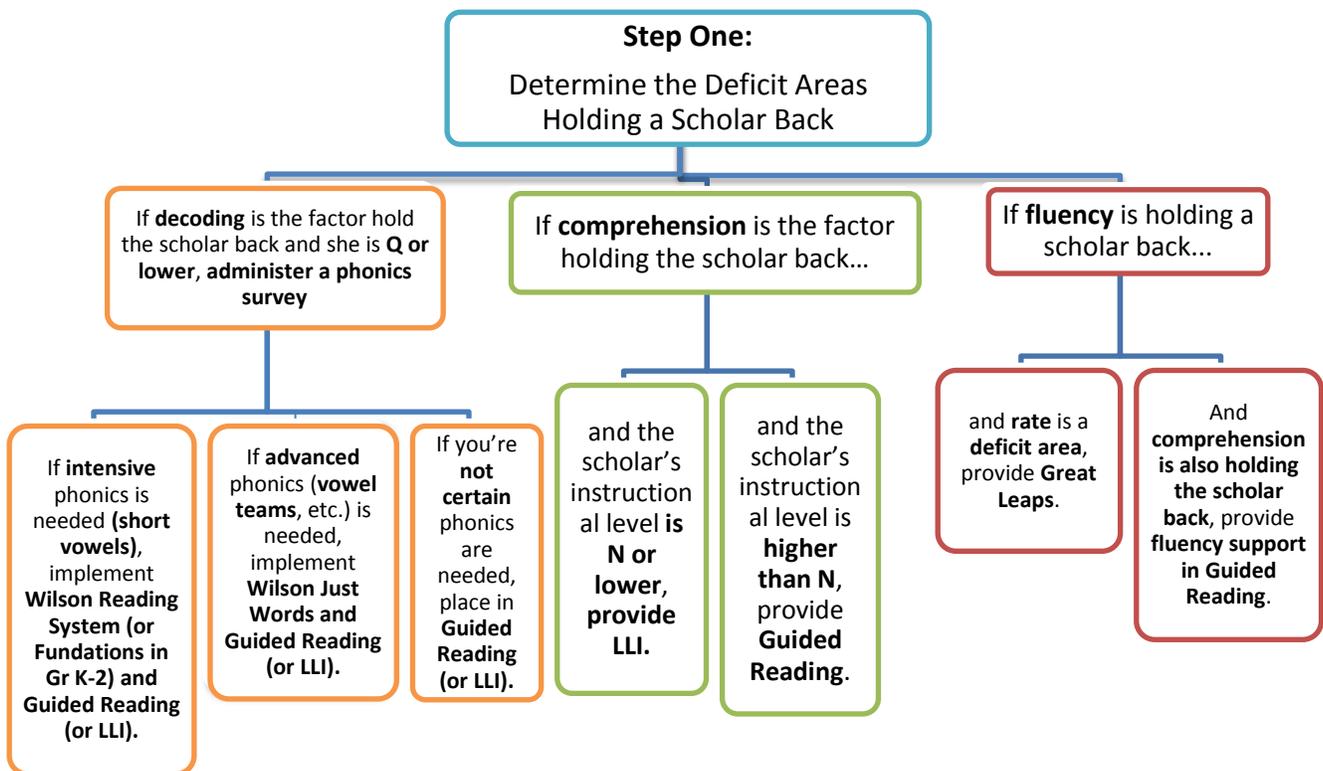
Experience across Achievement First schools has shown that interventions delivered quickly and systematically are the most effective in helping students get on track academically. In the context of the Achievement First Response to Intervention framework, Tier 1 interventions are differentiation techniques that are available to all students in their regular classrooms. Tier 2 interventions are small group interventions, which are designed by teachers to address a specific aim that students have not mastered. These are generally delivered by teachers after school or in Saturday academies, with the support of trained volunteer tutors. Students will be identified for these interventions during Data Days, and the interventions will be planned by grade level teams, with input from the special services coordinator and academic dean. In designing the more intensive Tier 3 structured interventions, the Achievement First teaching & learning team has focused on literacy. This is based on the belief that reading on grade level is a foundation necessary for success in all subjects. As noted below, Tier 3 interventions will also be available for students with disabilities based on their IEPs, as well as for English language learners.

Time for literacy intervention is built into the daily schedule in order to ensure that students are able to access these services quickly. Literacy interventions are organized into three categories (comprehension, fluency, and decoding), and each category has specific, data-driven triggers and recommended programs to build student skills. This way, teachers are able to identify struggling students early, and be able to implement the CORRECT intervention and immediately address the skills deficit. The primary screening method to identify students in need of intervention is the *Fountas and Pinnell Benchmark Assessment (F&P)*, an individually administered formative assessment that indicates the student's grade level, and which skill category (comprehension, fluency, or decoding) needs to be addressed. In grades K-2, the STEP assessment will also be used, in order to provide additional information on skills like developmental spelling and phonemic awareness. At the high school level, the GRADE assessment will be used to screen students. The F&P will be administered at least three times annually, but students can also be identified for intervention by grades, interim assessments, or state test results. In these cases, the F&P will be administered to ensure that the appropriate intervention is chosen.

The F&P exam classifies students into four categories: Remedial, Below Proficient, Proficient, and Advanced, based on grade level and time of year. Intervention will be automatically triggered for all scholars classified as Remedial, and is recommended for students who are Below Proficient. Based on the results of the F&P, one of the following intervention methods will be chosen. Typically this identification will happen in grade level team meetings, but every scholar participating in intervention

will have an “intervention owner” designated to ensure that the appropriate program is chosen and that progress is tracked.

After scholars are identified for intervention, it is essential to place them in an intervention that directly addresses the factor that is holding them back. The following flowchart illustrates the process for matching students with appropriate interventions:



Once the appropriate skill area for intervention is identified, teachers will use the following intervention programs. These programs have been recommended by the Network Support teaching and learning team based on a thorough vetting process, and have been used successfully in other Achievement First schools.

Intervention Category	Intervention	How it Works
Comprehension	<b>Recommendation:</b> Guided reading	<p>Guided reading develops scholars' ability to put meaning to text. It is an instructional approach in which you bring together a small group of students who are similar enough in their reading development that they can be taught together for a period of time.</p> <p>Leveled Literacy Intervention (LLI) is a structured form of guided reading. Our experience has been that all teachers increase their success with lower skilled students by using the structures of LLI.</p> <p>If decoding or fluency difficulties are also identified, additional interventions will be paired with guided reading.</p>
Decoding	<b>Recommendation:</b> <i>Wilson Reading System</i> and <i>Wilson Just Words</i>	<p>Phonics teaches scholars a sequence of sound letter correspondences and the rules about when to apply which sounds.</p> <p>Phonics must be coupled with guided reading in order to give students practice applying sounds in the context of reading.</p> <p>If the phonics survey indicates that the scholar has not mastered all consonants, short vowels, or basic diagraphs (<i>ch</i>, <i>th</i>, etc.), <i>Wilson Reading System</i> should be used, instead of <i>Fundations</i> in grades K-2.</p> <p>If the phonics survey indicates that scholar has not mastered more advanced phonics, <i>Wilson Just Words</i> is indicated.</p>
Fluency	<b>Recommendation:</b> <i>Great Leaps</i>	<p>Fluency is an umbrella term that describes the rate, intonation, phrasing, stress, pausing, and integration of a scholar's oral reading.</p> <p>Oral reading rate triggers are set for each F&amp;P reading level. Students falling below these cutoffs will receive intervention using <i>Great Leaps</i>.</p> <p>If the scholar struggles with comprehension AND fluency, then teachers will provide fluency support in the context of Guided Reading.</p>

As noted above, intervention time is built into the daily ELA schedule to ensure that students can get back on track as quickly as possible. The special services coordinator, in close collaboration with the academic dean, is responsible for the overall implementation of the Response to Intervention program, including reviewing F&P data to identify students for intervention (in collaboration with teachers at Data Days), determining appropriate interventions, and tracking student progress. In most cases, interventions will be delivered by learning specialists. However, the structure of the literacy block allows the classroom teacher to deliver interventions directly in many cases, particularly in the lower grades where each classroom has two teachers. The success of the intervention program will be assessed by the school leadership team based on progress made by scholars receiving interventions. This data will be disaggregated and reviewed every six weeks at Data Day, and the special services coordinator and academic dean will determine if adjustments are necessary based on this review.

**(b) Students with Disabilities**

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer Appendix D – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate by references the assurances found in this document. In answering, describe:

- The proposed charter school's process for identifying students with disabilities (child find), especially within the context of the school's RTI process;
- The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.);
- The services or settings that will be provided by the school district of the student's residency or through a third party contract;
- 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; and
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.
- Specific professional development for identifying, supporting and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans in the classroom.

Achievement First's program—smaller class sizes, intensive reading focus, data-based instructional decisions, and interventions in reading, math, and writing—is based on both a special education and Response to Intervention model. Many of the special education students already enrolled in AF programs elsewhere are successful in a full inclusion setting while others may need additional supports along the special education continuum and/or related services including speech therapy, occupational therapy, social work, and paraprofessional support. Within the framework of RTI, all special education programs and services at Achievement First Central Brooklyn Charter School shall be provided in accordance with Education Law § 2853(4)(a) and applicable federal laws and regulations and in accordance with the Individual Education Plan (IEP) recommended by the Committee on Special Education (CSE) of the students' school district of residence. AF Central Brooklyn will ensure that the special education services and programs indicated on each student's IEP will be provided directly to the student during school hours.

The Response to Intervention framework at AF Central Brooklyn reframes the provision of services to students who have disabilities. Rather than asking, “which students need extra help, and what specific services are required by the IEP?,” our RTI system assumes that all scholars must meet the same high standard, and that we must build a system of interventions into the fabric of the school in order to support every student in reaching this standard. Students are identified for possible intervention according to a regular system of data analysis (built around Data Days that take place every 6 weeks), which includes clearly defined benchmarks for performance. A response to intervention team will be convened to review each scholar not meeting these benchmarks, and to identify the appropriate interventions.

Each academy will have a certified special services coordinator charged with managing the special education program, ensuring the quality and appropriateness of services, and tracking progress of students receiving services. These services will be provided by each academy’s team of learning specialists, who will be fully certified. Additionally, all classes in grades K-2 will have two teachers, and we expect that one of these classes will be a CTT classroom (additional CTT classrooms may be added at the higher grades, as well). The coordinator of special services will sit on the RTI team to identify whether a disability may be involved, and will ensure that referrals for evaluation happen in a timely fashion. The Network Support regional director of special services will also support the school-based coordinator of special services to train all teachers to identify signs of possible disabilities. Parent requests for evaluation will also be coordinated by the coordinator of special services.

The RTI team will appoint an intervention owner for each student receiving intervention. In the case of students with disabilities, the owner will be the special services coordinator, who will be responsible for maintaining a detailed tracker of services provided and academic progress. This information will be reviewed by the grade level team at least every six weeks on Data Days, and as needed at Friday afternoon professional development sessions. The efficacy of the program will be monitored by the principal and academic dean, using this tracker alongside academic disaggregated performance reports provided by Network Support, on the basis of academic progress being made by students.

AF Central Brooklyn will maintain exceptionally high standards for all students. Disability will not be used as a criterion for non-eligibility for enrollment; rather, AF Central Brooklyn welcomes the chance to educate any child, regardless of ability. AF Central Brooklyn will comply with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, AF Central Brooklyn will fully comply with additional regulations and policies of the State of New York.

AF Central Brooklyn will meet all the requirements mandated within a student’s IEP. Experienced and certified special education teachers (called Learning Specialists at AF Central Brooklyn) will be employed to ensure that the unique needs and learning styles of all students are being met. These teachers will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, and will implement any modifications or accommodations in their classes in accordance with IEPs. The school is committed to following special education law by providing services in the least restrictive environment for each student with an IEP. Outside of the classroom, tutoring, counseling, physical, occupational, speech and language therapy

services will be provided (either by full-staff or specially contracted professionals) for those with special needs.

When students are admitted to the school, AF Central Brooklyn staff will follow up with each student's previous school to determine whether the student has an IEP. AF Central Brooklyn staff will then make sure these records are transferred to AF Central Brooklyn prior to the beginning of the school year. Parents and teachers will attend a meeting led by our coordinator of special services—a staff member certified in special education and responsible for implementing IEPs—to determine appropriate services to be delivered at AF Central Brooklyn. The school is committed to complying with all laws and provisions regarding students with IEPs. The school is committed to implementing IEPs as written, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the school will refer the student to the Committee on Special Education ("CSE") for a review of the IEP.

If a student is suspected of having a disability, AF Central Brooklyn will refer that student in writing to the chairperson of the CSE of the student's district of residence for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of AF Central Brooklyn. Such referrals will (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based, if any; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aid or support services provided for this purpose, if any; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice described in 34 CFR § 300.504 will be sent to the student's parents. The New York City Department of Education will then proceed with assessments to determine whether special education services will be appropriate. Once these assessments have been conducted, the Department of Education will convene a PPT meeting to review the assessments.

Initial evaluations, reevaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the school district of a student's residence. AF Central Brooklyn will implement the IEP developed by the CSE of the student's district of residence to ensure that all services as recommended in the IEP are provided to the student.

Achievement First Central Brooklyn Charter School will adhere to all applicable provisions of federal and state law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. Section 504 requires schools receiving federal funds to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability, and AF Central Brooklyn will adhere to all obligations under Section 504.

AF Central Brooklyn will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; and (2) have a record of such impairment, or 3) be regarded as having such impairment.

We will work closely with students and their families to ensure high quality services for these students. Students and their families who wish to express grievances should first follow the internal procedures used by all AF Central Brooklyn's community members. First, the issue should be raised with the staff member concerned. If it is not resolved, the issue should be taken to the school principal and after that to the governing board. We intend to meet all needs and resolve grievances internally whenever possible. If the parent and student still feel their needs are not being met to the standards articulated in Section 504, they may contact the Office of Civil Rights (OCR).

The special services coordinator of AF Central Brooklyn will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served. Additionally, the special education teacher shall interact with the student's district of residence in a variety of ways, including (1) ensuring that referrals are made for students suspected of having a disability; (2) fulfilling reporting requirements of the resident district; (3) seeing that all appropriate school staff participate in meetings of the resident district CSE; and (4) establishing a reporting structure in accordance with applicable law whereby the district of the student's residence is provided progress on the degree to which the services on the Individualized Education Program (IEP) are being provided.

Professional training and development for staff involved with the education of students with disabilities will include the following: the referral process to the CSE, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents and the CSE, and discipline of students with disabilities. Teachers will also be trained to identify students who may have a disability. These trainings will be provided primarily by the Achievement First Network Support regional director for special services, in close collaboration with the special services coordinators at each academy.

The program will be jointly monitored by the school leadership team and the Network Support special services team. The Network Support special services team will provide a monthly report to the school leadership team showing key indicators for students with disabilities, including attendance, discipline data, and withdrawals. At each Data Day, the leadership team will receive Interim Assessment reports disaggregated for students with disabilities, so that their academic progress can be measured. These regular checks will serve to flag any concerns about the academic progress or effectiveness of behavioral interventions for students with disabilities. The Network Support special services team will work closely with the school leadership team to address any concerns identified through this ongoing process.

(c) **English Language Learners**

Discuss the proposed school's methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:

- The process for identifying students whose first language is not English 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 reflecting associated administrative responsibilities) the school will use to meet the needs of English language learners (both within general education classrooms and in other settings);
- Any research or evidence that supports the appropriateness of this approach;
- The process for coordination between general education teachers and staff serving English language learners;

- The process that will be used to monitor the achievement and progress of English language learners, including exit criteria;
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and
- How the school will make all necessary materials available to parents of English language learners in a language that they can understand.
- How the school will make after school and other extra-curricular programming available to English language learners.

Achievement First Central Brooklyn Charter School shall serve any and all students with limited English proficiency (English Language Learners or “ELL”) using structured English language immersion so that they achieve proficiency in the English language as quickly as possible. Specifically, AF Central Brooklyn will conduct outreach to under-served populations with limited English proficiency to ensure the applicant pool mirrors the community school district of residence. AF Central Brooklyn shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

Students at AF Central Brooklyn with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of AF Central Brooklyn’s services and teaching methods. AF Central Brooklyn ensures that ELL students will not be excluded from curricular or extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from AF Central Brooklyn in their native language to encourage participation in school activities by all members of the AF Central Brooklyn community. Parental outreach may also be conducted through home visit by an AF Central Brooklyn official and, where necessary, an interpreter.

### **Identification of ELL Students**

AF Central Brooklyn will use the State Education Department’s process for identifying students who are English Language Learners as follows: (1) home language questionnaires will be used to screen all new enrollees for potential limited English proficiency; (2) if the home language is other than English or the student’s native language is other than English, appropriate AF Central Brooklyn staff shall conduct an informal interview in the student’s native language and English; (3) If the student speaks a language other than English and the student speaks little or no English, AF Central Brooklyn will administer the Language Assessment Battery-Revised (LAB-R). A score below the designated cut off for the child shall determine eligibility for services. The LAB-R shall be administered only once to each incoming student.

AF Central Brooklyn’s teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary.

### **English Immersion Program & Services**

All students that are English Language Learners will be expected to become proficient in the English language at a rapid pace. AF Central Brooklyn believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. Students of limited

English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. All teachers will receive professional development on communicating with students designated as ELL and in techniques for detecting whether a student has English language deficiencies. Within AF Central Brooklyn’s extended day schedule, there is ample time that can be used for additional intensive English language instruction.

AF Central Brooklyn plans to provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students at AF Central Brooklyn. These will include a mix of school-developed resources and ESL-specific curricula (*Moving into English* at the elementary academy and *QReads* at the middle academy). Teachers will incorporate the four language skills of speaking, listening, reading, and writing across the curriculum. The core ELA instructional strategies described in Response 6, with appropriate modifications, will help ELLs develop English language proficiency. Interventions that build phonemic awareness and phonics mastery, as well as vocabulary work, are particularly appropriate for ELLs. Guided reading is also an effective strategy to help English language learners practice comprehension and analysis skills. These techniques are flexible in that they allow teachers to target specific skills identified through assessments, and they are structured to provide multiple levels of scaffolding and support. Together with supports to ensure that students comprehend instruction, these differentiated instructional techniques ensure that students with limited English proficiency can make academic progress while they acquire English language skills.

AF Central Brooklyn will directly provide, or make referrals to appropriate support services as may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. AF Central Brooklyn will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment to a certified aide, teacher or qualified consultant under contract who speaks that child’s non-English language. AF Central Brooklyn will seek to hire at least one full-time teacher who speaks the foreign language that is most common among its students, which in all likelihood will be Spanish. Parents of ELL students will be kept abreast of their child’s progress in English language acquisition, preferably in the language that the parents best understand.

### **Exit Criteria**

The proficiency of an identified ELL student in the English language will be measured at least annually to determine whether continued special services are warranted. AF Central Brooklyn will evaluate each student’s performance in academic content areas to measure the student’s progress in core subjects. AF Central Brooklyn will also use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department to implement the federal No Child Left Behind Act. The scores on the NYSESLAT indicate the proficiency level – Beginning, Intermediate, Advanced, and Proficient—the student has achieved each year, and whether the student’s level of English is high enough to exit the program. Over the course of the year, teachers will track specific skills that are predictive of proficiency on the NYSESLAT, including reading comprehension and fluency, speaking, listening, and writing.

If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No student will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate meaningfully in AF Central Brooklyn programs.

### **Accountability and Evaluation of the ELL Program**

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. In order to determine if any programmatic modifications are necessary, AF Central Brooklyn will evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of the non-ELL students. AF Central Brooklyn will also track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. AF Central Brooklyn will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

### **Research on Immersion**

Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

- John Hood, President of the John Locke Foundation, a North Carolina based think tank, wrote in the Business Journal of Raleigh/Durham in an article entitled Immersion v. Bilingual Education (December 26, 1997), “A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83 percent comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse.”
- Bill Honig, the former California State Superintendent of Public Instruction and Director of the Center for Systemic Social School Reform at San Francisco State University, advocates this systematic, explicit instruction in an organized comprehensive English reading program in his book, *Teaching Our Children to Read* (Corwin Press, Inc., 2001): “For teachers, students and their families, the results of many past bilingual programs have been disappointing. Often in these programs, the English literacy component was weak, and many students failed even to become proficient readers in their primary language. All students need systematic, explicit instruction in an organized, comprehensive English reading program.”
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote in her article *Structured Immersion, An Alternative to Traditional Bilingual Education* (Independence Institute, Issues Backgrounders 2000-4, July 26, 2000): “In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs.”

(d) Gifted and Advanced Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served. In answering, describe:

- How the school will determine and identify which students are advanced and/or gifted. The applicant should define the term "advanced student" as s/he deems appropriate;
- The strategies and/or programs the school will use to accelerate learning for advanced students and/or gifted (both within general education classrooms and in other settings);
- The resources the school will devote to serving advanced students and/or gifted (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);
- Any research or evidence that supports the appropriateness of this approach;
- The personnel that the school will devote to serving advanced and/or gifted students; and
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

Rather than providing a specific gifted or advanced program, Achievement First Central Brooklyn will hold ALL students to very high academic standards, and provide differentiated opportunities to help students meet these standards. One of the crucial practices measured by the *Essentials of Instruction* observation rubric is the thoughtful planning and implementation of extension activities. These activities are expected in all classes, and teachers will be able to draw on shared resources to plan them. At the high school level, students will take Advanced Placement classes, and advanced students in the 8<sup>th</sup> grade will have the opportunity to take Regents exams early.

## 9. Instructional Leadership

### (a) Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation. This response should:

- Identify and describe the specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school.
- Explain how instructional leaders will monitor the effectiveness of the academic program.

### Essentials of Instructional Leadership

At Achievement First Central Brooklyn, great instructional leadership will drive excellent teaching and learning in every classroom. The principal will serve as the chief instructional leader, but we believe that instructional leadership must also be distributed across deans, grade team leaders, and coaches. To make this possible, Achievement First has defined what great instructional leadership looks like, and developed an extensive series of training modules to support principals, deans, and teachers to develop as instructional leaders. The Essentials of Instructional Leadership, detailed below, describe in very specific terms what the instructional leaders at Achievement First Central Brooklyn will do in support of teachers. At Achievement First Central Brooklyn, the instructional leaders will accomplish:

#### Teacher Development:

- **Coaching to Mastery:** Identify clear learning goals for teachers, create and execute on development plans using a range of coaching strategies, and improve teacher effectiveness.
- **Unit and Lesson Planning:** Effectively plan both full units and individual lessons with teachers, guiding them through the entire backwards planning process; ensure that teachers think with the end goals in mind and develop manageable, bite-sized aims that flow in a logical sequence.
- **Regular, Meaningful Instructional Feedback:** Have a keen “instructional eye” and be able to identify the strengths and shortcomings of specific lessons and to prioritize the changes that would most improve the lesson; regularly provide clear, targeted, actionable feedback to teachers in such a way that the teacher is able to translate the feedback into improved instruction.
- **Professional Development Leader:** Accurately identify and prioritize professional development needs through careful analysis of student data, teacher growth areas, and school needs; Maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable with effective use of “repeatedly do” activities.
- **Goal-Setting:** Set clear, measurable, motivating goals at the beginning of the year for every grade/subject and every class; ensure that the team is bought into the goals and feels motivated by and accountable to them; keep goals front and center and regularly assess student progress toward them; never make excuses when goals aren’t met but rather rallies the team to improve and recommit to achieving them.

**Content Knowledge:** Know essential content, standards, and highly effective teaching strategies in at least two subject areas and can effectively coach teachers using this knowledge.

**Data Analysis:** Champion effective instructional data practices, characterized by the use of assessments as tools to help clarify learning objectives for both staff and students, and the use of assessment data to better understand student thinking and plan an effective instructional response; Use data strategically to assess school-wide priorities and resource allocation.

**Program and Curriculum Development:** Think strategically about designing the school schedule, making sure time allocations match school priorities and that every minute is maximized to meet student needs; engage thoughtfully in school-site and network-wide curriculum and program design questions and contribute positively to the evolution of best practice at AF.

**Interventions:** Ensure that there are systematic interventions happening whenever students are struggling; monitor the quality and effectiveness of these interventions to ensure that they are rigorous, disciplined, and high-impact.

**Great Teaching Culture:** Talk constantly about great instruction and create an atmosphere where teachers are always pursuing great lessons and great results for students; create a "buzz" in the building about great instruction; model top-quality instruction; inspire all teachers to want to be masters of their craft.

The specific roles in carrying out these functions will be defined based on the leadership team and faculty assembled by the principal. In general, the principal is responsible for setting the vision for how and when these supports will be carried out, and providing leadership on the highest priority areas for growth. This will include coaching a number of teachers, and leading periodic professional development sessions. The principal receives support from the regional superintendent in carrying out these complex, mission-critical tasks. The principal is also responsible for monitoring the effectiveness of the academic program. The leadership team will meet on a regular schedule to discuss multiple sources of data, including quantitative interim indicators and qualitative information based on observations and discussions with teachers, students, and families. These conversations will be informed by monthly key performance indicator (KPI) reports, which include data on academic performance (course grades, IA results, and other assessment results as available), school culture (student and staff attendance, withdrawals, merit-demerit ratio), operational performance (based on an *Ops Scorecard* from Network Support), and budget performance.

Academic deans are primarily responsible for coordinating and directly providing most of supports above, and will have the largest coaching loads. Academic deans will also be responsible for the effectiveness of Friday professional development sessions, by directly delivering certain sessions, inviting external experts, and coaching grade team leaders to design sessions. The deans of students will also participate as coaches for teachers that need support related to classroom culture and student character, and will provide whole school professional development on these topics as well during summer training and Friday sessions. Beginning in the second or third year of operation, more experienced teachers will have the opportunity to take on coaching responsibilities.

(b) **On-going Teacher Supervision and Support**

**Describe the school's approach to individual teacher supervision and support.**

Achievement First Central Brooklyn is committed to providing teachers with the structures and supports they need on their path to becoming master teachers. Teacher supervision and support take place in the context of the Achievement First Teacher Career Pathway. The Pathway is a coordinated system that:

**Defines great instruction:** The Pathway is built around the Achievement First Essentials of Instruction rubric, which establishes clear, shared, observable criteria for what constitutes great instruction (*discussed in Section 6, Curriculum & Instructional Design*).

**Provides actionable feedback & supports:** Every teacher has a coach who holds weekly or biweekly observations and coaching sessions with teachers. Coaches help teachers prioritize specific instructional practices from the Essentials for further development, and provides actionable guidance to help teachers meet these goals (*Discussed below, under Coaching to Mastery*).

**Rewards progress toward excellence:** The Pathway establishes a holistic formal evaluation process that recognizes teachers and provides compensation incentives as they meet benchmarks in the Essentials for great instruction (*Discussed below, under Teacher Evaluation & Accountability*).

### **Coaching to Mastery**

The primary vehicle for ongoing support and supervision at Achievement First Central Brooklyn is coaching. Every teacher will have a coach, and will participate weekly or bi-weekly in both informal observations and coaching meetings. All instructional leaders will have coaching responsibilities, including the principals, the academic deans, deans of students, and select teachers. These coaches receive extensive training from Network Support designed to develop a repertoire of coaching techniques. A few specific examples include:

- *Observing and giving feedback using the Essentials of Instruction rubric*
- *Set student achievement goals for next Interim Assessment*
- *Reviewing video of the teacher together and co-rating using a section of the Essentials Rubric*
- *Close, repeated review of a specific classroom routine that has been causing difficulty*
- *Design a "child study" to get to know a struggling student very well and design a support plan*
- *Review the previous day's Exit Ticket results, or discuss an item analysis of a recent Interim Assessment.*
- *Brainstorm questioning strategies for a specific lesson*
- *Look at student work together to ensure appropriate level of rigor*

Each coach will have the Achievement First *Coaching the Essentials* handbook, which provides a repertoire of specific coaching strategies and sample coaching materials aligned to *Essentials of Instruction* rubric. The AF coaching approach is designed to establish a shared understanding of instructional excellence across the network, and then to create a supportive and non-evaluative

environment in which to discuss steps for instructional growth. An excerpt from the *Coaching the Essentials* handbook is attached in Response 26, to demonstrate the alignment between the *Essentials of Instruction*, recommended coaching practices, and resources for coaches to use with teachers. Early in the year, the primary responsibility of the coaches will be to prioritize growth areas, set goals, and develop a coaching plan for the next six to eight weeks. The plans will draw upon resources in the *Coaching the Essentials* handbook to target one specific aspect of instruction at a time, before moving onto the next priority. This approach to coaching will also instill an instinctive understanding in teachers of the *Essentials of Instruction*, so that they will understand the criteria they will ultimately be evaluated upon.

(c) **Professional Development**

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals. This response should:

- Describe how and when professional development will be delivered;
- Describe who will be responsible for providing professional development;
- Describe how professional development topics will be identified and the professional development priorities would be over the course of the first five years of operation;
- Explain how the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects;
- Explain the process for evaluating the efficacy of the professional development program.

The specificity of the Essentials rubric allows coaches, instructional leaders, and network staff to capture rich data about the quality of instruction. In turn, this drives individual goal-setting as well as school- and network-wide professional development. Rather than relying on one-time, external trainings, our coaching and development structures are job-embedded, site-based, on-going, and aligned to school and network strategies for increasing student achievement. The structure of professional development over the course of the year is as follows:

- New Staff Training (three weeks, July & August)
- Individual teacher coaching (ongoing— weekly or bi-weekly)
  - Starts with goal setting, both for student achievement and professional learning
  - Includes *Essentials*-based observation, and the coaching techniques described above
- Friday afternoon on-site learning & development sessions (ongoing, weekly)
  - Includes grade level and departments meetings, principal/dean led trainings, and network support led trainings.
- Data analysis and planning days (“Data Days”) every six weeks
- Two onsite full-day PD sessions
- Two network wide full-day PD sessions

It will be the responsibility of the principal and academic deans to determine the specific calendar of professional development activities each year. This determination will be made based on the identified strengths and growth areas across the faculty, student assessment results, and the overarching priorities for the school. However, this planning will be guided by the following priorities:

Priority	Sample Professional Learning Activities
<b>Ensuring strong, <i>Essentials</i>-aligned instruction in every classroom.</b>	<ul style="list-style-type: none"> <li>• Skill specific workshops, drawing on <i>Essentials</i>-aligned resources (e.g. <i>The Skillful Teacher</i>; <i>Teach Like a Champion</i>)</li> <li>• Debrief videotaped lesson (protocol attached in Response 26)</li> <li>• Shared unit planning</li> </ul>
<b>Establishing consistent, rigorous expectations for evaluating student work and verbal responses.</b>	<ul style="list-style-type: none"> <li>• Review student work according to Looking at Student Work protocol (protocol attached in Response 26.)</li> </ul>
<b>Maintaining clear, consistent behavior &amp; school culture practices.</b>	<ul style="list-style-type: none"> <li>• Dean of students leads workshop examining a specific routine or consequence.</li> <li>• Reviewing merit/demerit ratio data</li> </ul>
<b>Cultivating deep content-specific expertise in teachers.</b>	<ul style="list-style-type: none"> <li>• Workshops led by AF director of ELA achievement, director of math achievement, etc.</li> </ul>
<b>Using data to inform curriculum &amp; instruction.</b>	<ul style="list-style-type: none"> <li>• Review of Interim Assessment results to adapt unit plans</li> <li>• Review of F&amp;P results to set reading groups, identify scholars for intervention</li> <li>• Discuss state exam item analysis</li> </ul>

This system is inherently differentiated. For example, coaching targets the individual needs of each teacher, while school-wide time is used for practices that need to be consistent across the school, like behavior systems. Friday afternoon PD is flexible time that can be used for grade- or department-specific training, while Data Days ensure that all teachers in the school are infusing their instruction with data-driven insights. The effectiveness of professional development will be judged, ultimately, by measurable improvements in instructional quality (as assessed by formal *Essentials* observations) and student achievement results. In the interim, the principal will be expected to evaluate professional development based on results from feedback forms at each session, 360° survey results, and session observations using the *Professional Development Session Observation Rubric*, provided by the network support teaching and learning team.

**(d) Teacher Evaluation and Accountability**

- Explain how expectations for teacher performance and student achievement will be established and communicated to and instilled in staff.
- Describe the school's process and criteria for evaluating teacher performance and how teachers will be held accountable for student achievement.

As noted above, teacher evaluation and accountability is coordinated with teacher support and compensation systems through the *Teacher Career Pathway*. In contrast to evaluation systems that

weight a single element of teacher effectiveness disproportionately, the Pathway is based on a holistic model for teaching excellence. Specifically, teachers are evaluated on the following:

- **Student Achievement:** the teacher’s impact on student academic growth (40%)
- **Student Character Development:** student survey of classroom experience and parent survey (15%)
- **Quality of Instruction:** internal and external observations using the detailed “Essentials of Instruction” rubric (30%)
- **Core Values & Contribution to Team:** Peer survey on core values and team contribution (15%)

This evaluation and accountability system is designed to be entirely transparent: All observations—informal ones with a coach, and formal evaluations—are based on the *Essentials Rubric*, so that teachers and evaluators share a clear and common definition of instructional excellence. Teachers debrief all quantitative factors—student achievement results, parent and student survey results, and 360° survey results—as soon as they become available. Based on the comprehensive evaluation results, teachers can progress through the five stages shown below, each of which is associated with a compensation band.



The *Teacher Career Pathway* was initially imagined as the result of teacher requests for a way to stay in the classroom for the long term, while continuing to develop as professionals. At each stage of development, the *Pathway* has been informed by teacher focus groups and survey feedback. It was piloted in 2009-10 with a group of 30 teachers, and then piloted network-wide in 2010-11, before the first official year of implementation in 2011-12. This roll-out has not been without challenges, and as the network pioneers this comprehensive system, continued refinement will be necessary. However, the network support talent development team is proud that, despite initial trepidation, overall buy-in has been strong. Teachers say it best in their own words, captured through surveys following training sessions and observations:

*“I think it is very important that our school moves in this direction because it is defining exactly what excellent teaching is. It’s setting the framework for how we all can improve and perfect our craft.” –AF Bushwick Middle teacher*

*“I like non-monetary rewards because for me it’s not all about money but it’s about having an impact on children and their families. I want to do a great job and be excellent at it.” –AF Crown Heights Elementary teacher*

*“I like that the Teacher Career Pathway proposal incorporates my favorite parts of AF’s culture: reflection, student achievement, and professional investment. I feel like it is consistent with the culture of personal growth and reflection that made me want to work here.” –AF Elm City College Prep teacher*

## 10. School Culture and Discipline

- (a) Explain how the school will establish and maintain a culture that supports learning and achievement. This response should address:
- The school's general approach to school culture and rationale for this approach;
  - How the school will maintain a safe and orderly environment;
  - The school's approach to behavior management and discipline; and
  - If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford them.

### School Culture

Achievement First Central Brooklyn will demonstrate a positive, structured, no excuses school culture. In addition to academics, the school's mission calls for teachers to help develop the character and leadership skills of students. Following Amistad Academy's successful character education program, Achievement First Central Brooklyn has clear, school-wide expectations for student behavior that are defined by five REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work). The simple acronym, which students will hear and see everywhere and all the time at school, makes it easy for teachers, students, and parents to remember and communicate what is expected of Achievement First Central Brooklyn students. Teachers will help students to clearly define what each REACH value looks like, sounds like, and even feels like in terms of the specific, observable behaviors (outlined in the REACH rubric found in Response 26).

As with academics, behavioral standards are set high. Under the terms of REACH, it is not be enough for a child to simply stay out of trouble. Students have affirmative responsibilities, such as participating actively in class, wearing their uniform with pride, and helping classmates who are having trouble. The REACH rubric is also designed to be grade-specific, and older students will be expected to behave even better than younger students; our belief is that just as children should progress in reading, writing, and math, they should progress in their behavioral/REACH skills.

Behavior is thought of in the same way as academics—it must be taught. Effective behavior instruction, like effective academic instruction, is modeled, practiced, and reinforced. Teachers work with students to visualize how an activity should look and model the desired behavior. Students then practice the model, and are provided with meaningful, positive, corrective feedback. Among other skills, we explicitly teach our students how to shake hands, sit properly, walk in lines, clean up after themselves, make eye contact, and say "please" and "thank you."

The AF Central Brooklyn approach to student behavior will be overwhelmingly positive. While there are clear, strict consequences for poor behavior at AF Central Brooklyn, research finds that positive recognition of good behavior is more likely to fundamentally improve student behavior. AF Central Brooklyn teachers work to recognize all students for their accomplishments, even if they are small. Both achievement of high standards and improvement are celebrated with students and parents. Students regularly receive "posi-notes" congratulating them on a particular area of success. Parents regularly receive positive phone calls from teachers.

In order to develop the positive teacher-student relationships necessary for student success, each student at AF Central Brooklyn has two advisors. Students meet with their advisory groups daily to explore stories, poetry, and events that reinforce the REACH values. Moreover, the advisors are the contact point for information about the student. Other teachers who have questions or concerns about the student will come to the advisor, and the advisors meet with parents about progress reports, report

cards, and disciplinary issues. Importantly, the advisors will also be the chief cheerleader for their students, designing incentive systems and frequently celebrating the achievements of their advisees in large and small ways.

### **Student Behavior & Discipline**

At AF Central Brooklyn, we will have exceptionally high standards for student conduct. From the moment our students board their buses and all through the day, they will act in a way that befits an AF Central Brooklyn student—respectful of themselves and others. Such student behavior will not happen by chance, it will result from consistent, focused efforts by AF Central Brooklyn staff—planning, teaching, practicing, and reinforcing positive behaviors.

Clear and consistent expectations will be at the center of our school culture. Behavior expectations will be common from classroom to classroom. In general, all AF Central Brooklyn students wear uniforms; learn and practice common courtesies like please, thank you, and proper greetings; practice good table manners at breakfast and lunch; and learn how to chat quietly with friends. In class, all AF Central Brooklyn students will sit at their desks and SLANT—Sit up straight, Listen, Ask/Answer questions, Nod, Track the speaker.

AF Central Brooklyn's high expectations will be crystal clear to our students, and poor behavior choices will be addressed quickly and effectively with PIC—Persistence, Insistence, and Consistency. We will establish a positive, caring, warm-demanding atmosphere where students feel safe and successful.

At all of its schools, AF strives to prevent behavior problems through positive reinforcement of good behaviors instead of negative reaction to bad behaviors. Nevertheless, we believe that students must know that bad behaviors have consequences. Teachers use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges) before resorting to more serious consequences. Certain specific offenses result in in-school suspension while other more serious violations may result in out-of-school suspensions. Only the most egregious violations—those that put students and/or the school in danger—will be considered grounds for expulsion.

Students who are suspended will be required to make appropriate amends for their actions before being welcomed back into our community. Suspended students will also be responsible for making up all missed work within an agreed upon timetable. AF Central Brooklyn will provide alternative instruction to students who have been recommended for expulsion, or have been suspended in or out of school, within 24 hours of such suspension or expulsion, while awaiting a final determination from the superintendent or Board of Trustees. The alternative instruction will begin no later than the day after the determination is made to expel a student. The alternative instruction will occur during the school day at the student's home or the nearest public library. This alternative instruction will continue for the duration of the time the student awaits disposition on his or her expulsion hearing.

## 10. School Culture and Discipline

(b) Discipline Policy (for general education students);

### Overview

Our approach to discipline is rooted in a belief that the learning environment is sacred. At AF Central Brooklyn, we will do whatever it takes to make sure that every child is safe (physically, emotionally, mentally, and intellectually) and to make sure that every child has the chance to learn without needless disruptions. We have very high expectations for student behavior, and we “sweat the small stuff” to create and preserve a safe and focused learning environment.

Our teachers will use a large array of strategies to promote positive behavior and to correct problem behaviors. Our faculty uses positive reinforcement whenever possible, doing their best to “catch students doing the RIGHT thing.” Faculty will model and teach the REACH values (the values of Respect, Enthusiasm, Achievement, Citizenship, Hard Work), give Shout Outs for exceptional conduct, write “posi-notes” (positive notes) to students, and more. Our middle school Scholar Dollar system is another way we reward students for doing the right thing. At the end of every month, students will evaluate their own REACH performance and get feedback from their teachers. Students may earn letters, and some (the very best) will earn the overall REACH award.

We also use consequences and a problem-solving approach to fix student behavior problems. Students may lose privileges (social time, trips, etc.) when they violate REACH. We rarely suspend students at AF Central Brooklyn; students are here to learn and they will continue to do that, even after most serious disciplinary infractions.

Our Dean of Students is the point person on discipline issues. The Dean works closely with teachers, parents, and students to help them learn and grow. The Dean and Principal have the authority to decide on the appropriate consequence for student behavior. The Dean and Principal may solicit parent input in certain situations, but they retain all decision-making authority.

### Some Common Consequences

The following is a description of some of the consequences students may face for poor behavior. Many of these consequences are based on the belief that the student’s academic performance and behavior may determine the length of the school day. Parents and students understand that making up work or serving consequences after 4:00 PM daily or on Saturdays is part of the regular program of the school, and the school expects cooperation from all parents to ensure that each student gets the help they need to succeed.

- **Homework Detention (or Study Hall)** – Students who do not complete all of their homework assignments on any given day or who have chronic homework issues may be assigned to Homework Detention after school. Homework Detention will run from 4:00 to 5:30 PM Monday to Thursday and from 2:00 to 4:00 PM on Friday. During Homework Detention students will need to complete the work they missed and may be assigned other tasks. Parents are responsible for arranging transportation for students who need to stay for homework detention, and the school will work with the parent to explore all potential options.

- **Friday or Saturday Detention** – Students who demonstrate a repeated pattern of misbehavior or break the school’s rules in a particularly acute way may be assigned to a longer detention that takes place on Friday afternoon (from 2:00 to 5:00 PM) or Saturday morning (from 9:00 AM to 1:00 PM). During this detention, students may receive additional academic help, and they may also have to write apology letters, talk to a teacher or administrator, research and/or plan a solution to remedy the impact their behavior had on the school community.
- **Late Detention** – Students who do not complete all of their work during school may be required to stay for Late Detention. Late Detention may run to 5:30 PM or later. We will inform you if your child will need to stay late. In most cases, we will give you a day’s advance notice so that you can arrange transportation for your child.
- **The Den (Middle School Only)** – When a student is either seriously disrespectful or disruptive, he or she may be put in the Den. The Den is a place that students go to work on improving unacceptable behaviors. Students who are in the Den temporarily lose the privilege of wearing the AF Central Brooklyn uniform. Instead, they wear a practice shirt. Den students sit in the back of the room and they continue to do their work, but they are not allowed to communicate with their peers. Students in the Den stay after school to reflect on their behavior issue and to write apology letters to their teammates. **Because students in the den lose transportation privileges (they have lost the trust to take a bus unsupervised), parents with a child in the Den will need to pick their child up from school (at 5:30 PM or later by arrangement).** Students remain in the Den until they have shown dramatic behavior improvement.

The Den is an administrative tool that helps maintain our culture of Team and Family. Our students are always pursuing college, and some students will not always be ready to fully engage with other students during the journey. They may fail to uphold the community’s REACH values and attempt to pull the team down. Students who are not ready to fully embrace the school’s values and rules must stay in the Den.

Students in the Den are not permitted to talk to anyone but their teachers during the school day. Since they seriously violated team norms, they do not have the privilege of wearing their team uniform shirts. They must prove themselves again through hard work and good citizenship, and they must acknowledge their responsibility to their Team and Family by writing Den apology letters to the other team members. Students in the Den must also publicly address their peers and explain what they will do to catch up in the hunt for college. At the end of the week, the teachers will determine if the student is ready to rejoin the team. In some cases, the student will be ready to rejoin the team after only a day or two in the Den; in other cases, time in the Den will exceed a week. However, the goal is always to have more students working together. The team is stronger when everyone is out of the Den.

The Den is not a substitute for good teaching and effective classroom management, and it will not be used unless it is clear that willful student misbehavior led to the violation of school rules. It is an administrative tool to *support* school culture.

The Den is not a fun place to be. In the classroom, students in the Den must sit to the side of their teammates. We still expect them to participate in class, to prove they’re ready to regain their place

among their peers, but they must sit alone. At lunch, they must eat by themselves in the Den, while their teammates enjoy their lunch together.

The Den is a *BIG DEAL*. We are, in essence, isolating students from the rest of the school, and so it should be taken very seriously by students and teachers. When administered properly, the Den is a place where no student wants to go and will be a powerful tool in the establishment and maintenance of a strong, team-oriented school culture.

The dean of students and principal are the only two members of the school community that can place a student in the den or take a student out of the den.

### **Achievement First Discipline Code**

At Achievement First Central Brooklyn Charter School, we have exceptionally high standards for student conduct. We will not make excuses for our students. From the moment Achievement First Central Brooklyn students board their busses and all through the day, they will act in a way that befits an Achievement First Brownsville student – respectful of themselves and others. This will not happen magically. It will take enormous planning, teaching, practice and reinforcement of positive behaviors.

At Achievement First Central Brooklyn, much of the power of our culture will be rooted in the clarity and consistency of our expectations. Behavior expectations will be common from classroom to classroom. All Achievement First Central Brooklyn students will look sharp in their khaki pants and polo shirts (tucked in). All Achievement First Central Brooklyn students will learn and practice common courtesies (please, thank you, and proper greetings). All Achievement First Central Brooklyn students will practice good table manners at breakfast and lunch, and learn how to chat quietly with friends. In class, all Achievement First Central Brooklyn students will sit at their desks and **SLANT** (Sit up straight, Listen, Ask/Answer questions, Nod, Track the speaker).

While a strong, productive culture will be the foundation of student discipline, we will use several different approaches to manage inappropriate behaviors. Achievement First Central Brooklyn teachers will be trained in an array of student discipline techniques. They will identify and address the antecedent causes of behavior. Teachers will manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful. The Achievement First Central Brooklyn advisory system will enable teachers to build strong, supportive and respectful relationships with students. Teachers will use the Achievement First Central Brooklyn values (Respect, Enthusiasm, Achievement, Citizenship, Hard Work) as opportunities for teachable moments and positive reinforcement. Frequent parent contacts will provide opportunities for teachers and parents to work together to problem-solve when behavior problems occur.

Achievement First Central Brooklyn will have a strict disciplinary policy. At Achievement First Central Brooklyn, we believe that children do what you let them. We will raise the bar of behavior by setting high expectations and enforcing them with PIC (Persistence, Insistence, and Consistency). Our high expectations will be crystal clear to our students, and poor behavior choices will be addressed quickly and effectively. We will establish a positive, caring, tough-love atmosphere where students feel safe and successful.

At Achievement First Central Brooklyn our approach to discipline will primarily be preventative. Achievement First Central Brooklyn teachers will use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges, etc...) before resorting to more serious

consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations – those that put students and/or the school in grave physical danger – will be considered grounds for expulsion.

Students who are suspended will be required to make appropriate amends for their actions before being welcomed back into our community. Suspended students will also be responsible for making up all missed work within an agreed upon timetable.

In case of severe or repeated violations, the Achievement First Central Brooklyn principal may recommend that a student be expelled. The Board has the right to expel any student who the Board has reason to believe has a) engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, b) is seriously disruptive of the educational process, or c) violates a publicized policy of the Board of Achievement First Central Brooklyn. Expulsion only takes place after a hearing of a designated panel of the Board of Directors.

Under federal law, if a student is in possession of a) a dangerous weapon, b) drugs, or c) alcohol on school property, on the school bus, or at a school-sponsored function, then the student will be recommended for expulsion. Likewise, if a student physically assaults a staff member, the principal will likely recommend the student for expulsion.

## 10. School Culture and Discipline

- (c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (IDEA); and

### Discipline of Students with Special Needs

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities [A student not specifically identified as having a disability but whose school district of residence or AF Central Brooklyn, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge – in accordance with 34 CFR 300.527(b) – that a disability exists may request to be disciplined in accordance with these provisions]. AF Central Brooklyn shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

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

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

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the special education authority of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the special education authority of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of student referred because of disciplinary problems, the special education authority of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

Achievement First Central Brooklyn shall work with the district to ensure that the special education authority of the student's district of residence meets within seven days of notification of any of the following:

1. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.

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

#### *Provisions of Services during Removal*

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school must provide additional alternative instruction for the first ten days of suspension so that the student is given full opportunity to complete assignments and master curriculum, including (but not limited to or guaranteeing) additional instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring.

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

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

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

#### *Special Education Authority Meetings*

Meetings of the special education authority of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the special education authority of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the special education authority of the student's district of residence believe that

modifications are needed, then the special education authority is expected to meet to modify the plan and/or its implementation.

*Due Process*

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

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

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

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

## 10. School Culture and Discipline

### (d) Dress Code Policy

#### General Uniform Requirements:

- **Shirts (Kindergarten – 8<sup>th</sup> Grade): Uniform shirts must be purchased through our uniform vendor, Flynn and O’Hara.** On top, students must wear an AF Central Brooklyn collared shirt. Shirts must have the AF Central Brooklyn logo stitched into the fabric. The middle school shirts are dark blue, and the lower school shirts are light blue. Therefore, they must be purchased through the school's approved vendor, Flynn and O'Hara. Shirts are available in both long-sleeve and short-sleeve. If a student chooses to wear an undershirt, it must be white or match the uniform shirt color. Shirts should be the appropriate size, fitting the student without being tight. In addition, students must wear AF Central Brooklyn shirts in the proper way – with the shirt tail tucked in.
- **Sweaters (Kindergarten – 8<sup>th</sup> Grade): Uniform sweaters must be purchased through our uniform vendor, Flynn and O’Hara.** Students may wear either the AF long-sleeve sweaters or the AF sweater vests with the uniform shirt underneath.
- **Purchasing Uniform Shirts and Sweaters (Kindergarten – 8<sup>th</sup> Grade): All uniforms shirts and sweaters must be purchased through Flynn and O'Hara, our approved uniform vendor.** Flynn and O'Hara order forms are available at the school's main office. There are four ways to order from Flynn and O'Hara:
  1. Mail in the order form with a money order or check. Order forms and envelopes are available at your child's school. Your school also has a list of places nearby that issue money orders.
  2. Call and order with a credit card. Call 800-441-4122.
  3. Order online at [www.flynnohara.com](http://www.flynnohara.com).
  4. Go to the Flynn and O'Hara store. The school maintains a list of nearby Flynn and O'Hara stores.
- **Shirts (9<sup>th</sup> – 12<sup>th</sup> Grade):** High school students may wear colored shirts (Oxford shirts or polo-style shirts) instead of a uniform shirt. Shirts should be tasteful without large brand names or logos and free from any writing or messages. Shirts should be the appropriate size, fitting the student without being tight. In addition, students must wear all shirts in the proper way – with the shirt tail tucked in.
- **Dress Pants:** All students must wear plain, khaki-colored pants (with belt loops for boys). No baggy or multi-pocketed pants. The pants should fit on the hips. Students should wear the size of pants that would be appropriate to wear in a professional workplace. This means that very loose pants, baggy pants, or very tight pants are not acceptable. (The school has the authority to determine what pants are acceptable.) Pants should fit snugly on the waist without a belt, *but a plain black belt should be worn in order to ensure the pants stay snug and to look sharp.* No underwear should show.

**OR**
- **Plain Shorts:** During warm-weather months, the principal or dean of students will let students know when they can wear plain, khaki-colored shorts (with belt loops for boys) that are no shorter than one inch from the knee. This means that very loose shorts, baggy shorts, or very tight shorts are not acceptable. (The

school has the authority to determine what shorts are acceptable.) If the shorts have belt loops, students must wear a belt. Belts are an essential part of the dress code. No underwear should show.

**OR**

- **Long Skirt (Girls Only)**

Instead of pants, girls may choose to wear a long, plain, khaki-colored skirt. All skirts should go at least four inches below the knee. Bloomers must be worn under skirts.

- **Shoes and Socks:** Students must also wear closed-toed sneakers daily. Because students walk a lot during each day and have exercise time each day, we ask that students wear solid black sneakers instead of dress shoes. All sneakers should be plain black without any distinctive logos or markings. Students should wear plain white or black socks. (High school students may wear appropriate, professional footwear.)
- **Jackets:** Students may not wear jackets inside the school building. If a student is worried about being cold inside the building, he or she should wear a long sleeve shirt (of the color of the uniform shirt or white) under their uniform shirt.
- **Jewelry:** We would prefer it if students did not wear jewelry. Large earrings, multiple chains or rings, and lots of bracelets distract from the uniform. In addition, such items can get lost or stolen. If a student chooses to wear jewelry, it must be modest. **Students may wear only one chain or necklace, and it must be tucked neatly under their uniform shirt. Students may only wear very small, non-hoop earrings.** Students may not wear “name chains” or name earrings, large belt buckles, large or heavy chains, or any piece of jewelry that is large or distracting. If a student wears jewelry that the Dean of Students or Principal considers excessive, then the student will be asked to remove it. The school has the authority to determine what jewelry is excessive.
- **Hats:** Students are not allowed to wear baseball hats, scarves, head bands and bandanas in the building. Small clips or bands for the hair are permitted. Head-coverings for religious reasons are permitted. Hats worn inside the building will be taken from students and stored at the front desk for parents to pick up.
- **Make-up:** Make-up (lipstick, glitter, blush, eye shadow, etc.) is strictly not allowed. Lip gloss is not permitted. Students may use Chapstick or other similar non-glossy lip moisturizers, but if the application of it becomes distracting to the learning process, the student will not be allowed to use it.
- **Physical Education (P.E.) Shirts:** There is no gym uniform and students may not change clothes for P.E. If you are concerned about wear and tear on your child’s uniform, we suggest you purchase multiple sets. Middle school students may wear an Achievement First P.E. t-shirt under their uniform shirt. Before P.E., the student may then take off their uniform shirt and use the t-shirt for P.E. After P.E. class, the student may then change back into the uniform shirt.
- **Hair, Nails, and Tattoos:** Hair colors or shades of hair other than black, brown, blond, and red are not permitted. Dyed hair or a hairstyle that serves as a distraction – at the determination of the school – will not be permitted. Any tattoos – small or large – must be covered at all times. Fingernails should not be or potentially be a distraction to others. Simple polish only is acceptable.

- **No Changing at School:** While on school property or on school transportation to and from school, it's uniform only; while at the school, students may not change for events or activities later on in the day.
- **Uniforms on Field Lessons:** Because field lessons are an opportunity for AF students to represent their school outside of the building, all uniform standards apply for field lessons. For longer, overnight field lessons, the school may specify the dress code.

*Students who do not abide by all the above uniform guidelines will not be allowed to attend class.*

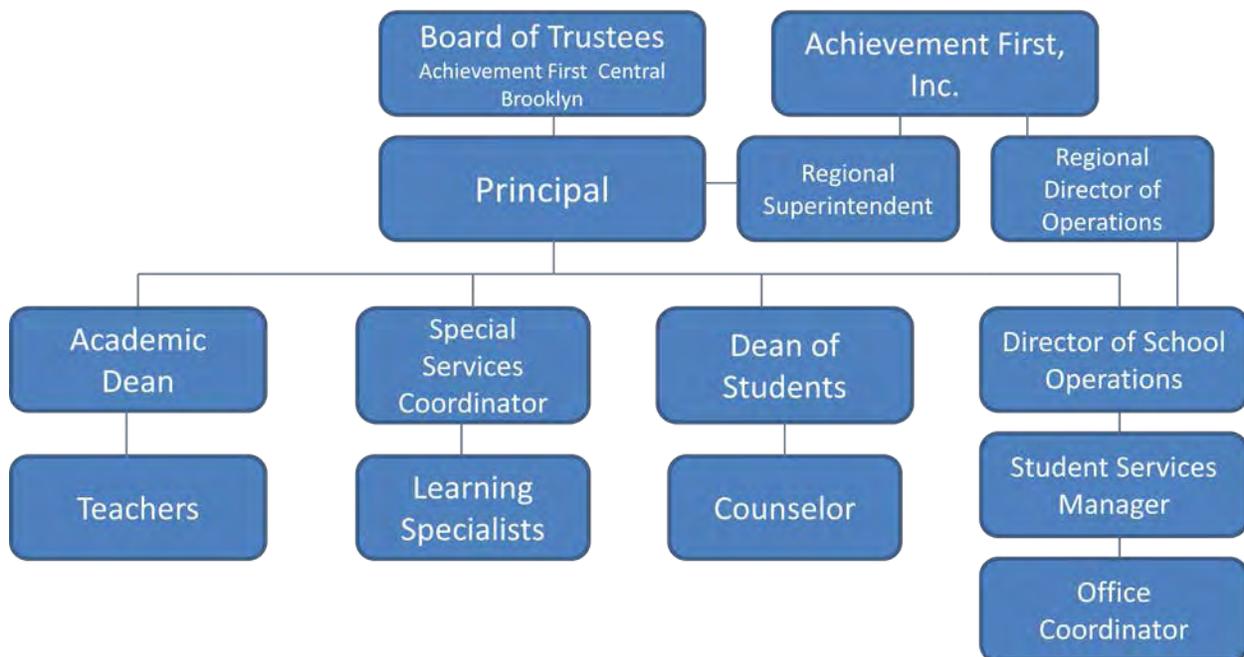
## 11. Organizational Chart

Provide an organizational chart for the school and a narrative description of the chart.

- The chart should clearly indicate the reporting structure of school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship.
- The narrative should explain the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.
- The chart and narrative should clearly illustrate the relationship of the new school with the school to be replicated.

### Achievement First Central Brooklyn Organizational Chart (each academy)

The following organizational chart shows the structure and reporting lines within each academy, each of which will function largely as its own school. Because the elementary, middle, and high school academies will constitute a single feeder pattern, the principals will work closely together to ensure the vertical articulation of the academic program, and the coherence of school culture and other systems.



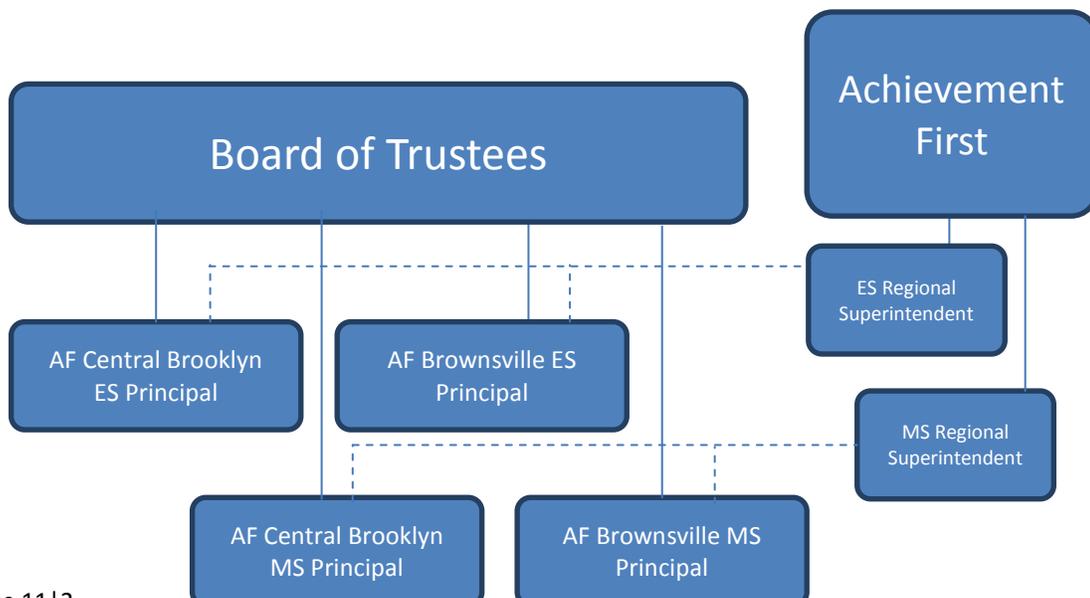
The organizational chart has been designed to ensure clear reporting lines and accountability, and to ensure that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program. The same basic organizational structure will apply to both the middle and the elementary academies. The principal is ultimately responsible to the Board of Trustees, which delegates the day-to-day supervision of the principal to an Achievement First regional superintendent. This regional superintendent also conducts an in-depth annual evaluation of the principal, which is then presented to and reviewed by the Board of Trustees. This evaluation document is the basis of the decision whether or not to renew the principal's contract each year.

A leadership team consisting of the academic dean, dean of students, and director of school operations (DSO) reports directly to the principal (as does the special services coordinator). Teachers, including grade level chairs, will report to the academic dean. The principal, in close consultation with the academic dean, will have final hiring and firing authority for teachers. The director of school operations is supervised on a day-to-day basis by the principal, who also retains final hiring and firing authority. The DSO has a dual-reporting relationship to an Achievement First regional director of operations, and is responsible to this regional director for network-wide shared practices, like those related to data, facilities management, procurement, and financial reporting.

This organizational structure is designed to allow individuals to specialize in what they do best. The Board reviews the principal based on a comprehensive, expert evaluation written by the regional superintendent. This structure allows the Board to focus on evaluating results and vetting the rigor of the process carried out by the regional superintendent, while avoiding inappropriate involvement with day-to-day managerial details. It also ensures that the principal is able to access day-to-day support and guidance. All operations functions are supervised by the director of school operations, allowing the principal and deans to focus on the academic program. The DSO is able to participate as a member of the school leadership team, while accessing support from the network regarding operational issues. Experience across the Achievement First network has shown that this structure, by clearly delineating the supports and accountabilities for each position, leads to the highest functioning schools.

### Charter Corporation Organizational Chart

The organizational chart below shows the relationship of the academies under the Board of Trustees. Each of the four elementary and middle school principals will be accountable directly to the Board. Day to day supervision and the execution of the annual review will be carried out by two Achievement First regional superintendents (one for elementary, one for middle). The high school academy will be co-located with the high school academies of other Achievement First schools, functioning as a single integrated high school. The principal of this academy will be accountable to a joint committee consisting of Board members from each of the AF schools feeding the high school, and will be supported and evaluated by the Achievement First high school regional superintendent.



## 12. Personnel

(a) Staffing Chart and Rationale

Use the table below to provide a list of all staff positions (instructional and non-instructional) in the school during the first five years of operation and provide a narrative that explains the rationale for the staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESL teachers, as well as any other specialty teachers.

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Grades Served:</b>	5	K-1, 5-6	K-2, 5-7	K-3, 5-8	K-9
<b>Enrollment:</b>	93	360	531	689	816
<b>Position</b>					
Principal	1	2	2	2	2
Academic Dean	1	2	4	4	5
Dean of Students	1	2	2	4	4
Teachers	5	25	38	49	57
Learning Specialists	2	4	6	8	10
Teaching Aides/Interns	1	3	6	6	7
Operations & Support Staff	3	6	8	10	12
Social Worker/Counselor		1	2	2	2
<b>Total</b>	14	45	68	85	99

The staffing plan for Achievement First Central Brooklyn is designed to ensure that scholars receive the level of excellent instruction, in every classroom every day, required to get them to and through college. In grades K-2, all classrooms will have two teachers, allowing the flexibility to differentiate instruction and provide interventions to help students read at grade level by the time they enter 3<sup>rd</sup> grade. The academic leadership team at each academy is structured to ensure that teachers have the support they need to provide excellent instruction and interventions: the principal is responsible for the overall vision and strategic guidance for the academic program and school culture, allowing the academic deans to focus on high quality execution. Similarly, the dean of students is responsible for the execution and refinement of school culture and behavior systems. In year three of operation, a second academic dean will be added at each academy to ensure that instructional leadership responsibilities can be effectively distributed. The school operations team is designed to take all non-academic tasks off the plates of the principal and deans, so that they can dedicate their full time and energy to the supporting an excellent academic program.

(b) School Leadership and Management Structure

Describe the qualifications required for the school leader.

- If the founding team has already identified a school leader, explain the process that was used to recruit this person and the criteria that were used to select him or her. In addition, include a resume or brief biography for this person in this response.
- If the founding team has not yet identified a school leader, explain the process and criteria that will be used to select this person, including who will be involved and the role of the board (and management and/or partner organization(s), if any) in the process.

Explain the management structure of the school. This response should address:

- Roles and responsibility for managing at least the academic program, finances, hiring and operations;
- Management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;
- If the school will work with a management organization, explain the relationship between employees of the school and that organization; and
- Evaluation procedures and processes for staff in management positions.

### The Achievement First Leadership Pipeline

Great teaching is the single biggest in-school factor that drives student learning and achievement<sup>1</sup>. We believe that the best way to support, develop, and retain great teachers is with excellent leadership. As a growing network, Achievement First faces the challenges posed by a nationwide shortage of principal candidates with the skills and mindsets necessary to lead breakthrough student achievement<sup>2</sup>. In response to this challenge, Achievement First has built a leadership pipeline that begins in our classrooms and cultivates exceptional school leaders from within the network. This internal pipeline, combined with the national searches led by Achievement First Team Recruit and our partners at national executive search firms, have produced a slate of exceptionally qualified leadership candidates for Achievement First Central Brooklyn.

The Principal in Residence (PIR) program is at the heart of the leadership pipeline. This program selects high performing deans from within and outside the network for two years of intensive leadership immersion and training. Many of these deans are graduates of our Teacher Leadership Fellows program, which takes classroom teachers through a series leadership trainings and experiences. These programs are designed to develop the following leadership competencies, which are expanded upon in the diagram entitled *AF School Leader Success Factors*:

- *Instructional Expertise & Leadership*
- *School Culture & Character Development*
- *Talent Leadership*
- *Vision & Inspiration*
- *Management*
- *Personal Effectiveness*
- *Core Values Alignment*

Phase I of the residency (the first year) is driven by an individual learning plan for each PIR, which is developed based on the candidate's self evaluation, input from supervisors, and data from peer

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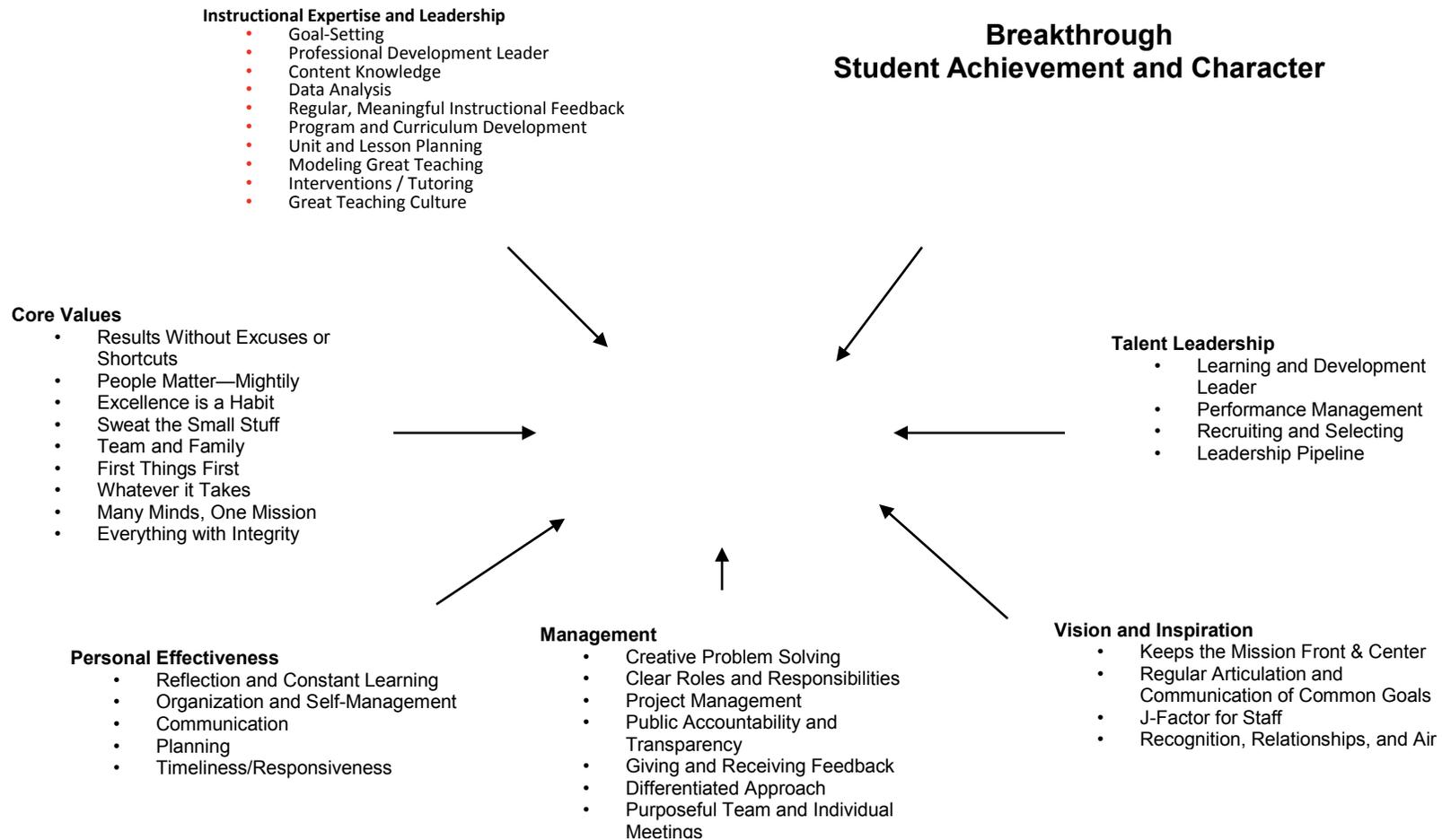
<sup>1</sup> Hanushek, Eric. "The Economic Value of Higher Teacher Quality." *Economics of Education Review* 30.3 (2011): 466-479.

<sup>2</sup> New Leaders for New Schools. "Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnaround." 2009. *New Leaders for New Schools*. 26 6 2012 <[http://www.newleaders.org/wp-content/uploads/2011/08/principal\\_effectiveness\\_executive\\_summary\\_nlns.pdf](http://www.newleaders.org/wp-content/uploads/2011/08/principal_effectiveness_executive_summary_nlns.pdf)>.

surveys. Over the course of the year, Principals in Residence pursue their individual learning goals through mentoring from current principals, one-on-one coaching from the Achievement First director of leadership development, cohort workshops, and visits to high performing schools. In addition, PIRs carry out targeted leadership projects to improve specific components of their current school, while practicing skills identified in their learning plans. A sample plan for a leadership project is included below.

<p><b>Project:</b> <u>Reading Content Knowledge</u></p> <p><b>Targeted Leadership Essential(s):</b></p> <ul style="list-style-type: none"> <li>• Content Knowledge</li> <li>• Coaching to mastery</li> <li>• Unit and Lesson Planning</li> </ul>			
<p><b>Aspiration</b> <i>Please write a 1-3 sentence statement describing your aspiration in this area</i></p>	<p><b>Specific Learning Goals for Phase 1</b></p>	<p><b>Action steps</b></p>	<p><b>Benchmarks and Outcomes</b></p>
<p>Because literacy is so central to our mission, I need to o acquire strong foundational knowledge of our reading curriculum and instruction. I eventually need to be able to oversee our reading program and give meaningful (and credible!) feedback to our reading teachers.</p>	<ul style="list-style-type: none"> <li>• Build credibility with literacy team by investing in my knowledge of reading instruction</li> <li>• Develop sufficient base of knowledge about reading instructional strategies, planning, and school's reading program.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach multiple cycles of reading SGI</li> <li>• Own a student book club group</li> <li>• Participate in monthly ELA book club with other PIRs</li> <li>• Coach 1 ELA teacher (focus on lesson planning, daily data analysis of exit ticket,</li> <li>• Biweekly co-observation with our ELA academic dean</li> <li>• Participate in ELA PD offerings from Team T&amp;L</li> </ul>	<ul style="list-style-type: none"> <li>• My SGI and book club students IA growth (specific #s to be set based on GL average)</li> <li>• Coachee's IA growth will match or exceed network average</li> <li>• Learning Plan completion with my coachee (at least 3 this year)</li> <li>• My ability to ID ELA big rocks will improve (by end of year, ELA dean and I will independently ID the same things)</li> </ul>

# AF School Leader Success Factors



## **Principal Selection**

The Principal in Residence Program is designed as a two year program so that residents can spend a full year planning for a specific role. At the completion of Phase I, PIRs have the opportunity to apply for a specific principal opening. When and if they are recommended by Achievement First and approved by the Board, candidates enter Phase II of the program. The selection criteria for Phase II are designed to be equally or more rigorous than typical charter school principal hiring criteria. Specifically, Phase II applicants must demonstrate concrete skills in the following areas in order to be recommended to the Board:

### **Instructional Leadership**

- Coaching to Mastery
- Data Analysis
- Curriculum & Program Development

### **School Culture & Character Development**

- Relentless Around a Clear Vision for School Culture
- System-Building to Support a Strong Culture

### **Vision & Inspiration**

- Keeping the Mission Front & Center
- Public Speaking and Presence
- Recognition, Relationships, and Air Cover

### **Management**

- Distributed Leadership & Delegation
- Project Management

### **Personal Effectiveness**

- Organization & Self Management
- Reflection & Constant Learning

We believe that the best predictor of future success as a leader is high performance in the present. The design of the Principal in Residence program creates an incredibly rich set of data upon which to evaluate principal candidates. Internal Phase II PIR candidates have comprehensive 360° survey results from teachers & deans, an extensive performance evaluation from a current principal, and a set of work products and data that demonstrate growth against their individual learning goals. In addition to this evidence, Phase II candidates participate in a selection day during which they carry out a variety of performance tasks. These include real-time data analysis, lesson observation and teacher feedback, role plays, and interviews with current principals, AF regional superintendents, and senior AF staff including Superintendent and co-CEO Doug McCurry.

Based on this intensive evaluation, the Achievement First leadership development team recommends one or more candidates to the Board of Trustees, and provides a summary of data from the selection process for the Board to consider as it evaluates the candidate. The Board can then either approve the recommended candidate, or request additional candidates for consideration. During Phase II of the PIR program, the Principal in Residence works closely with an AF regional superintendent and the

leadership development team to create a transition plan that includes both individual learning goals and specific planning deliverables for the new school. Over the course of the year, the Phase II PIR dedicates increasing time to executing the action plan for the new school.

### **Achievement First Central Brooklyn Leadership**

As of spring 2012, there are seven Phase I PIRs in the AF network. Since the program was launched, 15 have been trained in Phase I, and seven Phase II PIRs have become principals. While the school leaders for Achievement First Central Brooklyn have not yet been chosen, there are two exceptionally strong candidates currently in Phase I who represent the caliber of leaders the Board will be presented with:

**Kevin Anderle** is a Principal in Residence at Achievement First at Achievement First Endeavor Middle School. He began his teaching career as a Teach for America Corps member, teaching 1<sup>st</sup> and 4<sup>th</sup> grades in the Atlanta Public Schools. He also served as a recruiter and curriculum specialist for Teach for America. As a teacher at Achievement First East New York Elementary, Mr. Anderle helped his classes make exceptional grade-level growth in literacy. After participating in the Teacher Leadership Fellows program, Mr. Anderle became an academic dean, serving as coach for 10 teachers, and leading the school's professional development program. Under his leadership, scholars achieved an 11-point increase school wide in reading achievement, and a seven point increase in math achievement. As a principal in residence, Mr. Anderle has directly supervised and evaluated a portfolio of teachers, served as a "coach for coaches," and led the vertical integration of academic and school culture systems. For the 2012-13 school year, Mr. Anderle will serve as a principal in residence at AF Endeavor Middle, in preparation for the role of principal at an Achievement First middle school.

**Sarah Kasok** is a Principal in Residence at Achievement First Endeavor Elementary School. She began her career as a Teach for America Corps member in San Jose, CA, where she led her 2<sup>nd</sup> and 3<sup>rd</sup> graders to significant academic growth. Ms. Kasok then launched the Oakland Practitioner Teacher Program, the high quality teacher preparation and credentialing program for the Oakland Unified School District, working with The New Teacher Project. As the K-2 Academic Dean for Achievement First Bushwick Elementary School, Ms. Kasok led the K-2 team to meet highly ambitious TerraNova targets in mathematics, and redesigned the literacy program to meet increasingly rigorous standards. She also coached a portfolio of teachers and supervised the K-2 grade team leaders, and was responsible for planning and executing effective professional development sessions and Data Days. For the 2012-13 school year, Ms. Kasok will serve at principal in residence at AF Endeavor Elementary school, in preparation for the role of principal at an Achievement First elementary school.

Resumes for these school leader candidates are attached in Response 26.

### **Roles and Responsibilities**

The elementary and middle academies of Achievement First Central Brooklyn will both have their own principal, who will serve as the instructional leader and chief decision-maker for each academy. The principal will report jointly to an Achievement First Regional Superintendent and to the Board, and will supervise an Academic Dean and a Dean of Students. In the third year of operation of each academy, a second academic dean (typically specialized in literacy or math) will be added to the team. This academic leadership team will supervise all teachers in the academy, though the principal will have final authority over hiring and supervision of staff.

The major responsibilities of the AF Central Brooklyn principals will be as follows:

- *Vision and Mission:* Carrying out long-term strategic planning to accomplish the school mission.
- *School Culture:* Actively establishing a positive, energized, achievement-oriented culture.
- *Instructional Leadership:* Overseeing the implementation of the academic program, and ensuring that all teachers are receiving effective coaching and professional development.
- *Policies:* Setting and implementing school policies and procedures (with the Board and Achievement First).
- *Finance:* Working with Achievement First, the Board, and the director of school operations to develop an annual budget that best meets school and student needs.

The principals at each academy will work with an academic leadership team consisting of the dean of students and the academic dean. With the guidance and close collaboration of the principal, these deans provide the direct support to teachers and students necessary to ensure excellent instruction and a strong school culture. The major responsibilities of the deans are as follows:

Academic Deans:

- *Instructional Coaching:* Coaching and developing teachers.
- *Data Analysis:* Working the principal to analyze performance data and adjust the academic program to ensure progress for every student.
- *System Building:* Supporting grade level and department teams to establish systems and practices that support great instruction.
- *School Culture:* Serving as a leader of school's professional culture.

Deans of Students:

- *School Culture:* Working with all school staff to build and maintain a consistent, high-expectations, achievement-oriented school culture.
- *Parent Involvement:* Working with parents to support their children at home and in school;
- *School Culture:* Serving as a leader of school culture.
- *Discipline & Problem-Solving:* Working with students who have seriously violated school rules to change negative behaviors.

The Achievement First approach uses a school-based operations team to maximize the time and attention the school leader, deans, and teachers are able to devote to instruction. Each academy will have a director of school operations (DSO) who will oversee the school's core business operations, including:

- Procurement and management of all supplies and services
- Preparation and maintenance of the school facility
- Ongoing oversight of the school's budget and fiscal records
- Reporting and compliance

The DSOs will also serve as the primary point of contact for all personnel-related matters, including employee policies and benefits, clearances, payroll, and certification requirements. In addition, the DSO

supervises the Student Support Manager, who is responsible for compiling and maintaining all student records and data, and the Office Coordinator, who provide administrative support to the main office. The DSO will keep the principal well-informed about the status of the school's operations and finance via scheduled, weekly meetings and bound, monthly reports.

### **Priority Setting and Decision Making**

We believe that in order to be successful getting every scholar to and through college, the Achievement First Central Brooklyn principals will need both *the power to lead* and *the power of the network*. Within the parameters set by exceedingly clear outcomes, principals must have the autonomy to make decisions that best serve their unique student populations and best leverage the strengths of their teams. At the same time, principals must adhere to a set of shared practices that allow every school to derive the most benefit from network resources. As a part of the Achievement First network, school leaders have extensive exemplars and guiding documents to help design crucial systems, and have the opportunity to directly share practices with each other at school leader summits.

Priorities at Achievement First Central Brooklyn will be driven by the clear and measurable targets in the AF Report Card. These targets include grade and subject level targets across subjects (designed to meet and exceed accountability plan goals), culture and character indicators, financial targets, and operational metrics. Starting with baseline data, the principals will set three-year goals for gap-closing performance and organizational excellence, as measured by the AF Report Card. Each summer, the leadership teams from each academy will work closely with their respective regional superintendents to set three to five annual priorities, accompanied by specific tactics and owners for each tactic. For example, a principal might prioritize a 10-point increase in grade 5 ELA proficiency, and define tactics like “establish culture of daily homework redo on writing tasks” and “double up on weekly coaching for 5<sup>th</sup> grade teachers.”

These priorities then drive goal setting and tactics for grade level and subject areas, led by academic deans and grade team leaders. The priorities also drive the creation of “readiness plans” which drive high quality execution of core school systems. The expectations for what these systems need to deliver are the same across the network, but *how* the systems are designed and executed will be determined by each school's leadership team (provided that the systems are clearly defined and documented in detail). Readiness plans cover the following areas:

- **School Culture** (e.g. student investment plan & calendar, family agreements & family engagement plan, after school enrollment plan, etc.)
- **Reading** (e.g. reading program overview, clear goals and supports for total amount of time spend reading, rubrics that define the “Fundamentals of Instruction,” August reading training plan, etc.)
- **Academic Program** (e.g. grading expectations & plan for norming across teachers, lesson & unit planning expectations, etc.)
- **Teacher Development** (e.g. August training sequence of aims & agenda, coaching plan, PD calendar, new teacher support program)
- **Intervention & Special Education** (e.g. intervention programs & clearly defined triggers, special education program design, etc.)
- **Strong Management** (e.g. clearly defined roles & responsibilities, learning plans for deans, check-in protocols, weekly memo format & process)

Planning on this scale is made possible by extensive resource sharing and coaching from regional superintendents, and because the annual calendar begins the planning process for the upcoming year in early spring. The experience across Achievement First schools has been that this investment in planning and system building is well worth it. With clearly defined priorities and thoroughly planned systems, decision making and execution becomes much more efficient, especially when unexpected situations present themselves.

### **Relationship with Achievement First Network Support Staff**

Achievement First network support has been designed from the ground up to provide the supports and services necessary to help Achievement First schools to get every student to and through college. The specific services provided and responsibilities of Achievement First are detailed in Response 14(a). Per the Academic & Business Services Agreement, the Board delegates the day-to-day supervision of the principal to an Achievement First Regional Superintendent, who serves as coach, thought partner, and evaluator (in partnership with the Board) for the principal. A similar relationship exists between the director of school operations and the regional director of operations (RDO). The RDO co-manages the DSO (with the school principal), and serves as a coach and problem-solver. All other Achievement First Network Support staff provide services to the schools that are designed to help leaders and teachers focus on excellence in teaching and learning. These include direct academic services, like curriculum development and targeted trainings, and back office supports like compliance assistance, financial oversight, and facilities support. Each Network Support team is evaluated twice annually on the value of the services it provides to schools, and on the effectiveness of its communication with schools about these services.

### **Evaluation**

Formal evaluations of school leaders are carried out through the Professional Growth Plan (PGP) process, which is designed both to capture progress toward measureable goals and establish concrete learning plans to continually improve performance. The PGP for the principal is completed by the regional superintendent, and then reviewed and accepted by the Board of Trustees. The principal completes a PGP for each member of the leadership team. The school leader PGP is organized according to the leadership competencies described above, and includes both a self evaluation and a manager evaluation portion. These evaluations draw on quantitative and qualitative data from:

- Student achievement results
- Survey of direct reports & peers (360° survey)
- External evaluations (e.g. authorizer reports)
- Observation days with manager
- Informal review
- Document review (e.g. Family Handbook, readiness plans, PD agendas, data analysis samples)

The PGP process begins in January, and is completed in March when the regional superintendents present the evaluation and learning plan to a Board subcommittee. A completed PGP is typically 20-30 pages long, and provides extremely detailed feedback along with actionable steps for continued professional growth. The significant time & energy we invest in the PGP process is a reflection of the importance we place on the continuing pursuit of excellence in leadership.

(c) **Staff Recruitment, Retention and Input**

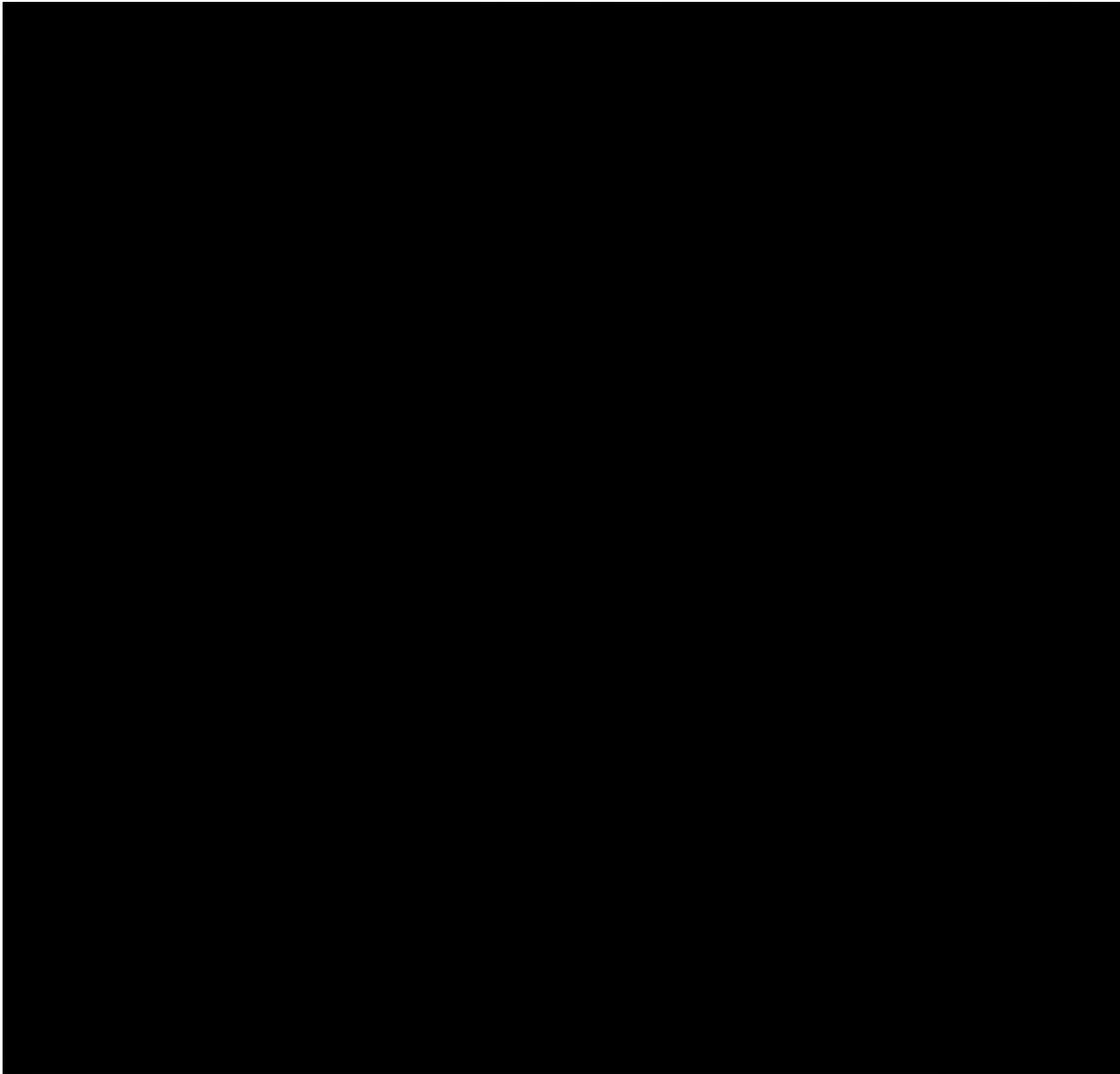
Describe how the school will recruit and retain staff, particularly high quality teachers. This response should provide:

- The qualifications required of teachers and other staff;
- The process used to recruit and hire teachers and other staff; and
- The strategies used to retain high quality teachers.

Describe how staff will be involved in the charter school, in particular, in the governance and management of the charter school.

Achievement First firmly believes that the quality of the teacher in the classroom is the most important driver of student success. As a result, the recruitment, development, and retention of great teachers is an constant priority for the network. Teacher recruitment is among the most crucial services that Achievement First Central Brooklyn will receive from Achievement First. The Network Support recruiting team has one full time recruiter for every 30 teachers that need to be hired. The team employs a comprehensive strategy that includes extensive advertising, outreach to organizations like Teach for America and top schools of education, as well as an overall “leave no stone unturned” approach. All teachers will meet the federal guidelines for Highly Qualified Teachers, and Achievement First will ensure that teachers meet certification requirements. For a new school like Achievement First Central Brooklyn, the recruiting team will target teachers with at least four years of classroom experience. After the initial screen by the recruiting team, a select group of prospective teachers will be invited to teach demonstration lessons and interview with the principal, academic dean, and regional superintendent.

The Teacher Career Pathway, described in detail in Response 9, will be a central strategy for developing and retaining teachers. Designed with significant input from Achievement First teachers, the Pathway gives teachers the opportunity to develop their instructional craft, and to be recognized and financially rewarded for excellent teaching. Because the professional culture at the school will also be an important factor in retaining teachers, the leadership team very intentionally plans a system of support, recognition, and celebration designed to establish a strong adult culture. This culture is assessed twice annually through an Organizational Health Survey in which teachers give feedback on the professional environment at the school. This is one of many opportunities, both formal and informal, for teachers to give input: teachers also complete 360° surveys for the principal and deans, have the opportunity to take on additional leadership responsibilities through the teacher leadership fellows program, and are encouraged to take ownership of appropriate academic decisions through structures like grade level teams.



# Achievement First Employee Handbook

**Released  
August 2011**

## **WELCOME!**

Welcome to the Achievement First family! We are thrilled that you have made the decision to join our team and help our students climb that steep mountain to college. This year, we will work together to educate thousands of students across multiple schools and two states. It is a truly awesome opportunity to impact the direction of a child's life – and, as we scale, the direction of an entire community.

We truly believe that this nation's persistent racial achievement gap is the civil rights issue of our time. We know that all children, regardless of race or economic status, can succeed if they have access to a great education. We also know that it will take a team of dedicated and talented leaders like you to help our students close that achievement gap – and, in doing so, to prove to others what's really possible. The work that we collectively do is hard, but it is also incredibly rewarding. As our students say, "We're gonna work. We're gonna care. We're gonna make this world more fair!"

While the following pages detail the policies and procedures we believe are necessary to govern an increasingly complex organization, we want to emphasize that, above all else, Achievement First is focused on helping our scholars achieve outstanding results. While we believe clarity of policies and procedures are important, we believe talented people are even more important as they make the real difference in the lives of our students. We want to be clear that we see this handbook as a reference and guide, but it is not a script. As we grow and work hard to meet the needs of our students, we are certain we will encounter many challenges, and we need to work together to figure out the solutions. Our guiding philosophy is to do whatever it takes to ensure we have the most talented people working in a joyful and productive culture to create life-changing opportunities for our scholars.

We look forward to climbing the mountain with you!

Best,



Doug McCurry  
Co-CEO and Superintendent



Dacia Toll  
Co-CEO and President

## **INTRODUCTION**

This AF Employee Handbook is designed to provide you with information about the staff member benefits and personnel policies and procedures for Achievement First and Achievement First schools. The policies in this Handbook specifically apply to Amistad Academy, Elm City Preparatory School, Achievement First Crown Heights Charter School, Achievement First East New York Charter School, Achievement First Bushwick Charter School, Achievement First Endeavor Charter School, Achievement First Bridgeport Charter School, Achievement First Hartford Charter School, Achievement First Brownsville Charter School, Achievement First Apollo Charter School ("the Schools") and Achievement First Network Support ("Network Support"). This Handbook will use the term "AF" to refer to all of the Schools listed above as well as Network Support, unless otherwise noted.

This Handbook replaces any and all previously issued personnel policies and memoranda, and supersedes any inconsistent verbal or written descriptions of the AF's personnel policies, including verbal descriptions of the AF's benefits. The Handbook applies to all staff members, though some items may apply only to specific categories of staff members, as indicated.

AF does not intend by this manual to create any contractual obligations, express or implied, on the part of the staff or AF. The policies set forth herein are guidelines and are not contractual in nature. AF retains the sole right to interpret the Handbook's provisions. AF reserves the right, in its sole discretion, to modify, add to, or discontinue any of the provisions of this Handbook, with or without prior notice to staff members.

This Handbook describes many of your responsibilities as a staff member and outlines the programs developed by AF to benefit staff members. The Achievement First network is built on its people, and we rely on you to consistently deliver the highest quality work possible. In turn, our objective is to provide an environment that is conducive to both personal and professional growth.

No handbook can anticipate every circumstance or question about personnel policies. We will address situations as we become aware of them, and we expect and encourage you to bring to our attention any employment issues that need to be addressed. Please feel free to speak to your School's or Achievement First's Operations staff about any questions, comments, or concerns you have about your employment.

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# **EMPLOYMENT POLICIES AND PROCEDURES**

## **Equal Opportunity Employer**

It is AF's policy, consistent with state and federal laws and regulations, to provide equal employment opportunities to all applicants for employment. AF does not discriminate based on an individual's race, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, veteran status, sexual orientation, age, sex, or on any other classification protected by law.

This policy governs all aspects of employment at AF, including hiring, assignments, training, promotions, compensation, staff member benefits, leaves of absence, discipline, discharge, and all other terms and conditions of employment. Further, AF will reasonably accommodate an individual's physical or mental disability when appropriate. Questions about reasonable accommodations should be directed to the Director of School Operations or Senior Director of Human Capital.

## **Employment Categories**

Each staff member is categorized as full-time or part-time, and as exempt or non-exempt and certain staff members are designated as temporary staff members. In addition, certain individuals who are not staff members of AF but who nevertheless work on premises, such as independent contractors and staff members of the local school district or board of education, also are expected to comply with the terms and conditions of this Handbook to the extent that the Handbook sets standards of conduct for individuals who work on premises.

## **Full-Time/Part-Time**

AF categorizes all staff members as either full- or part-time. Full-time staff members are regularly scheduled to work 30 hours or more per week. Part-time staff members are regularly scheduled to work fewer than 30 hours per week.

Occasionally, AF does allow for flexible work arrangements or job sharing arrangements for teachers and other school-based staff; however, the vast majority of its staff members are full time staff members. Any flexible work arrangements must be approved by the principal and coordinated with Team Human Capital. Flexible work arrangements for any members of the school leadership team must be reviewed with the Regional Superintendent. The capacity for flexibility will differ by school, and the decision for any request will depend on the individual's experience and performance. The pay and attendance bonus are determined by the principal, based on a percentage of workload calculation. For school-based teams, workload is defined by on-campus hours before, during or after the school day.

The staff member benefit plans applicable to AF staff members may define "full-time" and "part-time" differently for purposes of determining eligibility for benefits and for purposes of benefit administration. One exception is for staff members on flexible working arrangements approved by the principal. They are still eligible for benefits and personal and sick days. In such circumstances, the definitions contained in the applicable benefit plans shall govern.

## **Exempt /Non-Exempt**

In accordance with applicable labor laws, AF categorizes each staff member as exempt or non-exempt for purposes of federal wage and hour laws. AF will inform you at the time of hire whether you are exempt or non-exempt. Exempt staff members are,

generally, faculty, professional and administrative staff. AF pays exempt staff members on a salaried basis. They are expected to spend as much time on task as is required to perform their duties. Exempt staff members do not receive overtime pay, though they may receive other discretionary benefits in compensation for any time commitment required under exceptional circumstances. Non-exempt staff members are, usually, paid an hourly fixed wage. Non-exempt staff members are entitled to receive extra pay for approved overtime work, in accordance with both the applicable law and AF's overtime policy. No exempt staff member shall be required to work for seven and one-half or more consecutive hours without a period of at least thirty consecutive minutes for a meal. Such period shall be given at some time after the first two hours of work and before the last two hours.

### **Temporary Staff members**

From time to time, AF may hire certain staff members on a temporary basis, for a period of four months. Unless required by law, temporary staff members are not eligible for the benefits described in this Handbook.

### **Independent Contractors and Other Non-School Staff members**

AF also occasionally uses independent contractors and non-school staff members (e.g., School District/Board of Education staff members) to perform certain services. Independent contractors and staff members of other entities such as the Board of Education are not staff members of AF and this Handbook does not apply to them, except those provisions required by law, and except to the extent that they shall be required to conduct themselves in accordance with AF's conduct standards, which are outlined by this Handbook. Similarly, they are not eligible for the benefits described in this Handbook.

### **At-Will and Contract Staff members**

Unless expressly agreed to in writing by the Principal, in the case of Network Support, the Senior Director of Human Capital, all AF staff members are employed on an "at will" basis. This means that either you or AF may end the employment relationship at any time, with or without notice. No one at AF, other than with the express written consent of the Principal or, in the case of Network Support, the Senior Director of Human Capital, may enter into any agreement for employment for a specific period of time.

### **Employment Eligibility**

#### **Immigration Reform and Control Act**

Under federal immigration law, each staff member hired must provide certain documentation and complete an "I-9" form demonstrating that he or she is authorized to work in the United States. Failure to provide such documentation in a timely manner will require discharge of the staff member.

Should a staff member subsequently become unauthorized to work, the law requires that he or she must be discharged pending receipt of additional documentation demonstrating an extension of the authorization to work in the United States.

## **Background Check and Fingerprinting**

Every AF staff member will be subject to fingerprinting and a criminal background check in accordance with applicable state and city laws and regulations. Individuals must comply with any related processing procedures and must provide all required information. Failure to do so may result in termination. Volunteers and contractors may also be subject to fingerprinting and a criminal background check, particularly if the nature of the work they are recruited to perform will place them in close proximity to students.

If AF receives notice of a conviction of a crime which has not been previously disclosed to AF, AF may terminate the staff member, provided such staff member is notified of the reason for termination and is provided an opportunity to file with AF in writing, any proper answer to such conviction.

AF staff members have a continuing obligation to inform AF of any convictions after their hiring. Criminal history record information obtained by AF may be used only for the purposes of evaluating initial employment and continued employment and shall in no way be used to discriminate on the basis of race, color, national origin, religion, sex, handicap or any other protected class. Criminal history record information will be regarded as confidential as required by law and will be disseminated only on a need to know basis.

## **Certification**

To the extent required by state law, it is the responsibility of all AF staff members to acquire the necessary teaching or administrative certification as it may pertain to their current position. Unless otherwise agreed upon in writing between the staff member and AF, the costs of gaining certification, including the costs of all tests, courses, or application fees, are the responsibility of the individual staff member. AF can be a helpful resource in guiding staff members through the certification process. It is, however, the individual staff member's responsibility to work toward achieving and maintaining his or her certification status.

## **Maintaining and Updating Personal Data**

All staff members are required to complete all applicable federal and state tax withholding forms. Failure to file such documentation with AF will result in the staff member not being paid. Staff members must also promptly notify the Director of School Operations or, in the case of Network Support, Director of Human Capital, of any changes in personal data. Marital status, personal mailing addresses, telephone numbers, number and names of dependents, beneficiaries, tax-withholding information, individuals to be contacted in the event of emergency, educational accomplishments, and other such personal data must be accurate and current at all times. AF will maintain the confidentiality of such information in accordance with applicable law.

## **Staff member Internal Transfers and Departures**

### **Internal Transfers**

We are proud of the partnership that exists between Network Support and schools and staff members are encouraged to take advantage of internal transfer opportunities. We know some people are considering career moves into school leadership and/or AF Network Support roles, and we are very interested in keeping talented people in the family. All open and anticipated AF Network Support roles are posted on the public website ([www.achievementfirst.org](http://www.achievementfirst.org)) and on the shared server.

If a staff member is interested in pursuing a teaching, leadership, or operations role at another school, or are looking at a role at AF Network Support, the first step is to have a preliminary discussion with the school principal or team leader. After the discussion, the principal or team leader will check in with the school or AF Network Support team doing the hiring to determine if it makes sense for the staff member to move ahead with the application. Regardless of the position, everyone should expect to go through a full-interview process. While we may have a sense of current staff member strengths and areas for growth, it is important that all candidates go through a rigorous evaluation process for each respective position.

In the case where a staff member switches between schools and/or Network Support and there is no more than a two week period between the transition, the staff members will continue on AF's health insurance program. The employer benefit contribution will be paid by the staff member's destination organization. Staff members who participate in the 403(b) program will continue on the same schedule (e.g. their employment period will not restart for the purposes of the program). Additionally, when a staff member relocates to fill full-time, regular positions, AF may offer, at the discretion of the hiring manager, to reimburse a portion of reasonable moving expenses. Allowable expenses include one-way transportation, lodging while moving, shipping/moving van costs, and storage for up to thirty days. Examples of excluded costs are house hunting trips, meals, and broker's fees.

### **Terminations and Resignations**

We hope that all staff members have a long and productive career at AF. However, in the event that a staff member resigns or is terminated, there are clear expectations of the departing staff member and Achievement First. Departing staff members may be requested to make an appointment for an exit interview with the appropriate administrative personnel to discuss employment and administrative issues. All keys, records, files, supplies, equipment, or any other AF property must be returned at the time of termination or resignation. If any AF equipment is damaged and parts need to be ordered, outside of the warranty, the staff member will be charged for the replacement.

All staff members will be paid through the last day worked. Staff members who leave early will still be eligible for the attendance bonus but any remaining work days in the academic year will count against the bonus. Often, a new or returning staff member's offer may start while the school is on a fixed break (e.g., summer break, winter break). If the staff member chooses not to start with the school at the end of their break, the staff member must repay the post-tax amount of any compensation received within 1 week of notifying the school about their decision.

### **Staff member References**

All outside inquiries regarding employment references for current or former AF staff members must be directed to the Principal or Director of School Operations or, in the case of Network Support, the Senior Director of Human Capital.

## **Hours of Work and Pay**

### **Paydays**

All AF Staff members are paid on a semi-monthly basis.

### **School Work Schedule**

School staff members' work schedules differ depending upon position, may vary from time to time, and are set by the Principal and AF policy. Staff members generally work the schedules described below.

Faculty work at the School for the days noted in the School calendar as school days, on specifically designated meeting days, as well as any other times that may be required by the School.

Non-faculty staff members work schedules are set by the Director of School Operations and/or Principal. Their work schedules may or may not coincide with the academic calendar.

### **Hours of Work**

All School staff members are required to work the hours set forth below, and to abide by AF's applicable absence and attendance policies, as set forth in a separate section of this Handbook.

#### *Faculty Hours*

The core school day for children at AF schools ranges, based on bus schedules and other factors, from 7:00-7:45 a.m. to 3:45-4:15 p.m., though many students will stay until 5:00 or later daily.

Schools will set the core hours in the day that teachers need to be in the building. Typically, these hours are 7:00 a.m. to 4:15 p.m., though there may be slight variations based on school schedules.

Unless otherwise agreed upon in writing, all instructional staff –teachers, deans, counselors, teacher's aides, and paraprofessionals– need to be in the building during these core hours. Instructional staff will also need to be in attendance for all applicable School functions, such as Report Card nights, parent-teacher conferences, awards ceremonies, etc. Teachers will regularly need to stay after the regular dismissal time for meetings, parent conferences, student tutoring, and other events. It is the expectation of the School that teachers are available for meetings and other professional duties after the regular dismissal time daily and at other times as necessary.

#### *Non-Faculty Academic Year Hours*

During the academic year, non-faculty will work different hours depending upon their position and job duties. Non-faculty staff members should contact the Director of School Operations or Principal with questions about work hours.

#### *Summer Hours*

During the summer, non-faculty staff members work regular hours unless otherwise instructed by the Director of School Operations, Principal or their direct manager.

### **Timekeeping (Non-Exempt Staff members Only)**

Accurately recording time worked is the responsibility of every non-exempt staff member. Non-exempt staff members are required to record their work hours daily at the time they begin and end their work. Non-exempt staff members maintain accurate time sheets using the "Achievement First Timesheet" forms provided in AF's main office. Timesheets should be turned into the Director of School Operations every Friday or on the staff member's last day of work each week.

It is essential that all non-exempt staff members actually record their hours of work. Staff members also must log out before they leave for personal reasons. False statements or signing on behalf of another staff member is grounds for immediate dismissal.

Failure to comply with AF's time-keeping rules may lead to disciplinary action, including immediate dismissal.

### **Overtime Procedure (Non-Exempt Staff members Only)**

Only non-exempt staff members are eligible for overtime. Non-exempt staff members work on an hourly basis, must keep timesheets, and do not have a fixed annual salary. The nature of overtime is that it sometimes is needed with little or no advance notice. Accordingly, staff members must maintain flexibility in order to be available for overtime assignments.

#### *Overtime Authorization*

A staff member's supervisor must approve all overtime before the overtime is worked. Overtime charges must be reported on staff member time sheets and a signature must be obtained from the appropriate supervisor. Failure to comply with this policy will lead to disciplinary action.

#### *Overtime Pay*

Overtime compensation is paid to all non-exempt staff members in accordance with applicable wage and hour requirements. Overtime is paid at the rate of 1-1/2 times a staff member's equivalent hourly rate for time worked over 40 hours in any workweek. In calculating hours worked for purposes of overtime pay, break periods are considered part of the workday, but lunch periods are not. AF's workweek runs from Sunday through Saturday. If it is necessary to ask a staff member to come in on a weekend day or a School holiday, the staff member will be paid for at least 4 hours, even if he/she works fewer than 4 hours.

#### *Compensatory Time Off*

Compensatory time off is not allowed in lieu of overtime pay.

### **Exempt Staff member Pay**

Exempt staff members are paid on a salary basis because they are expected to work as many hours as needed to perform the work required. Because of this expectation, an exempt staff member's salary is not subject to reduction because of variations in the quality or quantity of the work performed.

AF prohibits deductions from the weekly pay of exempt staff members, except in a few cases. These exceptions have been described in detail in the Attendance & Policy section in this handbook.

If an exempt staff member believes an improper deduction was taken from his or her paycheck, he or she should contact the Director of School Operations or, in case of

Network Support, the Senior Director of Human Capital. AF will reimburse an exempt staff member for any improper deduction.

### **Unexpected School Closures**

Occasionally, school facilities must be closed due to inclement weather and other circumstances. When a facility is closed during a regularly scheduled school day, full-time school based staff members (hourly and salaried), will continue to be paid for those days. If a school must close for an extended period and the academic calendar changes to compensate for the school closure, school based staff must be available to work these additional days.

AF Network Support staff members who work out of a school facility must not report to the school facility, if the school has been closed, however, they are still expected to work. They are expected to choose an alternate work location until they can return to the school facility.

## **STAFF MEMBER BENEFITS**

### **Health and Welfare Benefits**

AF provides a variety of health and welfare benefits to eligible staff members. Only staff members working a minimum of 30 hours per week are eligible for the following benefit programs, unless otherwise stated. Details of the benefits plans, including all terms and conditions and staff member eligibility requirements, are governed by the applicable plan documents and relevant summary plan descriptions. Copies of these materials are available from the Director of School Operations or, in the case of Network Support, the Senior Director of Human Capital.

AF reserves the right to amend, interpret, modify or terminate any of its staff member benefits programs without prior notice. The Plan Administrator of each staff member benefit plans has the power and authority to construe and interpret the terms of the plan, to make all factual determinations, and to amend or terminate such plans. In the event that there are any conflicts between the actual plan documents and the descriptions provided below, the actual plan documents shall control. Staff members will be notified in writing of any material changes to the plans. Unless otherwise specified, the following benefits programs apply only to full-time staff members.

### **Health Insurance**

AF currently makes health insurance, dental insurance, a vision plan, group term life insurance, and short and long term disability insurance available to all eligible staff members and their families at significantly reduced cost. While we will endeavor to keep benefits strong and costs low, the amount that each staff member will have to contribute for both individual and dependent/spouse coverage and the type of health plan/benefits offered are subject to change. Staff members should refer to the governing plan documents for a complete description of the benefits offered.

### **Retirement Plan**

All AF staff members can contribute to the AF 403(b) plan. To help provide financial security to our staff members during their retirement years, AF sponsors and offers the opportunity for staff members to participate in a retirement plan pursuant to Section 403(b) of the Internal Revenue Code. Staff members should refer to the documents provided to AF by the 403(b) service partner for more information. These documents are available from the service provider or the Director of School Operations.

### **Backup Dependent Care**

AF Back-up Care Options is an AF-sponsored program that is free to all full-time staff members. The program provides temporary child care or adult care, whether the individual in need of care is healthy or mildly ill. For more details, please refer to the summary plan description or your Director of School Operations.

### **Statutory Benefits**

#### **Social Security/Medicare Tax**

Social Security/Medicare Tax Benefits are provided to all eligible School staff members and are paid for jointly by AF and the staff member. Your share is deducted from your paycheck as required by law. For information concerning the many benefits available under the Social Security Act, contact your local Social Security Office.

### **Workers' Compensation**

AF provides eligible staff members with workers' compensation benefits at no cost. Workers' compensation covers eligible staff members who are injured or disabled on the job, or who contract an occupational disease in the course of employment. Depending upon the nature of the injury or disease, you may receive cash benefits and payments of all necessary medical expenses as determined by the Workers' Compensation Board. All incidents involving workplace injuries or illnesses must be reported immediately to the Director of School Operations.

### **Unemployment Insurance**

Consistent with applicable state laws, Unemployment Insurance provides income to all full-time staff members who are actively seeking employment while they are out of work due to circumstances beyond their control. AF pays the entire cost of this benefit. You must file a claim at your state unemployment insurance office to receive benefits.

### **Teachers Retirement Board (CT staff members only)**

Certified teachers in Connecticut schools must participate in the Teachers Retirement Board (TRB). Additional information about the Teachers Retirement Board is available from the Director of School Operations. Please note that teachers who participate in the TRB do not currently pay social security.

### **COBRA Continuation Coverage**

Under applicable laws, some employers sponsoring group health plans are required to offer staff members and their families the opportunity for a temporary extension of health coverage (called "continuation coverage") at group rates in certain instances when coverage under the plan would otherwise end. You will be provided with additional information if you become a participant in AF's health plan and, if applicable, when you experience a "qualifying event," such as termination of your employment.

## **ATTENDANCE & LEAVE**

The hallmark of an AF School is excellent staff attendance. In general, AF Schools average 98 percent or better staff attendance rates. This means that almost all staff members are absent four or fewer school days and/or required professional development days, with the majority of staff missing three or fewer days. We take pride in our attendance rates and make a point of recognizing truly excellent attendance.

### **School Calendar**

A School calendar is distributed to all staff members annually and indicates the national holidays that will be observed. In addition to national holidays, during the academic year, school is not in session during the winter break, February break and spring break. The attendance policy during school closings varies by role and is detailed in the following sections. Each AF School may have a slightly different school calendar, and AF Network Support maintains its own calendar as well.

### **Attendance Bonus**

At the end of each academic year, AF awards attendance bonuses to all School-based staff members (teachers, administrators, operations staff, and paraprofessionals) to recognize individuals who have been in attendance during regular school days and professional development days. AF Network Support staff members are not eligible for attendance bonuses.

The bonus system rewards excellent attendance based on the following formula:

<b>Days Missed</b>	<b>Great Att. Bonus</b>	<b>Basic Att.</b>	<b>Total Bonus</b>
0	\$500	\$1000	\$1500
1	\$500	\$900	\$1400
2	\$500	\$800	\$1300
3		\$700	\$700
4		\$600	\$600
5		\$500	\$500
6		\$400	\$400
7		\$300	\$300
8		\$200	\$200
9		\$100	\$100
10 or more		\$0	\$0

Attendance bonus payments are made within one month after the end of the academic year. Note, these bonuses may be subject to different taxes, per IRS regulations on bonuses. The attendance bonus is based on total days missed during the regular school year, including absences accumulated from half-days and tardies. The regular school year is defined as all school days plus required professional development days. If a staff member is absent due to approved, School-related business (e.g. attending a conference, visiting another AF School, etc.), the absence will not count as a day missed. Other allowable absences include paid disability and childcare leave, military leave, jury/witness duty, bereavement leave, and principal-approved professional development. In exceptional circumstances, a Principal has

discretion to allow a missed day not to count against the attendance bonus (e.g. observance of religious holidays not recognized by AF).

Staff members who join AF after the start of the academic year and meet all the other requirements to be eligible for the attendance bonus shall receive an attendance bonus pro-rated by the portion of the academic year they worked at AF. If a part-time staff member becomes full-time during the academic year, he or she is eligible to receive an attendance bonus pro-rated by the portion of the academic year the staff member worked full-time.

Only full-time staff members or staff members on flexible work arrangements are eligible for the attendance bonus. The bonus listed above is based on a full-time staff member working at least 40 hour work week. Staff members eligible for the attendance bonus and working less than 40 shall be paid a pro-rated attendance bonus, as per the following formula: Percentage of the workload multiplied by the earned bonus amount for the number of days missed. For example, a social worker, who works 30 hour per week, and was absent on three (3) school days, would be eligible for a bonus of \$525 (30 hours/40 hours x \$700).

Staff members who leave AF before the end of the academic year are still eligible for the attendance bonus; however, any remaining work days in the academic year will count against the attendance bonus calculation

### **Personal and Sick Days**

Personal and sick days are provided to full-time AF staff members or staff members on a flexible work arrangement to enable staff members to miss days of work without adversely impacting their compensation. The number of allowable days listed below is for a full-time staff member working at least 40 hours per week. The number of allowable personal and sick days for staff members working less than forty hours shall be pro-rated, as per the following formula: Percentage of the workload multiplied by the number of allowable personal days.

### **Personal and Sick Days for Full-time Teachers, Counselors, Assistants and Paraprofessionals**

AF understands that there are occasions that staff members need time off to meet serious personal obligations that can only be accomplished during working hours (e.g. graduations, weddings, house closings, etc.). In general, we expect staff members to request at most three (3) personal days during a school year. We also expect that personal days would not be taken adjacent to (that is, directly preceding or following) a school vacation or holiday. In all cases, requests for personal days should be submitted at least two weeks in advance, and are always subject to approval by the Principal. Exceptions to the personal day policy can be made in the case of an emergency or in extenuating circumstances at the discretion of the Principal (e.g., personal illness, care for immediate family). When school is not in session or there is not a required professional development day, teachers, paraprofessionals, and counselors have the day off without counting against these three days. Due to their involvement in school readiness, assistants will have to work five days during the summer. Principals and assistants should finalize the summer vacation schedule at least two months in advance of the end of the school year.

AF understands that staff may occasionally and unexpectedly get sick. AF reserves the right to require a doctors' note whenever a staff member is out on sick

leave for three (3) or more consecutive days. AF also may require a doctor's note for sick leave when it has reason to believe, at its sole discretion that such absence may not be due to a legitimate illness. Staff members who require extended leave time due to illness should follow the procedures of the FMLA and disability leave policies detailed in this handbook.

If a teacher, counselor, or paraprofessional misses more than fifteen (15 total) days during an academic year (including personal days), and is not eligible for additional time off under one of the paid leave policies, the teacher may be docked one day's pay for every day missed over fifteen (15). If a teacher, counselor, or paraprofessional does not abide by the personal day policies, they may be subject to disciplinary action, including termination.

### **Personal and Sick Days for Full-time Principals, Deans and other school staff required to work over summer break (e.g., College Awareness Staff)**

In addition to winter break, February break, spring break and holidays, these staff members are granted up to ten (10) personal days during the summer break. Additionally, while school is in session, they may take a maximum of three (3) additional personal days. The three additional personal days are must be used during the school year and should not be used to extend summer vacation. On rare occasions, the ten personal days designated for summer break may be used during the school year (e.g., extended childcare leave). However, any days taken during the school year will shorten the number of paid days available during the summer break. In total, there are up to 13 personal days.

Before summer break, principals should work with their regional superintendent to plan for school readiness and to set clear times for taking personal days. Principals should let their regional superintendents know when they are taking personal days and/or a sabbatical by February in order to coordinate summer planning. Note, AF will designate two days early in the summer break and the final week before site-based training as times reserved for on site-based planning and network meetings. Staff members on sabbatical would not need to hold these times, but they should work closely with regional superintendents and the school leadership team to ensure that all important readiness work was done in advance.

Deans and other school staff required to work over the summer must work with their principal or manager to set clear times for taking personal days. Principals may allow deans to take additional days (not to exceed five additional days) off during the summer if all readiness work has been completed. Since these days are contingent on summer readiness preparation, these days should not be approved before the start of summer.

AF understands that staff members may occasionally and unexpectedly get sick or miss work to care for a sick child or parent. AF reserves the right to require a doctors' note whenever a staff member is out on sick leave for three (3) or more consecutive days. AF also may require a doctor's note for sick leave when it has reason to believe, at its sole discretion that such absence may not be due to a legitimate illness (such as immediately preceding or following a holiday, vacation period, or weekend). If someone misses more than five (5) days due to illness, after having exhausted all personal days, and if not eligible for additional time off under FMLA, he or she will be docked one day's pay for every additional day missed. Staff members who require extended leave time due to illness should follow the procedures of the FMLA and disability leave policies detailed in this handbook.

### **Personal and Sick Days for Full-time School Operations Staff**

Operations staff members will be granted the "winter break" as defined by AF and usually spanning from December 24 – January 1, as paid time off.

In addition to the "winter break", Operations staff members are granted up to twenty (20) personal days during the course of the academic year. Of these twenty (20) paid days off, Operations staff members may take a maximum of five (5) personal days while school is in session without the leave counting against the attendance bonus. Additionally, Operations staff members may take an additional five days during the academic year during professional development days or data days. It is strongly recommended that these days are taken off during days when school is not in session; however, these days may be taken during Friday PD Days. Only one Operations staff member can request off on Friday PD days at a time. Operations staff members cannot take off during AF wide PD Days. If an operations staff member elects to take personal days at a time when the School is in session, he/she must secure the prior written approval of the Principal and the regional Director of School Operations at least one month in advance.

Given the intense work times during the summer months, operations staff should plan to take no more than ten (10) days during the summer break.

If Operations Staff choose to take personal days at a time when the School is not in session, with the exception of the winter break, these days will not count against the attendance bonus.

AF understands that Operations Staff may occasionally and unexpectedly get sick or miss work to care for a sick child or parent. AF reserves the right to require a doctor's note whenever a staff member is out on sick leave for three (3) or more consecutive days. AF also may require a doctor's note for sick leave when it has reason to believe, at its sole discretion that such absence may not be due to a legitimate illness (such as immediately preceding or following a holiday, vacation period, or weekend). Staff members who require additional leave time due to illness should follow the procedures of the FMLA and disability leave policies detailed in this handbook.

If an Operations Staff member misses more than five (5) days due to illness, after having exhausted all personal days, and is not eligible for additional time under FMLA, he or she will, up to the principal's discretion, be docked one day's pay for every additional day missed.

### **Personal and Sick Days for Achievement First Network Support Staff**

AF Network Support staff members will be granted the "winter break" (usually December 24 – January 1) as paid time off. In addition, an AF Network Support staff member may take up to fifteen (15) personal days during the fiscal year (July 1 to June 30). Staff members should work with their direct managers to determine the most appropriate times to take personal days.

AF understands that a Network Support staff member may occasionally and unexpectedly get sick or miss work to care for an ill child or parent. AF reserves the right to require a doctor's note whenever a staff member is out on sick leave for three (3) or more consecutive days. AF also may require a doctor's note for sick leave when it has reason to believe, at its sole discretion that such absence may not be due to a legitimate illness (such as immediately preceding or following a holiday, vacation period, or weekend). Staff members who require additional leave time due to illness should follow the procedures of the FMLA and disability leave policies detailed in this handbook.

If a Network Support staff member misses more than five (5) days due to illness, after having exhausted all personal, and is not eligible for additional time under FMLA, he or she will be docked one day's pay for every additional day missed.

### **Rolling Over of Personal or Sick Days**

No staff members will be compensated for personal or sick days. Personal or sick days may not be transferred to other staff members. There is no "rolling over" of personal or sick days to the next school year for any school based staff. Since personal days for Network Support staff members accrue over the course of a year, Network Support staff members may roll up to five days to the first three months of the next fiscal year with team leader approval.

### **Earning and Requesting Personal Days**

Staff members should provide at least two (2) weeks' notice to use personal days. The staff member's manager reserves the right to deny such requests. Notice of the need to take paid days off shall be provided to the Director of School operations. If a staff member needs to take a personal day due to an emergency situation, and cannot provide AF with two (2) weeks' notice he or she must contact the Director of School Operations (or, in the case of AF Network Support, the direct manager) as soon as possible.

For AF Network Support staff members, paid days off will accrue monthly from the date of hire or, in the case of existing staff, with the start of the new fiscal year on July 1. Paid days off for school based staff members do not accrue; however, this handbook outlines guidelines for when these staff members can take personal days.

### **Staff Absences**

#### **Teacher Absences and Substitutions**

Given that we hold our students to high attendance standards, it is critical that our staff members are here every day. When a teacher or other staff member working directly with students is out, it creates inconsistencies and stress for students and colleagues. If a teacher or administrator needs to be out for a personal day, he or she should notify the Principal at least two weeks in advance. AF will do its best to try to accommodate the staff member's needs. If he or she will be out because he or she is sick, then the staff member should call the Principal and AF's registrar by 6:30 a.m. that morning. Teachers should call both the Principal and registrar on both their cell phones and work phones in order to ensure that the message reaches the School.

We ask that teachers try to schedule doctor appointments and other appointments on days that school is not in session – or during teacher prep periods. If a teacher needs to miss a class for an appointment, it is the teacher's responsibility to arrange for coverage for the class by asking teachers who do not teach that block to cover the class. In extreme circumstances, the Principal will make arrangements for coverage. In general, however, teachers are responsible for arranging for teaching coverage for when they will be absent for less than a full day. When notifying Principals about an absence, teachers must gain approval from the Principal for their arrangements for covering class(es).

Because school culture is a collective responsibility and we realize that having an external substitute will impact the entire community, we have a strong preference for "internal" substitution – and we have a collective responsibility to ensure that we miss class only in rare circumstances and that we help to "pick up the slack" when our

colleagues are out. Excessive absenteeism or unauthorized poor attendance will lead to disciplinary action, up to and including termination of employment.

### **Half-Days**

Schools will try to be flexible for the rare instance when a staff member needs to arrive after the beginning or before the end of the school-mandated work day. Late arrivals and early departures should be pre-approved by the principal or his/her supervisor. Principals will use their discretion to determine reasonableness, but generally such requests should be rare and reserved for special situations. If someone needs to arrive after 9:00 or leave before 1:30 (Fridays included), these absences will be counted as half-day absences. The half day policy will also apply if a staff member needs to leave work for more than 3 hours in the middle of the day. For the purposes of attendance policies and the attendance bonus, two half-days will add up to one full day, even if the total hours missed are more or less than one full day. The attendance bonus should be pro-rated to reflect half day absences.

### **Tardiness & Late Arrivals**

There may be understandable, rare occasions when a staff member is unable to arrive on time, but AF's general expectation is that all staff members should be in the building by each school's designated start time. Excessive tardiness is unprofessional and has negative consequences on both your colleagues and on our scholars. If someone arrives at the school after the school's designated start time, he or she will be counted as tardy for attendance purposes. Similar to our scholar attendance policy, five tardies will result in one absence. Absences based on accumulated tardies and late arrivals will count against the total days absent and the attendance bonus. However, occasional and unexpected delays may cause a staff member to be tardy, so attendance will only be impacted with the 5<sup>th</sup> tardy. After the fifth tardy, the attendance bonus will be pro-rated to reflect each subsequent tardy. On rare occasions, the work day may start later than normal hours (e.g., snow day late opening, retreat, etc). In these instances, the principal will clearly notify all staff members of the expected arrival time.

### **Non-teacher Absences**

If a non-teaching staff member, cannot avoid being late to work or is unable to work as scheduled, he or she should notify the School as soon as possible, and preferably by no later than 6:30 a.m. on the day of the absence or tardiness. An absent or tardy staff member must speak to the registrar or Principal on the telephone or leave a message with a number where he or she can be reached. Staff members who must leave work early are required to notify, and obtain approval from the Director of School Operations or Principal before leaving the School. We ask staff members to try to schedule visits to the doctor and other appointments during days in which school is not in session. Excessive absenteeism or unauthorized poor attendance will lead to disciplinary action, up to and including termination of employment.

### **Summer Sabbaticals**

#### **Sabbatical for Teachers, Social Workers and other staff members not required to work over the summer**

Since most schools will not host Summer Academy, summer sabbaticals will no longer be necessary for teachers. Instead teachers and other school staff members will

have 5 full consecutive weeks of vacation. If the school runs a small Summer Academy for scholars needing additional support, teachers who opt to work during Summer Academy will receive an additional stipend but this will not count towards a sabbatical.

*Grandfathering sabbatical policy for staff members who started before the 2010-2011 academic year*

Teachers, who started before August 1, 2009, will be eligible for a one-time payout of \$3,000 when they would have been eligible for the next Summer Sabbatical under the previous policy. Staff members who started before August 1, 2009 are eligible for the one-time sabbatical payment after they complete their fourth year whether or not they return for the following year. Sabbatical payments will end with the 2013 summer (e.g., teachers who took a sabbatical or payment in July 2010 will not be eligible for a bonus in 2014). Sabbatical payments will be made at the end of the academic year for all eligible staff members who complete the full year. Staff members who leave AF and subsequently return are not eligible for a sabbatical payment under this policy.

**Summer Sabbatical for Principals, Deans & Other staff members required to work over the summer (e.g., Alumni Staff)**

Principals, Deans & Other staff members required to work over the summer are eligible for a three week sabbatical. These three weeks are in addition to the regular 10 days these staff members have off each summer; staff members may use these 10 personal days to extend their leave during the summer to a total of five weeks during the sabbatical summer. Sabbaticals will be earned every 4 years while in a position where summer work is required (typically only required in a principal or dean role). This is not necessarily four years after joining Achievement First as other staff members are not required to work during the summer.

Due to the changes in the academic calendar and sabbatical policy, the guidelines vary depending on whether a staff member started on or before August 1, 2009.

- Staff members who started on or before August 1, 2009 will be eligible for a sabbatical after their fourth year at AF (this also applies to any staff members completing their eighth or twelfth year at AF) or a one-time payout of \$3,000. After summer 2013, there will be no more sabbatical payments for any staff members, regardless of their start date or position. Additionally, these staff members will earn a sabbatical after their fourth year whether or not they return for the following year.
- Staff members who started after August 1, 2009 will be eligible for a sabbatical after four years in a dean, PIR, principal or position requiring work over the summer.

All staff members need to consider the school environment before taking a sabbatical so the following guidelines must also be met when finalizing sabbatical plans.

- Sabbaticals must be reviewed by the principal and regional superintendent. In some cases, the school may have to develop a multi-year plan that allows staff members to take sabbaticals without impacting the school performance.
- Staff members must complete their second year in the same role to be eligible for a sabbatical.
- After summer 2013, no payments in lieu of sabbatical will be given for summers where sabbaticals cannot be accommodated. However, sabbaticals can be

deferred until used. If a staff member doesn't have a chance to use the sabbatical while employed at AF, they will receive a maximum \$3000 payment following the end of their last academic year.

- Only staff members returning for the following year are eligible for sabbaticals since this is intended to be a break between two academic years at AF.
- An intention to take a sabbatical must be communicated by February of the academic year. It is the staff member's responsibility to request a sabbatical.
- There must be a minimum of two school leaders per school working over the summer and a maximum of two leaders per school on sabbatical. (Depending on the size of a school, these two factors may or may not intersect.) A staff member may also apply to take a Summer Sabbatical one year early in order to help stagger the sabbaticals of different staff. Staff members taking an early sabbatical are doing so in the good faith that they plan to work during the summer following the next academic year.
- After taking a sabbatical, a staff member is eligible for another sabbatical after four more years. If a staff member takes a sabbatical early, the next "scheduled" sabbatical would be five years later (instead of four years later).

*Overlap with the grandfathered sabbatical policy for teachers*

If a staff member started before August 1, 2009, the teaching years when Summer Academy were required will count towards their next sabbatical unless they received a one-time sabbatical payment as a teacher.

### **Sabbatical for Operations staff members**

Operations staff members required to work over the summer are eligible for a three week sabbatical (or fifteen working days). These fifteen days are in addition to any personal days these staff members have each year. Sabbaticals will be earned every 4 years while in a position where summer work is required. This is not necessarily four years after joining Achievement First as other staff members are not required to work during the summer. The operations sabbatical is fifteen personal days that can be used anytime over the following four years after a sabbatical is earned. For instance, a staff member could take an additional 4 or 3 days of vacation every year or a 3 week sabbatical anytime after their 4th year and before the end of their 8th year.

Due to the changes in the academic calendar and sabbatical policy, the guidelines vary depending on whether a staff member started on or before August 1, 2009.

- Staff members who started on or before August 1, 2009 will be eligible for a sabbatical after their fourth year at AF (this also applies to any staff members completing their eighth or twelfth year at AF) or a one-time payout of \$3,000. After summer 2013, there will be no more sabbatical payments for any staff members, regardless of their start date or position.
- Staff members who started after August 1, 2009 will be eligible for a sabbatical after four years in a position requiring work over the summer. These staff members will not be eligible for a payment in lieu of sabbatical.

All staff members need to consider the school environment before taking a sabbatical so the following guidelines must also be met when finalizing sabbatical plans.

- Sabbaticals must be reviewed by the principal and regional director of operations. In some cases, the school may have to develop a multi-year plan that allows staff members to take sabbaticals without impacting the school performance.

- Staff members must complete their second year in the same role to be eligible for a sabbatical.
- After summer 2013, no payments in lieu of sabbatical will be given when sabbaticals cannot be accommodated. However, sabbaticals can be deferred until used. If a staff member doesn't have a chance to use the sabbatical while employed at AF, they will receive a maximum \$3000 payment following the end of their last academic year (pro-rated by the portion of the sabbatical days remaining).
- Only staff members returning for the following year are eligible for sabbaticals since this is intended to be a break between two academic years at AF.
- Flexible sabbatical days taken during the school year will not count against the attendance bonus. If an operations staff member intends to use part of the flexible sabbatical during the school year, these plans must be confirmed with the principal and RDO by the start of each academic year. Any vacations during the school year need to be planned carefully and well in advance.
- After taking a sabbatical, a staff member is eligible for another sabbatical after four more years. If a staff member takes a sabbatical early, the next "scheduled" sabbatical would be five years later (instead of four years later).

*Overlap with the grandfathered sabbatical policy for teachers*

If a staff member started before August 1, 2009, the teaching years when Summer Academy was required will count towards their next sabbatical unless they received a one-time sabbatical payment as a teacher.

## **Family and Medical Leave**

AF is committed to helping staff members take the time they need to ensure their well-being and the well-being of their families during critical life events, in accordance with applicable law. These events include the birth or adoption of a child, or a severe illness or injury. The Family and Medical Leave Act describes AF's unpaid and paid leave benefits for its eligible staff members.

### **Family and Medical Leave Act ("FMLA") Leave**

Under the FMLA, an eligible staff member may take up to a total of 12 weeks of unpaid family and medical leave during any 12-month period for one or more of the following reasons:

- The birth and care of the newborn child of the staff member;
- Placement with the staff member of a son or daughter for adoption or foster care;
- Care for an immediate family member (spouse, child, or parent) with a serious health condition;
- Any qualifying exigency arising out of the fact that the spouse, son, daughter or parent of the staff member is on active duty, or has been notified of an impending call to active duty status; or
- Medical leave when the staff member is unable to work because of a serious health condition.

In addition, an eligible staff member may take up to a total of 26 weeks of leave in a single 12-month period to care for a service member, where the staff member is the spouse, son, daughter, parent or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty while on active duty. This extended military FMLA leave shall run concurrent with the FMLA leave described above.

Leave taken in connection with the birth or placement of a child must be taken within the first 12 months of the birth or placement. An eligible staff member is an individual who has been employed by AF for a minimum of 12 months and who has at least 1,250 hours of service during the previous 12 months.

### *Procedures*

In requesting FMLA leave for any reasons that are foreseeable, staff members must give written notice to their supervisor at least 30 days in advance of the need for leave. If a staff member fails to give advance written notice for foreseeable leave, the leave may be denied until at least 30 days after the date notice is provided. If the leave must begin in less than 30 days, staff members must give their supervisor as much advance notice as is practicable.

If leave is necessary for planned medical treatment, staff members must attempt to schedule treatment so as not to disrupt the operations of AF. Staff members should consult with their supervisors prior to the scheduling of treatment. If it is medically necessary for an instructional staff member to take intermittent leave or work a reduced schedule, AF may transfer the staff member temporarily to an alternative position that better accommodates this type of leave.

AF will require staff members to provide documentation of the need for leave for the staff member's own serious health condition or the serious health condition of a family member. A "serious health condition" is defined as an illness, injury, impairment,

or physical or mental condition that involves inpatient care at a hospital or residential medical care facility, absence from work for more than three days for a condition that requires continuing treatment by a health care provider, or a chronic long-term health condition.

Staff members must provide a completed medical certification by a health care provider as to: (a) the date the condition commenced; (b) its probable duration; (c) appropriate medical facts regarding the condition; (d) in the case of a family member, a statement that the staff member is needed to care for the family member and the expected duration of such need; and (e) in the case of the staff member's own illness, a statement that the staff member is unable to perform the functions of the staff member's position. Medical certification forms are available from AF. If a staff member requests intermittent leave or a reduced work schedule, AF also will require certification that such type of leave is medically necessary and verification as to the dates and duration of treatment and of the expected duration of the leave.

Staff members must submit medical certifications within 15 days of requesting FMLA leave in connection with a serious health condition. Failure to provide adequate certification in a timely manner may result in delay of leave. If AF has reason to doubt the validity of the medical certification, it may require that the staff member obtain a second opinion from a health care provider selected by AF at AF's expense. If this opinion differs from the staff member's certification, AF will require, at its expense, a third opinion that is final and binding.

#### *Substitution of Paid Leave*

If the FMLA leave is for a staff member's own serious health condition or for pregnancy and childbirth, an eligible staff member may receive additional compensation from AF's short-term disability insurance carrier and/or under AF's paid disability leave and/or paid childcare leave policies and/or AF's personal day/sick day policy. Any paid time off under these policies will run concurrently with FMLA leave.

#### *Requirements for Instructional Staff members*

FMLA leave taken by instructional staff members at the end of one semester and the beginning of the next semester shall be considered consecutive leave, rather than intermittent leave. Summer vacation does not count as FMLA leave.

To reduce classroom disruption, if an instructional staff member is or will be absent more than 20% of the total number of working days in the period for which FMLA is taken, and the instructional staff member is taking intermittent leave or leave on a reduced schedule in order to care for a sick family member or because of his/her own illness, then AF may require the staff member to elect either: (a) to take a leave for specified periods of time or (b) transfer temporarily to an equivalent position that better accommodates recurring periods of leave.

AF may require any instructional staff member who wishes to take leave near the end of the academic period to extend his/her leave through the end of the academic period as follows:

If a staff member takes FMLA leave for any reason more than five weeks before the end of the term, AF may require the staff member to continue his/her leave until the end of the term if the leave requested is at least three weeks in duration and the staff member would return to work during the last three weeks of the term.

If the staff member takes FMLA leave for any reasons except his/her own illness and the leave begins less than five weeks before the end of the term, AF may require the staff member to continue taking leave until the end of the term if the leave requested is more than two weeks in duration and the staff member would return to work during the last two weeks of the term. If the staff member takes FMLA leave for any reason except his/her own illness and the leave begins less than three weeks before the end of the term, AF may require that the staff member continue taking leave, if the leave requested is more than five working days in duration.

#### *Staff member Status during Leave*

During the period of FMLA leave, AF will continue the staff member's group health care benefits under the same terms and conditions as if the staff member was not on leave. Staff members will not accrue paid days off during the leave period.

During the leave, AF may require staff members to report periodically on their status and their intent to return to work. Staff members on leave for their own serious health condition or the serious health condition of a close family member may be asked to submit medical re-certifications from time to time during the leave.

Staff members are not permitted to engage in other employment while they are absent from AF under FMLA leave policy, without prior approval of AF. Violation of this policy may lead to disciplinary action, up to and including termination of employment.

#### *Staff member Status after Leave*

When a staff member returns from FMLA leave, AF will return the staff member to the same position, or to another position that has equivalent benefits, pay and other terms and conditions of employment. AF may choose to exempt certain highly compensated staff members from this requirement.

AF will require staff members on FMLA leave for their own serious health condition to submit, prior to their return, a medical certification from their health care provider of their ability to return to work. Staff members who do not return to work within the approved leave period or 12 weeks, whichever comes first, may be terminated as of the scheduled return date, under appropriate circumstances. Any staff member who fraudulently obtains family and medical leave will be subject to immediate discipline, up to and including termination of employment.

If a member of the leadership team, operations staff or other staff member required to work over the summer has exhausted all paid leave and/or personal days before or during the summer and does not return to work, the staff member will remain on unpaid leave during the summer. If a teacher, social worker or other staff member not required to work over the summer has exhausted all paid leave before or during the summer but has signed an offer to return for the following year, the staff member will be paid during the summer vacation.

#### *Short- and Long-Term Disability Insurance*

Through AF's short-term disability and long-term disability insurance policies, an eligible staff member may receive up to 60% (pre-tax) of his/her regular salary, with a maximum of \$1,500 per week, for a portion of the time he/she is on leave due to an out-of-office illness or injury. The insurance provider is wholly responsible for determining eligibility and the duration of the benefit, based on the medical condition, and the

terms and conditions of these policies may change from time to time. For further information, please contact AF's Senior Director of Human Capital.

### **Paid Disability and Childcare Leave**

AF will supplement an eligible staff member's FMLA and disability insurance benefits, if any, as set forth below. These supplemental policies give an eligible staff member the ability to earn 100% of his/her regular salary during some or all of his/her leave period.

#### *Paid Disability Leave*

AF provides up to ten weeks of paid leave at 100% regular salary to an eligible staff member who is absent from work due to his or her disability, *to the extent that the staff member is deemed disabled by the disability insurance carrier*. To be eligible for paid disability leave, a staff member must have completed at least one full year of employment at a School, must submit satisfactory medical certification and must apply and be approved for short-term disability insurance benefits with AF's insurance carrier. Any short-term disability insurance benefits that the staff member receives, as well as any workers' compensation benefits, shall be used to offset AF's paid disability leave benefits. An eligible staff member is entitled to paid disability leave as follows:

An eligible staff member who has completed more than one full year of employment but less than three years of employment is entitled to up to eight weeks paid disability leave at 100% regular salary. Any additional paid disability leave for which the staff member may qualify will be paid by the carrier at 60% of salary (pre-tax), capped at \$1,500 per week.

An eligible staff member who has completed three or more full years of employment but less than six years of employment is entitled to up to nine weeks paid disability leave at 100% regular salary. Any additional paid disability leave for which the staff member may qualify will be paid by the carrier at 60% of salary (pre-tax), capped at \$1,500 per week.

An eligible staff member who has completed six or more full years of employment is entitled to up to ten weeks paid disability leave at 100% regular salary. Any additional paid disability leave for which the staff member may qualify will be paid by the carrier at 60% of salary (pre-tax), capped at \$1,500 per week.

When applicable, paid disability leave runs concurrently with FMLA leave and/or paid childcare leave. AF will maintain group health insurance coverage for a staff member on paid disability leave on the same terms as if the staff member continued to work, in accordance with the terms of the plans. Staff members are required to notify AF of the need for paid disability leave no less than 30 days in advance whenever possible, or otherwise as soon as practicable.

#### *Paid Childcare Leave*

AF provides paid childcare leave at 100% regular salary to those eligible staff members who are absent from work for childcare. A staff member is eligible for paid childcare leave if the staff member has completed at least one full year of employment at a School and, within the prior one month, the staff member accepts a child for adoption, foster care, or the staff member or the spouse or partner of the staff member gives birth to or adopts a child. If a staff member adopts or receives multiple foster

children at different times in one academic year, they are still only eligible for paid childcare leave once.

An eligible staff member who is the primary caregiver of the newborn child or child accepted for adoption or foster care is entitled to paid childcare leave as follows:

An eligible staff member who has completed more than one full year of employment but less than three years of employment is entitled to up to eight weeks paid childcare leave.

An eligible staff member who has completed three or more full years of employment but less than six years of employment is entitled to up to nine weeks paid childcare leave.

An eligible staff member who has completed six or more full years of employment is entitled to up to ten weeks paid childcare leave.

An eligible staff member who is not the primary caregiver of the newborn child or child accepted for adoption or foster care is entitled to up to two weeks of paid childcare leave.

When applicable, paid childcare leave runs concurrently with FMLA leave and/or paid disability leave. AF will maintain group health insurance coverage for a staff member on paid childcare leave on the same terms as if the staff member continued to work, in accordance with the terms of the plans. Except in cases of pregnancy-related complications or comparable emergencies, a staff member must notify AF in writing of his/her intent to take paid childcare leave at least 90 days in advance. A staff member who takes unforeseen paid childcare leave must notify AF as soon as practicable.

In consideration of the overlap that may occur with set breaks over one day (e.g., summer, winter, February and spring break) and paid leaves, AF will provide an extension of paid disability and childcare (alternate and primary) leave up to a maximum of 15 working days. Requests for extensions must be approved by a principal or manager.

### **Military Leave**

Staff members who are members of an Active Reserve Unit or the National Guard and need time off for military leave must notify AF immediately and provide the Director of School Operations with a copy of their orders. AF will comply fully with the Uniformed Service Employment and Reemployment Rights Act of 1994, and other applicable laws regarding military leave. In addition, AF will provide unpaid time off to a staff member whose spouse is a member of the armed forces of the United States, Active Reserve, or National Guard while deployed during a period of military conflict, in accordance with applicable state law.

### **Jury and Witness Duty**

Upon receipt of a proposed jury summons, juror questionnaire or subpoena to testify, a staff member should notify his/her direct supervisor immediately. If called as a juror while school is in session, a staff member should attempt to ask the court to postpone jury duty to a week when AF is not in session. Staff members may not volunteer for jury duty.

Staff members presenting proof of court appearance will be paid the staff member's full regular salary. Staff members shall remit to AF any jury duty or witness pay received while on paid jury duty or witness leave. Staff members must submit copies of

subpoenas or other court notices to the Director of School Operations for verification purposes.

### **Bereavement Leave**

In the event of a death in the immediate family, staff members will be paid at their regular rate of pay for three (3) consecutive working days' absence. For staff members eligible for an attendance bonus, these three days will not count against the attendance bonus. Should a staff member wish to take additional time off, he or she may use personal days or take unpaid time off with the written authorization of the staff member's supervisor. The School reserves the right to require documentation of the death (e.g., death certificate, obituary, documentation from funeral home).

Immediate family is defined as:

- A spouse or registered domestic partner
- A brother or sister
- A son or daughter
- A parent or guardian
- A mother- or father-in-law
- A brother- or sister-in-law
- A grandparent or grandchild

## **EXPENSES AND EXPENSE REIMBURSEMENT**

### **Use of School Credit Cards**

School credit cards will be issued to select staff members, as per the approval of the Board Finance Committee. The Finance Committee will also establish the transaction limits. Credit cards will only be used for business purposes and limited to circumstances where a purchase order or having a vendor bill AF is not an option. In general, credit card use should be primarily for travel and meeting-related expenses such as food. Personal purchases of any type are not allowed. Cash advances are also forbidden.

Each cardholder will be required to sign an agreement indicating that he/she understands and accepts the terms of use. Individuals who do not adhere to the policies and procedures surrounding credit card usage may have their credit card privileges revoked. Any cardholder who uses a School-issued credit card improperly will be held liable for any and all unapproved/ unallowable purchases. Fraudulent use of a School-issued credit card may result in disciplinary action, up to and including termination.

Cardholders will prepare regular (monthly) usage reports and, in accordance with Internal Revenue Service regulations, will provide detailed receipts (see Receipts section below for further instruction) attached to the corresponding credit card report. For meals and entertainment, each transaction detail should include the names of all persons involved in the purchase, and a brief description of the business purpose of the meal. The cardholder may be held personally liable for an expense for which he/she is unable to furnish a detailed receipt or support documentation.

Because the Director of School Operations is a cardholder, the regional Director of School Operations will be responsible for opening the School's monthly credit card statements and reviewing all charges. The Director of School Operations will use the usage reports/receipt details to ensure that each allowable expense is assigned to the proper expense category in the accounting system. Cardholders should make every effort to ensure that purchases do not include sales tax. Tax-exempt certificates are available from the Director of School Operations.

Please see the Fiscal Policies and Procedures for more detailed requirements around the use of school credit cards.

### **Reimbursable Expenses**

We understand there are times when AF staff members will have to incur expenses on the behalf of AF. In general, reimbursable expenses should be limited to travel expenses. Any other reimbursable expenses should be approved in advance by the direct supervisor. Detailed guidelines for approvable expenses can be found in the AF Fiscal Policy & Procedures.

AF will reimburse staff members for approved out-of-town travel for professional purposes. Prior written approval should be received for overnight travel, for air or train travel, and for participation in seminars or other business events. Staff members should make every effort to find the lowest reasonable lodging and will be reimbursed up to the federal per diem rates for lodging. The rates are specific to the city of destination and can be found at [www.gsa.gov](http://www.gsa.gov). Daily meal allowances are \$10 for breakfast, \$15 for lunch, and \$25 for dinner. These allowances provide guidance for overall travel expenses; however, receipts must still be submitted in order to receive reimbursements for any expenses.

Reimbursement for travel in one's own automobile will be at the current IRS mileage rates. Note that this rate includes the cost of gasoline, but does not include tolls or parking, which can be reimbursed separately. Air travel should be by coach-class only at the lowest reasonable rates. Please note that AF is exempt from state and federal tax, and therefore the staff member should strive to have vendors recognize our tax exempt status whenever possible. Staff members can obtain a copy of the Tax Exempt Certificate from the Director of School Operations or Director of Finance, in the case of Network Support.

To receive reimbursement, the staff member should submit a staff member Expense Report. Staff member Expense Reports should be completed and submitted in the month that the expenses were incurred or in the month directly following. The School will not reimburse any expenses incurred in a prior fiscal year. Achievement First's fiscal year is from July 1-June 30.

All expense reports are reviewed and approved by the Principal and processed by the Director of School Operations and reimbursed through regular payroll. Expense reports submitted by the Principal should be approved by the Achievement First VP of Operations. AF Network Support staff members should submit their expense reports to Team Finance for reimbursement via the regular payroll. Expense reports must be approved by the relevant team leader before they can be processed.

Receipts substantiating reimbursable expenses are required for reimbursement. Receipts should be annotated to indicate the nature of the expense and the names of the staff members involved and originals should be attached to the expense submission report.

AF may reimburse properly authorized staff members for School-related travel. AF does not reimburse staff members for automobile trips of less than 50 roundtrip miles. For trips greater than 50 roundtrip miles, AF will reimburse drivers authorized to take such trips at the current IRS mileage reimbursement rate.

### **Parking and Moving Violation Fines**

AF will not pay parking or other moving violation tickets (e.g. speeding tickets, etc.) for any staff member. Staff members are expected to park legally, and staff members, especially when transporting children, are expected to abide by all driving and parking laws.

### **Tuition Reimbursement**

In general, AF only reimburses tuition for degree-granting professional development programs with which AF has a special relationship, including credits required for certification. Currently, such programs are KIPP Summer, Teacher U, and National Louis.

The tuition may be reimbursed as an out-of-pocket staff member expense, or may be paid directly to the program by AF. In addition, a staff member may be responsible for program and other fees as part of the arrangement.

The approval, final amount, and method of tuition reimbursement is approved at the sole discretion of the principal and/or AF Network Support.

### **Other Reimbursements**

Please contact the Director of School Operations in advance if you require reimbursement for other School-related expenses. Such reimbursement shall be granted at the sole discretion of the Director of School Operations and Principal and only upon submission of appropriate documentation.

# **HARASSMENT POLICY**

## **Policy Prohibiting Harassment**

It is the policy of AF to maintain a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere which prohibits discriminatory practices, including sexual harassment and harassment based on race, color, religion, national origin, sexual orientation, age, handicap, disability, or any other category protected by law. Harassment, whether verbal, physical or environmental, is unacceptable and will not be tolerated by AF. The purposes of this policy against harassment are to educate all of our staff members about what may constitute harassment, to notify everyone who works here that AF will not condone or tolerate harassment, and to establish a procedure which encourages anyone who feels they have been subjected to harassment to report such conduct to representatives of AF, who will investigate and respond to any report. AF's other grievance procedures do not apply to situations involving the conduct described below or this policy.

## **Definition of Harassment**

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion towards an individual because of race, color, religion, sex, national origin, sexual orientation, age, handicap or disability, or that of persons with whom the individual associates. For example, racial harassment includes harassment based on an immutable characteristic associated with race (e.g., skin color or facial features). Religious harassment may include demands that a staff member alter or renounce some religious belief in exchange for job benefits; and sexual harassment is defined more specifically below. AF's policy is to prohibit behavior based on a person's race, color, religion, sex, national origin, sexual orientation, age, handicap or disability that: (1) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities.

Regardless of whether any single instance of improper behavior described below rises to the level of harassment prohibited by law, it is AF's policy that such behavior is inappropriate and offensive, and it will not be tolerated. Examples of behavior that violate this policy and may constitute harassing conduct include, but are not limited to:

epithets, slurs, quips, or negative stereotyping that relate to race, color, religion, sex, national origin, sexual orientation, age, handicap, disability, or any other category protected by law;  
threatening, intimidating or hostile acts that relate to race, color, religion, sex, national origin, sexual orientation, age, handicap or disability;  
written or graphic material (including graffiti) that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, national origin, sexual orientation, age, handicap or disability and that is placed on walls, bulletin boards, or elsewhere on AF's premises, or circulated or displayed in the workplace; or  
"Jokes," "pranks" or other forms of "humor" that is demeaning or hostile with regard to race, color, religion, sex, national origin, sexual orientation, age, handicap or disability.

## **Definition of Sexual Harassment**

As defined by the courts and by the Equal Employment Opportunity Commission, sexual harassment includes unwelcome or unwanted sex based conduct: (1) when a staff member's submission to or rejection of this conduct affects decisions regarding hiring, evaluation, promotion or any other aspect of employment; or (2) when such conduct substantially interferes with an individual's employment or creates an intimidating, hostile or offensive work environment.

AF prohibits any inappropriate or offensive behavior including, but not limited to:

- coerced sexual acts;
- express or implied demands for sexual favors in exchange for favorable reviews, assignments, promotions, continued employment or promises of continued employment; touching or assaulting an individual's body, or staring, in a sexual manner;
- graphic, verbal commentary about an individual's body or sexuality;
- unwelcome flirtations, advances, or propositions;
- sexually suggestive, or obscene comments or gestures;
- the display in the workplace of graphic and sexually suggestive objects, pictures or graffiti;
- negative statements or disparaging remarks targeted at one sex (either men or women), even if the content of the verbal abuse is not sexual in nature; or
- Any form of retaliation against a staff member for complaining about the type of behavior described above or supporting the complaint of an alleged victim.

The type of behavior described above as examples of sexual harassment or harassment based on race, color, religion, sex, national origin, sexual orientation, age, handicap or disability is unacceptable not only in the workplace, but also in other work-related settings such as business trips or business-related social events.

## **Individuals Covered by the Harassment Policy**

This policy covers all School staff members whether or not they are on School premises, provided that such staff members are conducting School-related business or are participating in a School-sponsored event or function. Any type of harassment, whether engaged in by fellow staff members, supervisors, or by non-staff members with whom the staff member comes into contact in the course of employment (e.g., service providers or contractors), violates this policy and will not be tolerated. AF encourages the reporting of all incidents of harassment, regardless of who the offender may be.

## **Reporting and Investigating a Harassment Complaint**

AF encourages individuals who believe they are being harassed to firmly and promptly notify the alleged offender that his or her behavior is offensive or unwelcome. Whether or not you choose to discuss the incident with the alleged offender, we require that you report the incident to the Principal, Director of School Operations or Student Services Manager, Dean of Students, or Academic Dean. We encourage prompt reporting of complaints so that rapid and appropriate action may be taken. Supervisors and managers are required to report all conduct they believe may violate this policy, whether they directly observe the conduct or it is reported to them.

Staff members who have experienced conduct they believe to be contrary to this policy may have a legal obligation to take advantage of this complaint procedure.

A staff member's failure to fulfill this obligation could affect his or her right to pursue legal action.

AF will not retaliate in any way against an individual who makes a report of perceived harassment; nor will we permit any supervisor or staff member to do so. Retaliation is a serious violation of AF's harassment policy and anyone who feels they have been subjected to any acts of retaliation should immediately report such conduct. Any person who retaliates against another individual for reporting any perceived acts of harassment will be subject to disciplinary action up to and including discharge. Materially adverse acts or omissions that would be sufficient to discourage a reasonable staff member from making or supporting a complaint of discrimination or harassment will be considered retaliation.

AF also encourages individuals to report perceived acts of harassment by non-staff members, such as clients, vendors, contract personnel, other service providers and any other non-staff members. Those reports should also be made to any of the persons listed above.

All allegations of harassment will be promptly investigated. AF will endeavor to maintain confidentiality throughout the investigative process to the extent practical and appropriate under the circumstances. AF, however, has a legal obligation to act on all information it receives if it believes an individual may be engaging in wrongful conduct or violation of law.

Our immediate goal is to take prompt remedial action to stop the discriminatory, harassing or offensive conduct if a violation of this policy is found. Our second goal is to assure that the violation will not reoccur. Even where a violation is not found, it may be appropriate to counsel individuals regarding their behavior.

### **Disciplinary Action for Violating the Harassment Policy**

If AF finds that this policy has been violated, the violator will be subject to appropriate disciplinary action. Although the specific corrective and disciplinary actions against the alleged violator will be within AF's discretion, it may include: verbal or written reprimand; referral to appropriate counseling and/or training; withholding of a promotion or bonus; reassignment; temporary suspension; and/or discharge.

AF recognizes that false accusations of harassment can cause serious harm to innocent persons. If an investigation results in a finding that the complainant knowingly, falsely accused another person of harassment, the complainant will be subject to disciplinary action, up to and including discharge.

# **HEALTH AND SAFETY**

## **School Safety**

AF is committed to providing the best possible working conditions for all its students, visitors and staff members. To accomplish this, AF shall comply with current occupational health, safety and environmental laws and shall develop the operations, procedures, technologies, and policies needed to provide such conditions. A more extensive School Safety Plan is on file in the office of the Director of School Operations.

## **Workplace Safety**

Staff members are required to immediately report any unsafe conditions or any workplace safety incidents at AF to the Student Services Manager or Director of School Operations or, in the case of Network Support, the Chief Operating Officer. Staff members also are encouraged to raise their ideas, concerns and suggestions with respect to School safety (anonymously, if they choose). AF will not retaliate against staff members who make such reports in good faith.

## **CPR and Defibrillation**

AF recommends that at least three individuals at each school be trained in CPR. In addition, all of the following individuals should know who is trained in CPR, and one of the following individuals should be trained in CPR: Director of School Operations, Student Services Manager, and Registrar/Office Coordinator. AF will comply with all state laws regarding CPR and access to defibrillators.

## **Building Security**

The following are practices that can significantly help secure the facilities in which we work daily. It is our expectations that all staff members will adhere to these practices. In addition, each building is unique and the principal should be consulted for specific security measures. AF is not responsible for the loss of personal possessions, cash, or other valuables.

External doors should never be propped open; especially during evenings, weekends, and holidays. Staff members who find any doors propped open should shut them immediately.

Make sure that external doors are locked when you leave AF.

Lock classroom doors when you are the last one leaving.

Report damage to any doors, hardware or windows to the Director of School Operations.

Staff members who are issued keys or keycards to access AF facilities are responsible for those keys. Under no circumstances should the keys be given to unauthorized personnel. Report any lost or stolen keys immediately.

Make sure that all valuables and computers are properly locked.

AF is not responsible for loss of personal possessions, cash, or other valuables.

Students and teachers should never "let in" strangers. Follow appropriate visitor's policies.

All visitors must check in at the main office.

All visitors must wear a visitor's tag.

Anyone who sees an unescorted, unfamiliar visitor without a visitor tag should escort them to the main office for further assistance.

### **Fire Drill / Evacuation Procedures**

AF conducts fire and other emergency drills in accordance with applicable state and local laws. All staff members are expected to participate in such drills, as building and safety personnel require. Knowing the best way out during an emergency will ensure a quick and safe exit for all AF family and friends.

### **Personal Belongings**

AF is not responsible or liable for personal property that is lost, stolen, or damaged while on School premises. In the interest of safety and security, AF reserves the right to search all bags and containers brought onto AF premises, at any time.

### **Workplace Violence**

AF is committed to providing an environment free from acts or threats of violence. In keeping with this commitment, AF has established a strict policy that prohibits any staff member from threatening or committing any act of violence in AF, while on duty, while on School-related business, or while operating any vehicle or equipment that AF owns or leases. AF will not tolerate staff members who make threats, engage in threatening behavior, or commit acts of violence against staff members, students, or visitors.

### **Student Health & Safety**

#### **School Nurse**

A school nurse is available at posted hours. These hours are typically posted on the AF nurse's office door (or are available from the Director of School Operations). If a student is injured, the faculty member in charge must bring him or her to the AF nurse. In a medical emergency in school, the AF Nurse should be notified immediately.

Only the AF nurse may determine if a child must go home for medical reasons. In the event that a school nurse is not present, AF must receive permission from a child's parent or legal guardian to allow the child to go home for medical reasons.

## **Medication Administration**

Only registered nurses and physicians, who have proper authorization and training, are permitted to administer medication of any kind (including over-the-counter medication such as Tylenol, Motrin, cough medicine, herbal remedies, etc.) to students. Furthermore, students may not have prescription or non-prescription medication in their possession without the express written consent of the school's medical staff.

In the absence of the school nurse, a staff member who is authorized and has received training in safely administering medications from a school nurse or licensed physician may administer oral, topical, inhalant, or injectable medications. No medication (prescription or non-prescription), however, should be administered to any student without the written order of a licensed physician, licensed dentist, advanced practice registered nurse or physician assistant, and the written authorization of a parent or guardian.

The administration of medications as prescribed shall be recorded on the Individual Student Medication Form. As each form is completed, the AF nurse will file it in the student's cumulative health record.

## **Psychotropic Medication**

School personnel are prohibited from recommending the use of psychotropic drugs for any child. For the purposes of this policy, the term "recommend" shall mean to directly or indirectly suggest that a child should use or would benefit from psychotropic drugs.

Nothing in this policy shall be construed to prohibit a planning and placement team, or medical staff, from discussing with parents and/or guardians of a child the appropriateness of consultation with, or evaluation by, medical practitioners, or to prohibit school personnel from consulting with appropriate medical practitioners with the consent of the parents and/or guardians of a child.

## **Suspected Student Abuse or Maltreatment**

AF is committed to providing a safe and nurturing learning environment for its students. It is AF's policy to comply with all relevant federal, state and local laws with respect to the prevention, reporting and investigation of student abuse. In both New York and Connecticut, many members of AF staff are mandated reporters under State law. AF requires any staff members to report any suspicion of abuse or neglect to an AF Social Worker or Dean of Students regardless of the suspected perpetrator, including whether it be a parent, legal guardian, fellow staff member or another student or child. "Abuse" means that a student (i) has had physical injury or injuries inflicted on him/her other than by accidental means, or (ii) has injuries which are at variance with the history given to them, or (iii) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment. "Neglect" means that a student (i) has been abandoned, or (ii) is being denied proper care and attention, physically, educationally, emotionally or morally, or (ii) is being permitted to live under conditions, circumstances or associations injurious to his/her well-being, or (iv) has been abused.

## **Blood-borne Pathogens Policy**

### **Purpose of the Policy**

Consistent with federal OSHA requirements and to protect the well-being of staff members, AF has adopted a plan for mitigating the harmful effects of exposure to blood-borne pathogens known as the Occupational Exposure to Blood-borne Pathogens Plan.

The purpose of this plan is to limit occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials could result in infection, illness, or death of staff members. The policy is designed primarily to limit exposure to hepatitis B (HBV) and human immunodeficiency virus (HIV).

The policy covers all staff members at AF, but particularly those who could reasonably anticipate coming into contact with blood or other potentially infectious materials as a result of performing their job duties.

Staff members may elect to receive the Hepatitis B vaccine at no cost. Information on the Hepatitis B vaccine can be obtained from the Director of School Operations or, in the case of Network Support, the Senior Director of Human Capital.

### **Control Methods**

#### *Hazards/Exposure Incidents*

Hazards are defined as blood, or any fluid, or item that has been contaminated by blood or bodily fluid.

#### *Procedure Following an Exposure Incident*

When a hazard occurs, the following steps will be taken by all staff members:

- Proper hand washing must be done prior to putting on non-latex gloves, and after the removal of the gloves;
- Put on provided non-latex gloves prior to handling the hazardous material;
- Notify the AF nurse of the incident, and arrange for medical and post-exposure evaluation and follow-up. The AF nurse will assist the staff member in completing a staff member's Report of Injury. A copy will be maintained in the staff member's personal records. A copy will be furnished to the physician examining the staff member;
- Notify the AF nurse or custodial staff of the incident for disposition of the hazardous waste and disinfection of the site;
- In the event of an accidental exposure (torn gloves, no gloves, etc.), proper hand washing procedures must be followed;
- Remove all jewelry;
- Wet hands with running water;
- Apply liquid soap, and lather well;
- Wash hands well under running water, so that water drains from wrist to fingertips;
- Dry hands well with paper towels and discard;
- Turn off water faucets, wipe surfaces surrounding sink with clean paper towel and discard.

In the event that 5 or more people have been involved in an occupational or accidental exposure, the Nurse will notify the AF Director of School Operations and the Bureau of Health.

Any exposure incident must be reported following the guidelines on "Accident Form." This report should be filled out by the person in charge at the time or by the Director of School Operations.

### *Removal and Clean-Up Procedures*

For the removal and disposition of contaminated waste products, the following procedures will be taken:

#### **Clean-up precautions**

Wear non-latex gloves;

Mop up spill with paper towels or other absorbent materials;

Wash the contaminated area well with cleaning solutions for blood borne;

Dispose of gloves, soiled articles and supplies, or other waste in sealed, double plastic bag.

#### **Waste Disposal**

Put on latex gloves;

Use the provided cleaning solutions to secure spill hazard;

Place all contaminated supplies, including gloves and other barriers, (except for needles and sharp objects) into a doubled plastic bag, and then properly seal the bag;

Bodily waste, such as urine, vomit, feces, should be disposed of in the toilet, preferably by the building custodial staff that is trained in such clean-up.

#### **Contaminated Laundry**

Avoid handling contaminated laundry except when absolutely necessary. Articles of laundry identified as contaminated should be placed in a plastic bag and given to the student to take home to be laundered or disposed of by the parents or guardians.

## **WORKPLACE NORMS & STAFF MEMBER CONDUCT**

AF expects its staff members to be role models for students and generally to comport themselves professionally, especially with respect to communications with students, families, coworkers, and within the community. Certain rules of conduct are applied impartially at all levels of AF to ensure professionalism.

### **Dress Code**

All staff members are expected to dress appropriately and professionally. This sets a tone of respect and professionalism for students, parents, and visitors. Principals may choose to modify the dress code for their schools; unless otherwise directed by the principal, the dress code is as follows:

Men should wear a shirt and tie (jacket not required), slacks or dress pants, and appropriate shoes (no sneakers). Women should wear an equivalent business casual outfit. No "loud" or revealing clothing. Please do not wear shorts, jeans, or flip flops please. Please tuck in shirts on all outfits that are meant to be tucked in. On Fridays, School staff may wear the stylish Achievement First student uniform instead of the normal professional dress; on Fridays, staff may also wear a college t-shirt, polo, or sweatshirt with khakis.

If a staff member chooses to wear the student uniform, he/she should wear it according to the same rules as the students (e.g. shirt tucked in, belt, and khaki pants). Please note that Friday dress is not "business casual" wear in general; it is specifically limited to wearing the regular staff dress code, the student uniform, or the "college casual" (college shirt plus khakis).

During July, staff may wear the Friday attire daily. In addition, any staff member who is working on days in which school is not in session may wear Friday attire. (This includes operations staff and AF Network Support staff who are working during regular school vacations.)

### **Smoking and Drug and Alcohol Use**

Pursuant to applicable law and AF's intent to provide a safe and healthful work environment, smoking is prohibited on School property or in the presence of students at any School-sponsored event away from AF (e.g., field trips, school sporting events). If you have a complaint about violation of this policy, please report it to the Director of School Operations or Principal.

The presence or use of illegal drugs or unauthorized alcohol on School premises will not be tolerated. Illegal drugs, as referred to in this policy, include drugs that are not legally obtainable, as well as drugs that are legally obtainable, but are used for illegal or unauthorized purposes.

The sale, purchase, transfer, distribution, use or possession of illegal drugs, as defined above, and alcoholic beverages, by anyone on School premises is prohibited. Moreover, all AF staff members, regardless of whether they are on School premises, are prohibited from reporting to work under the influence of alcohol or illegal drugs.

AF reserves the right to require the drug and/or alcohol tests of any job applicant or staff member when there is a reasonable suspicion that a staff member is under the influence of drugs and/or alcohol as set forth below. A team member's consent to undergo the testing procedures set forth below is required as a condition of employment and a staff member's refusal to consent may result in disciplinary action up to and including termination.

Schools are always prohibited from purchasing alcoholic beverages. During some AF Network Support-sponsored events held off School premises and after work hours, alcohol may be purchased and consumed by staff members. If alcohol is served at an AF event, an AF staff member, or other personnel to whom AF delegates the authority, is responsible for checking identification of all attendees who consume alcoholic beverages. Note, possessing or consuming alcohol while on the job is strictly prohibited, so staff members who are on AF's time cannot consume alcohol. Violations of this policy will result in disciplinary action, up to and including termination.

### **Personal Relationships**

AF believes that an environment where staff members maintain boundaries between romantic and work interactions is most effective for our mission. Although this policy does not prevent the development of romantic relationships between staff members, it does establish very clear boundaries as to how relationships should progress during working hours and within the working environment. Individuals in managerial relationships or other influential roles with respect to other AF staff members are subject to more stringent requirements under this policy due to their status as role models and their ability to influence others.

Staff members are strictly prohibited from engaging in any behaviors (such as public display of affection) that would in any way be deemed inappropriate or offensive by a reasonable person while anywhere on AF premises, whether during working hours or not. Staff members who allow romantic relationships with other staff members to affect the working environment will be subject to disciplinary action. Failure to change behavior and maintain expected work responsibilities is viewed as a serious disciplinary matter.

Managers and school leaders in influential positions are strongly discouraged from dating an individual they directly manage. If their relationship with a direct report or an individual they directly influence does progress beyond a platonic friendship, they must disclose this to their immediate manager. This disclosure will enable the organization to determine whether any conflict of interest exists. Where problems or potential risks are identified, AF will work with the individuals involved to consider options for resolving the conflict. Failure to work with the organization to resolve such a situation in a mutually agreeable fashion may ultimately serve as cause for termination.

### **Teachers Leaving AF Building**

AF recognizes that, on occasion, teachers and administrators will need to leave the building when they do not have specific classes or supervisory duties. There is no system for signing in and out of the building and teachers are generally free to come and go as needed. If you will be out of the building for more than an hour, please email the principal or member of the Operations team in case someone is looking for you in an emergency. Teachers are strongly encouraged to carry a cell phone when leaving the building during school hours.

### **Outside Employment**

As a staff member, your primary responsibility is to AF. No staff member may accept outside employment if such employment interferes with his or her employment at AF. Staff members must notify AF of any outside employment. Faculty also must comply with AF's policy regarding tutoring students outside of class or otherwise giving them "extra help."

## **Nepotism**

AF permits the employment of qualified relatives of staff members as long as such employment does not, in the opinion of AF, create conflicts of interest.

For purposes of this policy, "relatives" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation or any member of the staff member's household. AF will use sound judgment in the placement of related staff members according to the following guidelines:

Two or more individuals who are related by blood, marriage, or reside in the same household are permitted to work within the AF network, provided no direct reporting relationship exists. That is, no staff member is permitted to work within "the chain of command" when one relative's work responsibilities, salary, hours, career progress, benefits or other terms and conditions of employment could be influenced by the other relative.

Staff members who marry while employed, or become part of the same household are treated in accordance with these guidelines. That is, if in the opinion of AF, a conflict arises as a result of the relationship, one of the staff members may be transferred at the earliest practicable time.

## **Solicitation / Distribution**

In an effort to provide a productive and professional work environment, this policy on solicitation applies to staff members and to non-staff members:

1. AF staff members may not solicit for any purpose nor distribute literature or materials within the School's buildings or on School property during the staff member's working time or the working time of any staff member being solicited or approached. "Working time" shall not include break periods, meal times and other non-work periods during the day or before or after the work day.
2. AF staff members may not distribute literature or non-work related materials within the working areas of the School at any time.
3. Non-staff members may not solicit, canvas or distribute materials or literature for any purpose within the School's buildings or on School property at any time.
4. The School's communication systems (including computer resources and systems such as email) and the equipment used to operate the communication systems are the property of AF and are provided so that the School can conduct its operations involving education and service to students. Use of the School's communication systems, including computer resources, is limited to activities directly relating to the performance by staff members of their duties and responsibilities, and use of the School's communication systems, including computer resources, for non-job-related purposes is prohibited. Communications systems and computer resources are not to be used, for example, to solicit or advocate for commercial ventures, political causes, religious proselytizing, outside organizations or other non-job-related solicitations. Incidental personal use should be kept to an absolute minimum and should not interfere with the performance of a staff member's job duties and responsibilities.

In administering this policy AF shall comply with all applicable laws.

## **Use of Personal Vehicles**

Staff members are generally prohibited from using their personal vehicles to transport students at any time, whether during school hours or not.

AF does recognize, however, that on very rare occasions, it may be necessary for a staff member to transport a student or group of students. Each School shall maintain a roster of no more than five (5) "Designated Drivers" for such occasions. To qualify as "Designated Driver," a staff member must meet and agree to the following:

Meets the School's Designated Driver Requirements: Has a valid driver's license; at least 21 years of age; no moving violations in the past two years; no at-fault accidents with injury in the past 8 years; no DWI incidents in driving history; no at-fault accidents causing death or permanent injury in driving history.

Authorizes AF to perform a driver's record check

Provides proof of personal automobile insurance. Limits of Liability must meet the School's requirements for insurance on personal vehicles used on School business.

Understands that his/her personal automobile insurance is primary (the first line of defense) in the event of an accident.

Agrees to report all accidents involving the use of a personal vehicle on School business, regardless of the amount of damage or the severity of the injury involved

Agrees to report all moving violations which occur during the use of a personal vehicle on School business.

Agrees to report any action that would cause the staff member no longer to meet the School's Driver Qualification Requirements.

Consents to an Annual Motor Vehicle Report review that the School may conduct to confirm that the staff member meets the Driver Qualification Requirements as defined above.

Agrees only to transport students whose parents have signed the AF Student Transportation Permission Form.

Understands that his/her personal vehicle must pass an annual, documented vehicle safety inspection. Agrees to provide a copy of the annual inspection results to the School, and to keep a copy in the vehicle. Ensures personal vehicle is in good condition and in proper working order, including all lights, tires, brakes, signals, glass and mirrors.

Agrees to use seat belt restraints for self and passengers at all times during travel.

Ensures that personal vehicle has a current state inspection sticker.

Agrees to provide adequate supervision of the students in his/her care at all times during the trip. Takes most direct route, limiting stops.

Agrees that no objects shall be placed in the vehicle that could harm any passenger during transit

Under no circumstances should a staff member who is not one of the School's Designated Drivers transport students. If a staff member violates this policy and drives a student in his or her personal vehicle, any damages may not be covered by AF's commercial insurance policy.

## **Online Social Media Usage Guidelines**

At AF, we recognize the value of our staff using online social media, such as personal blogs, Facebook or Twitter, to share their experiences with friends and families, collaborate with other teachers, and participate in discussions about educational inequity. While there are many advantages to social media, everyone needs to be equally aware of the implications of using them so that we can make informed decisions about how we share our experiences. Improper usage of social media can put our scholars at risk and undermine AF's collective credibility. Providing guidelines to our staff about how to use social media to avoid these risks will ensure that everyone can leverage the power of these technologies, while also keeping the interests of our scholars first.

### *General Guidance*

Each of us has a deep respect and commitment to the communities we serve and to our collective work. As such, when posting online, we ask all staff members to keep our core values in mind and act in the same professional manner expected of them in the classroom. We should consider how our words might be perceived by people in the communities in which we serve, our colleagues and by the broader education community. Colleagues, administrators, parents, and others may take offense at information that they feel is unflattering, unfair, or, in the worst case, untrue. Some may complain to local officials or even file a lawsuit if they find the information particularly offensive.

When people vent online—and in the process write negatively about colleagues or members of their communities—their comments can end up hurting them as much as, if not more than, the targets of the criticism. We expect and encourage staff to provide constructive criticism about AF, which we believe can lead to better results for our scholars. However, staff can best help strengthen AF by providing honest, direct feedback and suggestions for improvement by directly speaking with their principal and other instructional leaders.

### *Legal Guidance*

**Photos.** It is illegal to publicly display photos—online or offline—of anyone under the age of 18 without written permission from his/her parents. Please keep in mind that it is easy for anything posted online to be shared widely, even if the original intent was to share with a small group.

**Personal Student Information.** Internet predators and others can use personal information about scholars to contact them with the intent to do them harm. Therefore, while it is fine to write in general about scholars and experiences, it is potentially dangerous to expose personal information that makes a scholar easily identifiable online, especially a scholar's first and last name, neighborhood, or school name. Therefore, to protect our scholars, we should not share any personal information about your students online.

**Inappropriate Student Usage of Social Media.** While the primary purpose of this guidance is to inform staff of the implications of their online activities, they may also become aware of inappropriate student usage of social media. It is illegal for students to share any inappropriate pictures of other another student online (including pictures of themselves). Any incidents brought to a staff member's attention must be reported to the authorities immediately.

## **Staff member Misconduct**

Unsatisfactory staff member conduct includes, but is not limited to, the following:

- Poor work performance
- Absenteeism and lateness
- Prolonged coffee and lunch breaks
- Being late to classes and other work assignments
- Leaving work early without permission
- Unprofessional conduct

The following infractions are considered to be acts of misconduct requiring immediate disciplinary action, up to and including discharge.

- Falsification of your employment records or other School records, including time cards.
- Unauthorized absence from your work area during work hours.
- Sleeping during scheduled work hours.
- Insubordination. Failure or refusal to follow the instructions of a supervisor, including refusal to accept a job assignment or direction, or overtime.
- Use or unauthorized possession of intoxicating beverages or unlawful substances on School premises, or reporting to work under their influence.
- Possession of a weapon on School premises.
- Gambling or possession of gambling devices on School premises.
- Creating or contributing to unsafe conditions by act or omission.
- Smoking.
- Lying to a colleague or supervisor about a work-related issue
- Physical or verbal abuse of co-workers, visitors or clients.
- Unauthorized use or removal of School property
- Unauthorized possession, use or copying of School records, or disclosure of confidential information contained in such records to unauthorized persons.
- Dishonesty or negligent or deliberate destruction or misuse of property belonging to AF or to any staff member, student or visitor.
- Excessive and/or unexcused absence or tardiness or failure to follow AF's Call-In Procedure.
- Soliciting tips or gratuities.
- Disloyalty.
- Use of obscene language.
- Inducing another staff member to commit any breach of the foregoing rules or regulations.

Staff members are often seen as representatives of AF outside of work, so all staff members should maintain a certain level of professionalism at all times. This includes, but is not limited to, online postings on social networking sites. Staff members may be disciplined for other "common sense" violations of School policies and procedures. Additional guidelines are provided in the "Statement of Professional Values" and in training and reference materials supplied by AF.

## **Whistleblower Policy**

This policy establishes procedures for the receipt and treatment of staff member complaints regarding wrongful conduct relating to Achievement First Inc. and Achievement First schools. The policy has been adopted (i) to provide staff members with a confidential mechanism to alert Achievement First management of alleged "Wrongful Conduct" (as defined below), (ii) to ensure that all information regarding such conduct is handled in a professional and thorough manner, and (iii) to protect staff members from retaliation for bringing such concerns to the attention of Achievement First's senior leadership.

### *Standards for Staff Member Conduct*

Achievement First requires staff members to observe the highest standards of ethics in the conduct of their duties and responsibilities. Staff members must practice honesty and integrity in fulfilling their job responsibilities and must comply with all applicable laws, government regulations and agency rules and procedures.

#### *a. Reporting Responsibility*

Each staff member is responsible for complying with the staff member standards, and for reporting wrongful conduct or suspected wrongful conduct by other staff members. "Wrongful Conduct" includes, but is not limited to, fraud, theft, embezzlement, mishandling of funds, criminal behavior, questionable accounting or auditing practices or other violations of agency policies or applicable laws. The complainant may submit violations or suspected violations on a confidential basis. Anonymous submissions are acceptable as well. Aligning with the need to execute a thorough investigation, reports of violations or suspected violations will be kept confidential to the extent possible. The Senior Director of Human Capital is responsible for investigating and resolving all reported complaints and allegations concerning violations and, at his or her discretion, shall advise the CFO or the Chair of the Board of Directors in the event that the complaint concerns an alleged violation by the CFO.

#### *b. Non-Retaliation*

No staff member shall suffer harassment, retaliation or any other adverse employment consequence as a result of (i) reporting suspected Wrongful Conduct in accordance with the procedures of this policy; (ii) providing information, causing information to be provided or otherwise assisting in any investigation, including investigations by local, state or federal governmental bodies, regarding any Wrongful Conduct; or (iii) filing, causing to be filed, testifying, or otherwise assisting in a criminal, civil or regulatory investigation or proceeding relating to Achievement First. Staff members seeking retaliation against someone who accounts for a violation in good faith shall be subject to discipline including potential termination. By encouraging and enabling staff members and others to raise serious concerns within Achievement First, the whistleblower policy hopes to initially address the situation internally.

#### *c. Accounting and Auditing Matters*

The CFO and Senior Director of Human Capital shall immediately notify the Chair of the Board of Directors of and the Treasurer of the Board of any reported concerns or complaints regarding the agency's finances, including accounting practices, internal controls, alleged malfeasance or illegal conduct, or auditing issues. After immediately notifying the Board of any such grievance, the CFO and Senior Director of Human Capital are expected to work with the Committee until the situation is settled.

*d. Acting in Good Faith*

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith by having reasonable grounds for believing that the activity occurred and have reasonable grounds for believing the information disclosed indicates a violation of the Standards set forth above. Any allegations that prove to be unsubstantiated and which prove to have been made maliciously or with knowledge of their falsehood will be treated as a serious disciplinary offense.

**Open Door & Non-Retaliation Policy**

Staff members are AF's most valuable resource. Our success is dependent upon the innovative expertise and efforts of our staff. We value the importance of each individual and at the same time, we recognize that our success depends on our ability to work together towards common goals.

Our objective is to create an open environment that enables team members to work to their full potential. Staff members are encouraged to examine and discuss issues, share information, offer ideas, and explore and resolve problems as they arise.

As a part of this policy, staff members should not face retaliation for sharing information with their principal or other members of the senior leadership team (e.g., union activity). Additionally, consistent with state and federal laws, AF prohibits any act of retaliation against an employee for talking to union officials, talking with other staff about unions, or seeking to form a union.

## **INTELLECTUAL PROPERTY AND STAFF & STUDENT DATA**

### **Curriculum and Intellectual Property Policy**

During the course of each teacher or staff member's employment with AF Network Support or an AF School, the teacher or staff member shall have access to and the right to use, reproduce, modify, distribute and disclose materials owned by AF and made generally available to its staff members (the "Collection of Materials"), solely for classroom or office use within AF and otherwise for the direct and internal benefit of AF. Following any termination of employment with AF, each former teacher or staff member shall have the right to reproduce a reasonable number of copies of materials included in the Collection of Materials only for educational use in a single classroom that the former AF teacher instructs.

As a staff member of AF Network Support and/or an AF School, all staff members are expected to develop curriculum, assessment, educational and other similar materials for the direct and indirect benefit of AF, including use by teachers and the other staff members of AF Network Support and AF Schools in their classrooms and offices. All materials and products created, developed and/or prepared by teachers or other staff during the course of his/her employment with AF Network Support or an AF School, including, but not limited to, any forms, software, presentations, rubrics, and curriculum and assessment materials (collectively, the "Materials") are the property of AF and all right, title and interest therein shall vest in AF and shall be deemed to be a "work made for hire" under the United States copyright law and made in the course of your employment with AF Network Support or an AF School.

To the extent that title to any Materials may not, by operation of law, vest in AF or that any Materials may not be considered to be work made for hire, all right, title and interest therein are hereby irrevocably assigned by teachers and staff to AF. In accordance with the foregoing, the Materials shall belong exclusively to AF with AF having the right to obtain and to hold in its own name, copyrights, trademarks, patents, registrations or such other protection relating to the Materials as may be appropriate to the subject matter, and any extensions and renewals thereof, and the right to transfer the Materials or grant licenses of the Collection of Materials (and to make modifications thereto) for use, distribution and disclosure solely in his/her own classroom at any educational institution at which he/she is subsequently employed. All reproductions and copies of the Collection of Materials permitted to be made by the former teacher or staff member shall contain the copyright notice and any other similar markings contained in the original; provided, however, that any reproductions or copies of the Collection of Materials that contain substantial or substantive modifications made by the former teacher or staff member shall contain the following additional marking within close proximity of the original copyright notice: "Revisions made with the permission of, but not approved by, Achievement First Network Support" Reproduction, distribution or disclosure of the Collection of Materials, in whole or in part, in any form or medium, outside the limited scope defined herein without the express prior written consent of AF or its assignee is prohibited.

All teachers and staff members will be given copies of this policy before they are asked to create materials in conjunction with their employment at AF.

### **Confidentiality**

School staff members are required to maintain a high degree of confidentiality regarding the privacy of students, families, applicants and other School staff members. Staff members, during the course of their employment with AF often have access to

and possession of Confidential Information. Confidential Information includes, all information disclosed to you or known by you as a consequence of or through your employment at AF (whether or not obtained during your employment at AF) generally known to the public. It includes, but is not limited to, non-public information concerning AF's operations, finances, investments, facilities, fundraising, students, applicants, families, alumni, staff members, contractors, officers or trustees, whether such information is in written, graphic, recorded, electronic, photographic or any machine-readable form, or is orally conveyed to you.

Staff members may not discuss or disclose Confidential Information to any outsiders, either during employment or after termination of employment, without the express authorization of AF. AF prohibits staff members from using Confidential Information to further their own interests or the interests of family or friends. No staff member is permitted to remove from AF originals or copies of any School or student records, reports, files or other documents without prior approval except for grading and teaching purposes.

### **Staff Data**

AF's philosophy is to safeguard personal staff information in its possession to ensure the confidentiality of the information. Additionally, AF will only collect personal information that is required to pursue its operations and to comply with government reporting and disclosure requirements. Personal information collected by AF includes employee names, addresses, telephone numbers, e-mail addresses, emergency contact information, EEO data, social security numbers, date of birth, employment eligibility data, benefits plan enrollment information, which may include dependent personal information, and school/college or certification credentials. In addition, schools maintain information pertaining to an employee to determine eligibility for employment, promotion, additional compensation, and disciplinary and other adverse personnel actions.

Personal staff information will be considered confidential and as such will be shared only as required and with those who have a need to have access to such information. All hard copy records will be maintained in locked, secure areas with access limited to those who have a need for such access. Information used in system applications will be safeguarded. In order to protect confidentiality, only network support staff approved by the CEO and school operations team and leadership team will have access to this data. AF may have to share staff information with third party organizations; however, in these circumstances we have confidentiality agreements and clear protocols in place with these organizations.

From time to time, AF schools and AF Network Support may share your demographic information under reasonable circumstances. These examples include:

- Release of partial employee birth dates. The day and month is not considered confidential and will be shared to recognize staff members on such dates.
- Release of personal telephone numbers, e-mail addresses or physical addresses to school or network leadership, who can only use the information to facilitate AF operations.
- Release of certain demographic information in order to comply with state and federal agencies. Additionally, AF may partner with third party agencies to assist us in meeting compliance with regulations.
- Sharing information with respectable research organizations (e.g. universities, RAND, Mathematica, etc.). We may release information about staff pertinent to the research project (for example, years teaching, educational degree, etc. in a study seeing the effect of years teaching and educational degrees on student achievement), but individual teacher names would never be included in any

report, and all researchers are required to sign a confidentiality agreement. Additionally, to produce certain data sets (e.g. value-added data, interim assessment data, Infinite Campus data, etc.), employees of third-party companies may have access to information about students and teachers.

### **Student Data**

AF protects the privacy of its students' education records in compliance with extensive privacy protections under the federal Family Educational Rights and Privacy Act (FERPA) and its implementing regulations. "Education records" is a broad term under FERPA, pertaining to those records that are: (1) directly related to a student, and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. E-mails related to students are considered "education records." Likewise, elementary and secondary students' health records including immunization records, which are maintained by an AF school are also subject to FERPA.

Parents and "eligible students" (students who have reached the age of eighteen) have the right to review their education records. Schools are required to provide access to records within 45 days of a request (though it is important to note that the Freedom of Information Act, which also provides access rights, entitles parents to "prompt" access to these records.) In addition, students with an IEP are entitled to one free copy of their records and the student's IEP within five days of such a request. Accordingly, it is the best practice to provide requested records within that timeframe, though there is some flexibility for requests by non-special education students.

It is important to note that non-custodial parents, absent a court order, state statute or other legally binding document, are entitled to access to their child's educational records in the same manner as the custodial parent. In addition, non-custodial parents have the right to request that school notices be sent to them in addition to the custodial parent. Once a parent makes such a request, it is effective for as long as the student attends the school absent a legally binding document advising otherwise. Non-custodial parents do not always have the right to make decisions, however, regarding their child's education. Should questions or legal issues arise related to such matters, please contact your principal or regional superintendent.

FERPA also provides significant confidentiality protections to students. If information contained in a school record would allow a third party to identify the student in question, the school should redact such information or decline to produce the record altogether. If information is obtained through personal observation or from a third party (a student account of an incident, for example), FERPA does not apply as such information is not within the definition of "educational record." School officials may therefore share information related to their own observations with police and others. Because of the complexity of discipline matters, it is advised that you contact your principal, regional superintendent or legal counsel if a police investigation arises in connection with student discipline.

Disclosure of student records is often requested in connection with divorce or custody matters, or matters child abuse and neglect proceedings. As a general rule, consent is required before confidential student records may be disclosed. Several exceptions, however, apply to that rule. Specifically, consent is not required to disclose information in the following circumstances: (1) to a school official if that person has a legitimate educational interest in such information (i.e., teachers, administrators, lawyers, and in some circumstances, outside consultants engaged to work with a student); (2) to another school district where a student has transferred to that school; (3) to the state or local educational authorities pursuant to an audit, evaluation or compliance review of educational programs; (4) in connection with a legal matter

pursuant to a valid court order or subpoena; (5) to the Attorney General related to an investigation of terrorism; and (6) to a proper receiving authority in the event of a health or safety emergency (disclosure under this provision must be necessary to protect the health and safety of a the student or other individual). Often victims of bullying or a crime of violence seek educational records of the perpetrator. It is advised that the school, absent a proper court order or subpoena, maintain the confidentiality of the discipline of the perpetrator. The school can release to the perpetrator and the victim a summary of the disposition of the complaint as such a record relates to both the students and can be disclosed to both.

Many of the situations described above involve difficult decisions regarding the disclosure of protected records. Please contact your principal or regional superintendent should any questions arise regarding requests for disclosure of records.

## **USE OF SCHOOL PROPERTY AND TECHNOLOGY**

### **Use of School Property**

AF believes strongly in providing staff with all of the tools that are needed to succeed. All materials and equipment are intended for School-related use only and are the property of the School. When using AF property, staff members are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines. Please notify the Director of School Operations or Team IT, in the case of Network Support, if any equipment or machines appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury.

Staff members are responsible for all AF property, materials, or written information issued to them or in their possession. All AF property must be returned on or before a staff member's last day of work or at any time upon the request of AF. All staff members who fail to return AF property upon termination will be billed by AF in an amount equal to the value of the missing property and, if applicable, cost of retrieval.

Damage to School property which results from a staff member's misuse or neglect may be charged to the staff member. Unauthorized or illegal use of any School equipment, including computers, photocopy and fax machines, etc., is strictly prohibited. Staff members may use their AF computers or laptops for basic personal computing needs during non-School hours, but are strictly prohibited from using their AF computers to perform work for another employer or for a profit-making endeavor.

### **School Stationery**

AF's name, letterhead, supplies, copy services, and postage meter are for AF's business and must not be used for personal needs. The reputation and influence of AF can be adversely affected by the way in which the letterhead is used. School letterhead may not be used for correspondence of a purely personal nature.

### **Technology Policy**

AF provides electronic information and communications systems to facilitate AF's business needs and interests. These systems include, but are not limited to, individual computers, cell phones, peripheral computer hardware, computer software, network hardware, telephone systems with attendant voice mail service, email service, and Internet access (collectively, the "Systems"). The following terms and conditions relating to the use of the Systems will apply to all AF staff members, whether School-based or otherwise.

### **No Privacy Rights**

The Systems and all information contained in them (including computer files, e-mail messages, Internet and Intranet access logs, etc.) shall remain the property of AF. Staff members shall understand that the information contained in, transmitted, or otherwise processed by the Systems is not confidential and that authorized AF personnel shall have unrestricted access to all electronic data stored on the Systems. At any time, with or without notice, this information may be monitored, searched, reviewed, disclosed or intercepted by AF administrators for any legitimate purpose, including the following: to monitor performance; to assure compliance with AF's policies; to prevent misuse of the Systems; to troubleshoot hardware and software problems; to investigate disclosure of confidential business or proprietary information or

conduct that may be illegal or adversely affect AF or its staff members; and to comply with legal and regulatory requests for information. AF may also gain access to communications that have been deleted from e-mail, the Internet or the Intranet.

### **Security & Passwords**

Authorized AF staff members and students may use only the Systems to which they have been granted access. Individual users are responsible for maintaining the security of information and accounts assigned to them. Users must protect their passwords and are strictly prohibited from disclosing their passwords to anyone other than an authorized Systems administrator. Staff members are expected to take measures to protect their computer by locking their computer during periods of inactivity and not writing down passwords in conspicuous locations.

### **Confidentiality**

Staff members using the Systems to fulfill their responsibility will have access to confidential or sensitive information including but not limited to the contact information for AF staff members, students, and families. Under no circumstances shall a staff member disclose such information without proper authorization.

### **Acceptable Use General**

AF strictly prohibits the use of the Systems in ways that may be abusive, harassing, disruptive or offensive to others or harmful to morale. Staff members may not display or transmit sexually explicit images, messages or cartoons; or transmit or use the Systems in any way that violates AF policy. This includes any communications containing ethnic slurs, racial epithets or anything that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religious or political beliefs, or on any other characteristic protected by law. AF's policy against harassment and discrimination applies fully to the use of its Systems.

The Systems should not be used to produce or distribute mass emails or "chain mail" or to operate a business or make solicitations for personal gain. Further, no communications should be made that attempt to hide the identity of the sender, or to represent the sender as someone else from AF or another entity.

Intentionally introducing malicious content onto a computer or network is prohibited, along with damaging, bypassing, or tampering with the Systems.

### **Copyright and Licensing**

Users must comply with all applicable copyright laws. Unauthorized copying, sharing, downloading, or distributing of material, such as software, database files, documentation, or articles is prohibited.

### **Damage, Theft or Loss of Hardware**

It is understood that accidents happen, but it is the staff members' responsibility to take the best possible care of all School property, including equipment, laptops, etc. Each school may have its own policy for damaged or lost hardware. If a staff member is found to intentionally cause damage to School property, the staff member is responsible for all repair or replacement costs. Additionally, intentionally damaging AF property may result in disciplinary action up to and including termination of employment.

### **Software**

AF prohibits the unauthorized installation of software. This includes unapproved music download or file sharing software. All software used by AF staff members shall be reviewed and approved by Team Information Technology, and shall not be copied, transferred, modify, or tampered with by the user. The purpose of this policy is to prevent the introduction of malicious programs that could cause significant disruptions to productivity.

### **Internet Radio or Video Streaming**

AF prohibits unauthorized use of internet radio or video streaming for non-instructional purposes on its systems. Staff members should not play internet radio or download large files, including music, while on school premises, except for instructional purposes.

### **Student Information System**

Authorized individuals may access the Student Information System using *only* the password that AF has issued to them. Users shall not, under any circumstances, share their Student Information System passwords with other authorized or unauthorized users of the system. Please refer to the guidelines on handling student data when accessing the student information system.

### **Network Folders and Shared Server**

To facilitate collaboration and the sharing of best practices, AF makes available to its users both local and shared networked folders. Users shall not alter material in shared folders without prior permission from a systems administrator or senior manager. Users shall save files only in the folders to which they have been assigned or given write-access, and shall not attempt to retrieve files from the folders of other users without authorization. Users shall only access and/or alter files in student folders for instructional purposes.

### **Data Recovery**

AF makes every effort to back-up work-related files stored in each user's My Documents folder. This does not include video, pictures, or music files. In the event of catastrophic failure, AF will attempt to restore work-related files and programs only. Users storing personal files and folders on their AF-issued devices do so at their own risk.

### **Use of Photocopying Equipment**

School photocopying facilities are for authorized School purposes only and use of such photocopying equipment shall not be abused, used for unauthorized purposes, used by authorized persons, or contravene applicable copyright or other laws.

### **Telephone and AF Cell Phones**

School phones are for School use only. Staff members may be required to reimburse AF for any special charges and for their personal telephone calls, personal text messaging, or fee-based downloads. When making a long distance personal call, please charge the call to your personal telephone credit card or inform the Director of School Operations. Staff members are expected to limit all personal calls so as not to interfere with work.

### **Guest Users**

AF strictly prohibits users from connecting personal devices, such as personal laptop or gaming equipment, to the AF network. Vendors, guests, or contractors must sign the AF Guest Use Policy before plugging into a LAN connection.

Violation of the above policies may result in disciplinary action up to and including termination of employment.

### **Solicitation/Distribution - Technology**

The School's communication systems (including computer resources and systems such as email) and the equipment used to operate the communication systems are the property of AF and are provided so that the School can conduct its operations involving education and service to students. Use of the School's communication systems, including computer resources, is limited to activities directly relating to the performance by staff members of their duties and responsibilities, and use of the School's communication systems, including computer resources, for non-job-related purposes is prohibited. Communications systems and computer resources are not to be used, for example, to solicit or advocate for commercial ventures, political causes, religious proselytizing, outside organizations or other non-job-related solicitations. Incidental personal use should be kept to an absolute minimum and should not interfere with the performance of a staff member's job duties and responsibilities.

In administering this policy AF shall comply with all applicable laws

# **STAFF MEMBER EVALUATIONS AND PROBLEM SOLVING**

## **Evaluations & Teacher Career Pathway**

AF firmly believes in accountability and assessment. AF's open classroom door policy reflects this belief and AF's approach to professional observation and evaluation. At AF, inquiry, feedback, observation, self-assessment, and external assessment occur frequently for teachers with one goal—to improve the quality of instruction and fulfill AF's mission. Teachers should expect frequent classroom visitors. The Principal and/or other administrators will be a regular presence in classrooms to observe instruction, provide feedback, and help teachers refine their practice. AF also encourages teachers to request observations for specific activities and/or times when they desire additional feedback or analysis.

## **Teacher Career Pathway**

Teachers are eligible to participate in the Teacher Career Pathway if they meet the following criteria:

- Teach students a minimum of 120 minutes a day Monday through Thursday
- Begin teaching before December 1
- Not a principal, dean or principal-in-residence

Teachers, learning specialists, literacy specialists, interventionists and special educator coordinators are all part of the Teacher Career Pathway (and will participate in the observations, surveys or measures of student academic growth) if he or she teaches at least 120 minutes a day Monday through Thursday.

All principals will review a teacher eligibility list at the beginning of the school year and teachers will be informed of their eligibility status by September of each year. When there are questions about a teacher's eligibility, the school's Regional Superintendent will determine eligibility.

Interns are part of the Teacher Career Pathway and are in Stage 1. Interns will move into a full-time teacher role when their principals determine they have the skills and knowledge to be successful in the teaching position. They will not participate in formal Teacher Career Pathway observations, surveys or measures of student academic growth.

AF will continually evaluate the efficacy of the Teacher Career Pathway and policies are subject to change based on feedback and ongoing evaluations.

## **All Other Staff Members Not Eligible for Teacher Career Pathway**

Every year, all other staff members (School Leaders, Operations team members, Network Support staff, etc) will have a Professional Growth Plan (PGP) completed with their manager.

## **Problem-Solving Procedures**

Any staff member wishing to complain formally about a procedure, action, or directive of another staff member or manager should notify his or her manager or the Principal at the staff member's discretion, as soon as possible after such procedure, action, or directive has occurred. The Principal or his/her designee shall be the

investigator and arbiter of all such grievances. In the event that the complaint involves a procedure, action, or directive of the Principal or in the event that the complaint is not resolved to the staff member's satisfaction, the staff member may file a written complaint with the Senior Director of Human Capital, which shall then appoint the Superintendent from AF Network Support or other designee to arbitrate.

## **RESPONDING TO OUTSIDE INQUIRIES FOR INFORMATION**

All requests for information from outside agencies, individuals, and the media should be directed to [infoCT@achievementfirst.org](mailto:infoCT@achievementfirst.org) in Connecticut and [infoNY@achievementfirst.org](mailto:infoNY@achievementfirst.org) in New York.

## APPENDIX I: CREDIT CARD USE AGREEMENT

### Achievement First Inc. CREDIT CARD USE AGREEMENT

I, \_\_\_\_\_, hereby acknowledge that I have been issued a corporate credit card in my name using the account of \_\_\_\_\_, hereafter referred to as "The School" or "AF".

I agree to adhere to the following policies:

**Purpose:** The card is to be used for School or AF related purchases only. I understand that the card is not to be used for personal purchases. If the card is used for personal purchases or for purchases for any other entity, the School or AF will be entitled to reimbursement from me of such purchases. The School or AF shall be entitled to pursue legal action, if required, to recover the cost of such purchases, together with costs of collection and reasonable attorney fees. I understand that improper use of this card, issued to me by the School or AF may result in disciplinary action, as well as personal liability for any improper purchases

**Purchasing Guidelines:** The card is to be used primarily for travel and meeting-related expenses. To purchase items or services for which the vendor will not bill the School or AF, I will contact the designated person at my School or AF to make the purchase for me. I will strive to obtain the best value for the School or AF when purchasing merchandise and/or services with this card, and will present to the vendor a copy of the School's or AF 's tax exempt letter/certificate whenever feasible.

**Travel and Meeting-Related Expenses:** When using this card for travel-related expenses such as meals, lodging or transportation, I agree to adhere to the fiscal policies and procedures of the School or AF. Specifically, I understand that the card is not to be used to purchase gasoline for my personal vehicle. For meals and entertainment, I will submit receipts with details including the names of all persons for whom food was purchased and the business purpose of the meal.

**Submission of Receipts:** At the end of each monthly billing cycle, the School or AF will send me a list of all charges made to my card. I will promptly submit to the School or AF detailed receipts along with an explanation of what the purchases were for and what budget is to be charged. I understand that a "detailed receipt" includes an itemized list of the purchase, not simply a total charge. I understand that this applies to all purchases, including those made via the Internet. I understand that my failure to submit these receipts as requested may result in the cancellation of the credit card issued to me, along with possible personal liability for any unexplained, unapproved or undocumented charges made to the card.

As a holder of a School or AF credit card, I agree to accept the responsibility and accountability for the protection and proper use of the card, as enumerated above. The School or AF may require me to return the card at any time. I will return the card to The School or AF upon demand. I further agree to return the card upon termination of employment.

Signature: \_\_\_\_\_

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

Printed Name: \_\_\_\_\_

School or AF Network Support: \_\_\_\_\_

## APPENDIX II: LAPTOP POLICY ACCEPTANCE FORM

I understand that all laptop computers, equipment, and/or accessories that AF has provided to me are the property of Achievement First.

I agree to all of the terms of AF's Staff Laptop Policy and Acceptable Use Policy. As an AF employee, I agree generally to exercise appropriate professional judgment and common sense when using their laptop computers.

I will return the equipment to AF in the same condition in which it was provided to me.

I understand that I am personally responsible for any damage to or loss of any laptop computer and/or related equipment and accessories. In case of damage or loss due to my negligence and/or off-site, I will replace or pay the full cost of replacement of the damaged or lost equipment with equipment of equal value and functionality subject to approval by AF.

I will not install any additional software or change the configuration of the equipment in any way without prior consultation with Tech Support.

I will not allow other individuals to use the laptop computer and/or related equipment and accessories that have been provided to me by AF.

I will not connect personal laptops and/or electronic devices to Achievement First's network.

I understand that a violation of the terms and conditions set out in the policy will result in the restriction and/or termination of my use of any AF laptop computers, equipment, and/or accessories and may result in further discipline and/or other legal action.

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Achievement First School \_\_\_\_\_

Date \_\_\_\_\_

### APPENDIX III: CELLULAR PHONE USE AGREEMENT

I, \_\_\_\_\_, hereby acknowledge that I am being provided with a cellular phone with attendant plan in my name provided and paid for by the following Achievement First entity:

\_\_\_\_\_  
(School/Entity name)

I agree to adhere to the following terms and conditions of use:

**Personal Calls.** Achievement First cell phones must be used primarily for business calls; staff members will be responsible for reimbursing AF for the cost of personal calls that cause the phone bill to go over the monthly minute allotment. In general, personal calls should be greatly limited except at the times during the plan when the calls are free. Of course, the cell phone can be used emergency purposes at any time. Additionally, all long distance and roaming charges incurred for personal calls, even if under the plan limit, must be reimbursed to Achievement First.

**Cell Phone Damage or Loss** If a cellular phone is damaged or lost and the wireless carrier cannot repair or replace it for free, the staff member shall pay the repair or replacement costs, unless sufficient proof can be supplied that the phone was stolen or lost outside the control of the staff member. Exceptions, on a case by case basis, may be made by AF's Chief Operating Officer. Such exceptions are not binding and do not constitute a waiver of Achievement First's right to insist upon full reimbursement in any given case.

**Lawful Use:** The staff member agrees to observe all laws pertaining to cell phone use, including safety laws pertaining to the use of a cell phone when operating a motor vehicle.

**Failure to Comply:** Failure to comply with the above policies may result in the staff member having to surrender his/her Achievement First cell phone.

**Discontinuation:** Achievement First reserves the right to discontinue a staff member's cell phone service at any time with or without cause. The staff member agrees to return any hardware paid for by Achievement First promptly upon request.

Understood and agreed.

Signature \_\_\_\_\_ Date \_\_\_\_\_

### **13. Partner Organizations**

- (a) **Partner Description(s) and Nature of Relationship(s)**
- (b) **Partner Selection Process**

This request is not applicable to Achievement First Central Brooklyn as the school does not have partnerships with organizations other than Achievement First. The charter management organization relationship is described in Response 14.

## 14. Management Organization

(a) Management Organization Description and Purpose of Relationship

Describe any organization that will have significant responsibility for managing the proposed school's educational program, staffing, operations and/or other aspects of the school. Provide the following:

- Name of the organization;
- Detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school; and
- Description of the role of the management organization in selecting proposed members of the school's board of trustees.

Achievement First Central Brooklyn will partner with Achievement First, Inc. to provide a range of essential services. The relationship between the school and Achievement First is codified in an Academic and Business Services Agreement (ABSA), which describes the roles and responsibilities of AF and the school and establishes the management fee that the schools pay to AF, which will allow the entire network to be sustainable on public funds. Please see Response 26 for an example ABSA from Achievement First Brownsville. The term of the ABSA is five consecutive school years, but is renewable each year by the Board upon the evaluation of the services provided by AF, which include but are not limited to:

- Developing a curriculum and supporting the school's implementation of the curriculum
- Preparing a budget for recommendation to the Board of Trustees
- Recruiting the principal, teachers and administrators
- Professional development for teachers
- Training and evaluating the principal
- Facilitating the procurement of information technology equipment and services, and providing certain computer and information technology support to the school
- Managing the school's start-up process
- Fundraising
- Marketing and advocacy for the school

Section 10 of the sample ABSA in Response 26 for detailed provisions on termination and the causes by which a school or board may terminate its relationship with Achievement First.

### **Achievement First Role in Management, Operations, and Governance**

Achievement First Network Support has been developed from the ground up to provide the services and supports schools need to deliver breakthrough student achievement. The core functions of Network Support, including an explanation of the specific roles in governance, management, and operations Achievement First will play.

***Ensuring consistent, repeated extraordinary student achievement results:*** AF Network Support's role is, first and foremost, to ensure that the results originally achieved at Amistad Academy are met and exceeded at every Achievement First school. To this end, AF defines the standards schools need to meet and holds them accountable for their performance through the AF Report Card. This document establishes clear and transparent metrics by which the Board, school leaders, and staff can judge the

academic, operational, and financial effectiveness of the school. The targets included in the AF Report Card are designed to meet and exceed the Accountability Plan goals required for charter renewal.

***Freeing schools to focus on achievement:*** While all activities related to running a great school support student achievement to some extent, Achievement First found that by centralizing certain functions—recruiting, fundraising, financial oversight, and operations—it was able to deliver higher quality services at lower cost than another school could; but, most importantly, AF Network Support enables the teachers and school leaders to focus exclusively on what goes on in the classroom. A key element of this support is acting as liaison between each school and the Board of trustees, so as to ensure that the Board has access to the information it needs to carry out its governance responsibilities, without requiring unnecessary time from the principal. Network Support team members also act as staff to each Board of Trustees in the network, providing requested services like recruiting and vetting prospective Board members. While the Board has final decision rights over its own membership, Achievement First helps ensure that the each Board has a strong pipeline of mission-aligned candidates to choose from.

***Talent development:*** While having the best teachers and leaders is a key part of the school model, it is clear that finding, developing and retaining the best people requires a set of organizational capabilities that is beyond the capacity of most individual schools. By centralizing some talent development functions and supporting schools with others, AF has built systems and processes to bring the very best people from around the country, provide them with the very best in professional development and career opportunities, and monitor and react to the issues they face in their demanding work to ensure their success. Principals are ultimately responsible for hiring decisions, but Network support will be expected to deliver a slate of high quality candidates for the principals to choose from.

***Knowledge capture and sharing:*** One of the greatest benefits of the network is that it will ultimately have many different laboratories, each discovering new answers to the significant challenges of urban education. These answers can be shared and systematized, benefitting the entire network. The shared lesson planning initiative described in Response 6 is perhaps the best example of this function; through this initiative, the network has harnessed some of the best minds in the network to make invaluable resources available to all.

***School support and quality control:*** AF Network Support provides a range of support services: from direct coaching to principals by Regional Superintendents—who have previously been successful principals in their own careers—to network-wide professional development and forums for collaboration. At the same time, AF Network Support holds schools accountable, and when a school is not achieving success, AF Network Support has the expertise to intervene and help the school take corrective action. By focus on results and delegating the day-to-day support and supervision of principals to Achievement First regional superintendents, the Board is able to ensure managerial effectiveness while remaining in an appropriate governance role. It is the expectation of the Board that Achievement First will identify challenges at the school level, and move quickly to provide the supports necessary to resolve them.

***Achieves efficiencies that enable the network to be sustainable:*** Through economies of scale and higher levels of specialization, AF Network Support can execute key tasks significantly less expensively but with higher levels of quality than the schools themselves. These efficiencies enable the network to

operate at cost levels that are the same or lower than our host districts, while supporting the schools' high level of achievement.

(a) **Management Organization Selection Process**

**Describe the process and criteria used to select the management organization, including other organizations that were considered, and the rationale for selecting this organization.**

The Achievement First Brownsville Board has always been motivated by the Achievement First mission of expanding access to college preparatory public school options, and as such was an enthusiastic partner when approached by Achievement First to partner on the launch of Achievement First Central Brooklyn. Through the launch and successful first four years of Achievement First Brownsville, the Board has had ample opportunity to evaluate the services provided by Achievement First network support, and to assess AF's responsiveness to Board requests and concerns. The Board fully appreciates the value of the network model, and believes that opening another schools within the Achievement First network is the best path to success.

## 15. Governance

### (a) School Board Roles and Responsibilities

Describe the roles and responsibilities of the school's board of trustees. This response should explain the role of the board in:

- Selecting school leader(s) (and partner or management organizations, if any);
- Monitoring school performance;
- Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.

The Board of Trustees for AF Aspire will have the responsibility to ensure that the school is a high-functioning organization, an academic success, and fiscally responsible. To ensure these criteria are met the Board of Trustees will:

- Evaluate and monitor the school's academic program;
- Provide financial oversight to ensure fiscal integrity;
- Engage in risk management to prevent charter termination and seek charter renewal;
- Provide legal and ethical oversight – adhering to laws, policies, and procedures in place to protect trustees, officers, and employees; and
- Evaluate the principal and Achievement First by conducting an annual performance review.

The AF Brownsville Board of Trustees has worked with Achievement First to establish clear systems for selecting the principal, monitoring school performance, and evaluating the principal. Based on its assessment of Achievement First's effectiveness in each of these areas, the Board has the opportunity annually to non-renew the management contract. Additionally, the Board reviews the services provided by Achievement First in an annual survey, and discusses this review at the annual summer Board Retreat. Currently, the Boards of other Achievement First schools successfully oversee up to three academies (elementary, middle, and high school), so we do not anticipate the transition to overseeing additional academies to present significant challenges. In the first year, the Board will oversee three academies (AF Central Brooklyn Middle, AF Brownsville Elementary & Middle). In that year, the Board will pilot expanded subcommittees to review the information provided and give concise reports to the full Board. This will likely require two to three additional members to be recruited for the Board.

**Board Role in Principal Selection:** The Board of Trustees will have final authority in hiring the principal. Perhaps the most important service Achievement First provides to the Board is the recruitment and development of principal candidates who are qualified to lead breakthrough student achievement. Per the Academic & Business Services Agreement, Achievement First is expected to recommend at least one highly qualified candidate for principal when there is a vacancy. The Board then interviews the candidate and reviews a summary of the selection process that includes resumes from other finalists, summary of strengths, growth areas (aligned to the AF Leadership Competencies) identified for the recommended candidate, and the candidate's application materials. Based on this information, the Board can either vote to approve the candidate or to request additional candidates for consideration. This process allows the Board to evaluate whether the search and selection process itself was rigorous, and then to objectively judge the data provided by Achievement First against pre-determined criteria.

**Board Role in Performance Oversight:** The Board of Achievement First Central Brooklyn will review school performance according to the annual cycle described below which is designed to provide the Board with clear targets for performance, cumulative reports on the extent to which these targets are met, and interim indicators as an “early warning” system. The performance review cycle for the Board is described in the following table:

<b>Report Reviewed</b>	<b>Frequency</b>	<b>Notes</b>
<b>Accountability Plan Progress Report</b>	Annually, at September meeting	Because achieving these goals is essential to earning the right to continue operating, an annual review of progress toward Accountability Plan goals is the highest priority of the Board.
<b>Financial Reports</b>	At each meeting	The Board receives financial reports from the AF Finance Team one week in advance of each meeting, and the Treasurer holds a call with the AF Chief Financial Officer to discuss these reports. The reports include year-to-date budget vs. actual as well as an update on the balance sheet.
<b>Principal’s Report</b>	At each meeting	The principal of each academy prepares a written report that is provided to the Board one week in advance of the meeting. This report covers academic indicators relative to goals for the year, student culture, staff culture, and any other noteworthy news.
<b>Board Dashboard</b>	At each meeting	The AF data team prepares a dashboard for the board that includes current enrollment (disaggregated for at-risk populations), year to date attendance, year to date suspensions, and year to date withdrawals (with the reason for each withdrawal). This allows the Board to monitor indicators related to school culture.
<b>AF Report Card</b>	Annually, at the January Meeting	The AF Report Card is the definitive measure of academic, organizational, and financial effectiveness for the school. This document sets clear, measurable targets for what achieving the mission looks like. As such it is perhaps the most important tool for Board oversight of whether the school is achieving its mission.
<b>Principal Professional Growth Plan</b>	Annually, at the March Meeting	As described in Response 12(b), the AF regional superintendent produces a comprehensive written review of the principal annually, drawing on student achievement results and a wide array of other data. This document provides a rich picture of the principal’s performance, and provides a narrative complement to the entirely quantitative AF Report Card.

<p><b>Audited Financial Statements</b></p>	<p>Annually, at the November Meeting</p>	<p>The Board reviews audited financial statements when the audit is completed. If there are any findings, the Board will then closely review and approve a corrective action plan created by the AF finance team.</p>
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**Board Role in Principal Evaluation:** The board partners closely with the Achievement First regional superintendent to ensure that 1) the principal receives a rigorous and fair evaluation against objective performance criteria and that 2) there is a plan in place to support continued professional growth for each principal. Per the Academic & Business Services Agreement, the AF regional superintendent is charged with conducting the principal evaluation for the Board’s review. The evaluation document is shared with a Board subcommittee, which reviews the document and discusses the process and results with the regional superintendent. If the evaluation raises any performance concerns, the Board will request that the Professional Growth Plan specifically address these concerns, and the principal evaluation subcommittee will then work with the regional superintendent to monitor progress in these areas.

**(b) School Board Design**

**Describe and provide the rationale for the proposed design of the school’s board of trustees.**

Achievement First Central Brooklyn Charter School will be governed by the AF Brownsville Board of Trustees, which consists of seven (7) members. The members represent various professional skill areas including academic, legal, financial, and community. These leaders will work together to provide strong academic and fiscal oversight to the school. The Board includes a parent representative from AF Brownsville (the parent representative seat will rotate between schools on an annual basis, and the Board will hear regular reports from the Parent Leadership Committee chair at whichever school does not have a parent representative on the Board). To maintain continuity in implementing the AF model, the Board of Trustees includes member who is a trustee or staff member of Achievement First Network Support. The Board is led by a Chair, and officers include the Treasurer and the Secretary.

The Board collaborates with Achievement First to recruit and vet new members: once a prospective member is referred (either by an existing Board member, an Achievement First team member, or by a partner organization like the Robin Hood Foundation), staff from the AF external relations team meet with the candidate to conduct an initial round of vetting. This first round includes a visit to the school as well as an observation of a Board meeting. The prospective member would then meet with at least one trustee in addition to the Board chair to determine whether the prospective member is a fit. The Board would then vote on approval of the new member. Achievement First provides an orientation for all new members that includes:

- Introduction to the mission & history of Achievement First and the specific school
- Overview of the legal responsibilities of trustees
- Review of the specific “job description” of a trustee
- Explanation of the performance data reviewed by the Board and an annual governance calendar
- Explanation of the charter goals and the renewal process

This information will also be reiterated at the annual Board Retreat, which will serve as a primary opportunity for Board training and development.

The qualifications to be a trustee are:

- An unwavering focus on the school’s mission to close the achievement gap;
- A strong commitment to addressing education in under-served urban communities in New York City, particularly in Central Brooklyn;
- Ability to review school performance data and make informed decisions in the best interest of children;
- Willingness to commit time to developing resources for the School (this includes financial and in-kind contributions as well as partnerships with outside organizations);
- Attendance at regular meetings of the Achievement First Central Brooklyn Charter School board. The board will meet monthly. Board members must be accessible for personal contact in between board meetings and respond to email and/or phone calls within 24 hours;
- Service on board committees. Each Trustee is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual committee task completion time. Present committees include the Finance & Audit Committee and the Education & Accountability Committee (which reviews the principal). All Board members are required to responsibly review and act upon recommendations brought by any committee; and
- Preparation in advance for decision-making and policy formation at the board meetings, responsibility for self-education on the major issues before the board, and participation in the annual board development and planning retreat usually held in July of each year.

The Board secretary is responsible for ensuring that meetings are properly publicized, meeting materials are made available to the public in advance of the meeting, and minutes are properly taken and approved. The secretary will delegate the role of carrying out these tasks to members of the AF external relations team. The meeting will be publicized via postings one week in advance at the school site, by mentions in the parent newsletter, and via notification to the Parent Leadership Committee. The Board will hear complaints in two ways. First, the Board will include time for public comment at the beginning of each meeting during which both parents and staff are welcome to raise issues. Second, the Board will field written complaints through the school’s Addressing Concerns Policy. If the complaint alleges a violation of the law or the charter, it can be submitted in writing directly to the Board. If the complaint is informal in nature, the Board will hear complaints only once the individual bringing the complaint has attempted to resolve the issue with school level staff. In either case, the Board will issue a written response on any action taken in response to the complaint within 10 business days of receiving the complaint.

**(c) Proposed Founding Board of Trustees**

**Complete the following table for all members of the proposed founding school board, including any currently vacant seats.**

**A minimum of five members must be identified when the proposal is submitted. (In circumstances where persons affiliated with a CMO will serve on the school board, more than five trustees must be identified when the proposal is submitted. Please see the Guidance Handbook for more details.)**

**Please note that paid employees of the school may generally not serve as voting members of the board or count toward a quorum when considering attendance, including administrators and teachers, except perhaps in limited**

circumstances. Please see the Guidance Handbook for further information. Explain the capacity of the founding board to govern the proposed school and ensure that its mission is met including the relevant skill sets and experiences of the proposed board members.

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Kelly Wachowicz	X	<input type="checkbox"/>	Chair	3 years
Chyrstal Stokes Williams	X	<input type="checkbox"/>	Treasurer	3 years
Amy Arthur Samuels	X	<input type="checkbox"/>	Secretary	3 years
Lee Gelernt	X	<input type="checkbox"/>	Member	3 years
Julie Marlette*	X	<input type="checkbox"/>	Member	3 years
Max Polaner	X	<input type="checkbox"/>	Achievement First Representative	3 years
TBD	X	<input type="checkbox"/>	Parent Representative	1 year

### Board Capacity

The following biographical sketches are provided to indicate Board capacity to carry out its governance and oversight responsibilities.

**Kelly Wachowicz**, Chair, most recently worked as Chief Operating Officer for Alliance Bernstein Real Estate Investment Group. Ms. Wachowicz was previously Vice President of New Business Initiatives at IStar Financial, Inc. where she developed strategies for launching businesses with capacity for billion dollar scale. Prior to IStar Financial, Ms. Wachowicz served as Senior Vice President at both the NYC Economic Development Corporation and Madstone Films, and spent eight years at Goldman Sachs as an analyst and associate. Ms. Wachowicz graduated magna cum laude from UCLA with a BA in history (1991) and received an MBA from Harvard University (1998), where she was selected as a Social Enterprise Fellow.

**Chyrstal Stokes Williams**, Treasurer, is Vice President of IP Strategy at American Express. Ms. Williams formerly worked as Director Assistant to the Senior Vice President of Business Development and Mergers & Acquisitions at the American Express Company. Prior to this, Ms. Williams was a manager of planning and forecasting at American Express, an associate in the private equity group at J.P. Morgan Partners, assistant treasurer of Granite Broadcasting Corporation, and a financial analyst in the Mergers and Acquisitions Department of Goldman, Sachs & Co. Ms. Williams serves on the Board of Directors of the Council of Urban Professionals, a New York based political action committee, and is the Treasurer of Helping Our Teen Girls In Real Life Situations, an Atlanta based nonprofit organization. She also volunteers with the Harvard Business School African-American Alumni Association at a New York area charter school operated by KIPP. Ms. Williams is a former secretary of the Board of Directors of Playing2Win, a Harlem based community technology center for youth and adults, and previously served on the Junior Board of the Dance Theatre of Harlem. Ms. Williams graduated from Spelman College where she received a Bachelor of Arts degree, summa cum laude, with departmental honors in economics. She also received a master's degree in business administration from the Harvard Business School. Ms. Williams is a member of the National Alumnae Association of Spelman College and Alpha Kappa Alpha Sorority, Incorporated.

**Lee Gelernt** has been an attorney with the American Civil Liberties Union since 1992, and works on immigration and national security issues. Mr. Gelernt currently holds the positions of Deputy Director of the ACLU's National Immigrants' Rights Project and Director of the Project's Program on Access to the Courts. In addition to his work at the ACLU, Mr. Gelernt is an adjunct professor at Columbia Law School and a visiting lecturer in clinical law at Yale Law School. Mr. Gelernt graduated from Columbia Law School and from the London School of Economics with a M.Sc. in International Relations.

**Julie Marlette** is a Vice President at 50CAN, a leading policy and advocacy organization dedicated to improving the educational options available to students across the country. Prior to joining 50CAN Ms. Marlette had 10 years of legislative and policy experience, working multiple roles related to elementary and secondary education in the New York State Assembly, and as a Managing Director at Teach For America. Ms. Marlette received her bachelor's and master's degrees from the State University of New York, Albany.

**Amy Arthur Samuels** is a Vice President at JP Morgan. Ms. Samuels previously worked as an associate director at Standard & Poor's and a manager at Deloitte Consulting. Ms. Samuels graduated from Cornell University and earned her MBA from Columbia University.

**Max Polaner** is the Chief Financial and Operating Officer for Achievement First. Before joining Achievement First, Mr. Polaner was the chief financial officer of Inductis. Prior to Inductis, he founded and ran Impromptu Gourmet, an online gourmet food company, and before that was a consultant at McKinsey and Company in New York City. Mr. Polaner spent the first four years of his career as a public middle school math, social studies and music teacher in the San Francisco Bay Area. Mr. Polaner received his Masters of Public Policy from the Kennedy School of Government, his M.B.A. from Harvard Business School, his teacher's certificate from San Francisco State University and his B.A. from Yale University.

(DRAFT) BY-LAWS  
OF  
ACHIEVEMENT FIRST BROWNSVILLE AND CENTRAL BROOKLYN CHARTER  
SCHOOL

(Adopted \_\_\_\_\_)

**NAME**

Name. The name of the Corporation is the Achievement First Brownsville and Central Brooklyn Charter School (the “Corporation”).

**MEMBER**

One Member. The Corporation shall have one member (the “Member”), Achievement First, Inc. (“Achievement First”), a not-for-profit corporation organized under the laws of the State of Connecticut and authorized to do business in the State of New York.

Member Actions. (a) Unless otherwise provided in these Bylaws, the Corporation may rely on the actions of Achievement First’s President, or the actions of an individual the Achievement First President has designated in writing, as being the actions of the Member for all purposes, including the giving or receiving of approvals, consents or notices and the authorization of representatives of the Member. The Board of Directors of Achievement First (the “Achievement First Board,” and a member thereof, an “Achievement First Director”) shall exercise the Member’s membership rights, powers and responsibilities.

(b) Unless otherwise provided in these Bylaws, the Member acts in its sole discretion.

Where these Bylaws provide that a Member decision requires action by the Achievement First Board, the Corporation will receive evidence of that Board action in the form of a certified resolution. That certified resolution shall be deemed delivered to the Corporation on the earlier of (i) three days after being mailed, and (ii) when delivered by hand or transmitted by electronic mail or by facsimile, to the Chair of the Corporation’s Board of Trustees (the “Board” or the “Board of Trustees,” and a member thereof, a “Trustee”).

Other Actions. In addition to those actions expressly provided for in these Bylaws and subject to the provisions of these Bylaws, the Member may take any other actions not inconsistent with these Bylaws and/or the provisions of the Corporation’s charter agreement with the Board of Trustees of the State University of New York (the “Charter”), provisional charter

issued by the Board of Regents (the “Provisional Charter”) and Not-For-Profit Corporation Law as modified by the New York State Education Law necessary to ensure compliance with and adequate performance under these Bylaws, and except as set forth in these By-laws has all powers, rights and privileges accorded under New York law, including, but not limited to, the right to approve amendments to the Corporation’s Charter, and to approve any merger, consolidation, sale of substantially all assets, liquidation or dissolution.

Disassociation. If either the Member or the Corporation terminates the Management Agreement (as defined in Article IV, Section 1(a)) (in accordance with the terms therein), Achievement First shall cease to be the Member of the Corporation (such cessation, a “Disassociation”). In addition, the Corporation may effect a Disassociation by the unanimous affirmative vote of those Trustees who are not officers of Achievement First (“Achievement First Officer”), or Directors or employees of the Member (or any of its present and future affiliates, subsidiaries and parents); provided, however, that in the case of Trustees who are also Trustees of other charter schools managed by Achievement First, but who are not also Officers, Directors, or employees of Achievement First or any of its present or future affiliates, subsidiaries or parents, the affirmative vote of such Trustees will be required in order to effect a Disassociation.

(d) The Disassociation shall occur on the effective date of termination of the Management Agreement, or, if the result of a Trustee vote, as of the date specified in the Board resolution authorizing such Disassociation (or, if no such date is specified in the Board resolution, as of the date of the Board resolution) (the “Disassociation Date”).

(e) On the Disassociation Date: (i) all of the rights and obligations of Achievement First under these Bylaws shall automatically terminate; (ii) the term of each Trustee who is an Officer, Director or employee of Achievement First shall end; (iii) Article II, Section 1, shall be deemed amended to read: “Members. The Corporation shall have no members. The rights which would otherwise vest in the members vest in the Corporation’s Board of Trustees, acting as a body (the “Board” or the “Board of Trustees” and a member thereof, as a “Trustee”) Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees;” (iv) Article II, Section 2 shall be deemed deleted in its entirety; (v) all powers allocated in these Bylaws to the Member shall be vested in the Corporation or the Board of Trustees as appropriate; and (vi) wherever necessary to effectuate the foregoing purpose of substituting the Corporation or Board of Trustees in place of Achievement First as the Member in the event of a Disassociation, references to the Member acting by “a vote of a majority of the Achievement First Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director” shall be deemed amended to read “a vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.”

(f) The changes to these Bylaws effected by this Article II, Section 4 shall take place automatically, on the Disassociation Date, and shall not require a vote of the Board of Trustees, nor further approval by the Board of Trustees of the State University

of New York (the “Charter Entity”), nor approval by the Board of Regents of the State of New York. Nothing herein shall prevent the Board of Trustees, following Disassociation, from seeking to amend these bylaws to designate another person or entity to be the Member. Achievement First and the Corporation shall execute any instruments required to effect or memorialize a Disassociation.

**Meetings.** There shall be an annual meeting of the Member, which shall be held on such a date and at such a time and place as are designated by the chairperson of the Member. Special meetings of the Member may be called at any time by the Member or by the Chair of the Corporation or Secretary of the Corporation upon written request of the majority of the Board of Trustees of the Corporation.

**Annual Report.** The Board shall deliver to the Member at the Annual Meeting of the Member the report required by section 519 of the Not-For-Profit Corporation Law.

**Property Interest Upon Dissolution.** In the event of dissolution of the corporation, revocation or non-renewal of its charter or closure of the Corporation’s school by the Charter Entity, the Member shall have no rights to any property or assets of the Corporation except pursuant to a written contract, lease, mortgage or other agreement that has been approved by the Charter Entity.

## **PURPOSE**

### **Purpose.**

The purpose of the Corporation is to develop and operate a charter school.

## **BOARD OF TRUSTEES**

**Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Charter, Provisional 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 direction and control.

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:

To select and remove Officers, agents and employees of the Corporation, to prescribe powers and duties for them, and to fix their compensation; provided, however, that the foregoing shall not apply to the selection and compensation of the Corporation’s

Principal(s) (*i.e.*, the chief administrative officer of the Corporation or, if applicable, its elementary, middle, and/or high school divisions) if there is in effect an agreement between the Member and the Corporation regarding the academic and business services to be provided by the Member to the Corporation (the “Management Agreement”). As long as the Management Agreement is in effect, the Principal(s) of the Corporation or, if applicable, of its elementary, middle, and/or high school divisions shall be selected and compensated in accordance with, and his or her powers and duties shall be set forth in, the Management Agreement. Notwithstanding the forgoing, nothing in these by-laws shall be construed to authorize the Corporation to operate more than one charter school, or to operate and/or to enroll students in any grade not explicitly authorized by the Corporation's charter;

To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable to promote the interests of the Corporation;

To carry on the business of operating the Corporation;

To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

#### Number of Trustees.

Subject to Article IV, Section 3(d)(ii)(B)(c), the number of Trustees of the Corporation shall be not fewer than seven (7) and shall not exceed fifteen (15). The Member shall fix the exact number of Trustees, within these limits, by a resolution of the Achievement First Board. The initial number of Trustees shall be seven (7). The initial Trustees shall be designated in the Charter.

#### Replacement of Trustees & Term of Office.

(a) Election. The Board shall elect Trustees by vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to

constitute a quorum, or by the sole remaining Trustee, if a vacancy exists as a result of (1) an increase in the size of the Board pursuant to Section 2 of this Article IV or (2) removal of a Trustee by the Member pursuant to Section 4 of this Article IV. The Member shall elect Trustees by vote of a majority of the Achievement First Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director, if a vacancy exists as a result of (1) expiration of a Trustee's term of office in accordance with Section 3(e) of this Article IV, (2) resignation by a Trustee in accordance with Section 5 of this Article IV, (3) death or incapacity of a Trustee or (4) removal of a Trustee by the Board pursuant to Section 4 of this Article IV.

(b) Eligibility. The Member or the Board, as applicable, may elect as a Trustee any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, and fulfill the qualifications for trustees set forth in the Charter; provided, however, that such election shall be subject to the approval of the Charter Entity. Following election of a Trustee by the Member or the Board, as applicable, the Corporation shall provide the Charter Entity with notice of the proposed Trustee.

Parent Representative. One Trustee shall be a representative of the parents of the children attending the Achievement First Brownsville and Central Brooklyn Charter School (the "Parent Representative"), and shall be selected by the Member by vote of a majority of the Achievement First Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director.

Restrictions.

Subject to Article IV, Section 3(d)(ii), no more than 40% of the persons serving as Trustees at any one time may be officers, directors or employees of a single organization. For purposes of this Article IV, Section 3(d)(i), only, Achievement First and its present and future affiliates, subsidiaries and parents shall be considered a single organization; provided, however, that, notwithstanding the foregoing provision, a Trustee of a school managed by Achievement First shall not be considered an Officer, Director or employee of Achievement First or its present or future affiliates, subsidiaries or parents if that Trustee would not be considered an Officer, Director or employee of Achievement First or its present or future affiliates, subsidiaries or parents absent his or her service as a Trustee of one or more other schools managed by Achievement First;

If the Corporation has engaged a charter management entity to provide comprehensive management services to the Corporation pursuant to a contract between such entity and the Corporation:

- (A) If such entity is a for-profit entity, no Trustee may be an employee, director, officer, agent of, or individual otherwise affiliated with, such entity and/or any related entity, nor a

sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person;

- (B) If such entity is a not-for-profit entity, (i) no more than two (2) Trustees may be affiliated with such entity or be sisters, brothers, ancestors, descendants, spouses, sisters-in-law, brothers-in-law, daughters-in-law, sons-in-law, mothers-in-law or fathers-in-law of any such people in (A); and (ii) one (1) such Trustee's affiliation is limited to serving as director of such entity; provided, further, that
- (a) if the management contract between the charter management entity and the Corporation is terminated by either party, the term of any such Trustees shall end, and shall constitute grounds for removal of such Trustee by vote of a majority of the entire Board;
  - (b) no such Trustee shall hold the Office of Chair, Secretary, or Treasurer;
  - (c) when the Board has proper grounds to go into executive session pursuant to the Open Meetings Law, and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board may, after such Trustee(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such Trustee(s), and
  - (d) if there are two (2) such Trustees, the total number of Trustees of the Corporation shall be no less than seven (7), and if there is one (1) such Trustee, the total number of Trustees of the Corporation shall be no less than six (6);

(ii) No Trustee may be a person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, provided however, that, individuals compensated by a charter management entity currently providing services to the Corporation for a fee, shall not, by virtue of that fact alone, be deemed among those persons "currently being compensated;" and

(iii) No Trustee may be a sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any person rendered ineligible to be a Trustee by part (d)(ii).

### Term of Office.

The initial term of office of the Parent Representative shall expire at the next annual meeting of the Trustees or upon graduation, expulsion or withdrawal of his or her child from the Corporation's school. Thereafter, subject to the foregoing conditions, the term of office of the Parent Representative shall be one (1) year.

(A) Trustees shall be divided into three classes for the purpose of staggering their terms of office. Classes shall be as nearly equal in number as possible. (B) The initial terms of office of such Trustees shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of the foregoing designated terms, the term of each Trustee other than the Parent Representative shall continue for three (3) years.

Subject to Article II, Section 4(ii) and other provisions of these Bylaws, a Trustee ceases to be a Trustee automatically when his or her term expires; provided, however, that if a Trustee's successor has not been elected by the end of the Trustee's term, the Member may (but is not obligated to) request that the Trustee whose term has expired continue to serve for the shorter of (A) six months and (B) the time until his or her successor has been elected. When such successor is elected, his or her term shall be treated as though he or she was filling a vacancy.

Subject to Article II, Section 4(ii) and other provisions of these Bylaws, the term of office of a Trustee elected to fill a vacancy begins on the date of the Trustee's election, and continues: (A) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee or (B) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized; provided, however, that with respect to this clause (B), such term shall not extend beyond three (3) years.

Subject to Article II, Section 4(ii) and other provisions of these Bylaws, a Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, to these Bylaws, or from other Board action.

Removal of Trustees. A Trustee may only be removed for cause in accordance with the Education Law and the Not-For-Profit Corporation Law. Either (1) the Board by vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee, or (2) the Member by vote of a majority of the Achievement First Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director, may

remove a Trustee for cause. Cause for removal of a Trustee shall include, but shall not be limited to:

- (c) failure to perform his or her duties and obligations to the Corporation in any material respect, including, without limitation, failure to attend 50% or more of Board meetings in any 12-month period;
- (d) failure to take all reasonable actions necessary to cause the Corporation to comply with material provisions of these Bylaws or the Charter;
- (e) engaging in willful misconduct, fraud, dishonesty or gross negligence that is injurious, monetarily or otherwise, to the Corporation or its Member; and
- (f) commission of any felony or any crime involving moral turpitude.

#### Resignation by Trustee.

A Trustee may resign by giving written notice to the Board Chair. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, or upon a Trustee's death or incapacity. A vacancy is also deemed to exist upon the increase of the authorized number of Trustees.

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

### **PRINCIPAL OFFICE**

Office. The Corporation's principal office shall be at the following address: Achievement First Brownsville and Central Brooklyn Charter School, c/o: [address to be determined]; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Chair shall note any change in office on the copy of the Bylaws maintained by the Chair.

### **MEETINGS OF THE BOARD**

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

Annual Meetings. An Annual meeting shall be held on the third Monday of July of each year, unless an alternative date is established by the Board, for the purpose of electing Officers, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

Regular Meetings. A minimum of five regular meetings shall be held each year on the third Monday of every other month, unless an alternative schedule is established by the Board, for the purpose of electing Officers, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

Special Meetings. A special meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

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

Notices. (a) Notices to Trustees of Board meetings shall be given as follows:

Annual meetings and regular meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

Special meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Notices to the public of Board meetings shall be given in accordance with Article 7 of the Public Officers Law.

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

### **ACTION BY THE BOARD**

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

### Action by the Board.

(a) Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board; provided, however, that, unless otherwise prescribed by these bylaws, a Trustee who is not permitted to vote on a matter may nonetheless be counted for purposes of obtaining or maintaining a quorum. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

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

### Committees.

(a) Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board.

(b) Standing Committees. The Board shall have the following standing committees: (i) an Executive Committee (consisting of a minimum of five members), chaired by the Chair of the Board, (ii) a Finance and Audit Committee, chaired by the Treasurer and (iii) an Education and Accountability Committee. The chair and additional members of the Education/Accountability Committee and the additional members of the Executive and Finance Committees shall be appointed by the Chair of the Board.

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

Filling vacancies on any committee which has the authority of the Board;

The fixing of Trustee compensation for serving on the Board or on any committee;

The amendment or repeal of Bylaws or the adoption of new Bylaws; and

The appointment of other committees of the Board, or the members of the committees.

Quorum. A majority of an entire Committee shall constitute a quorum for the transaction of any business or of any specified item of business.

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

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

Standard of Care.

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

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

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

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

A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Subsection 4(a) of this Article VII, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Subsection 4(a) of this Article VII and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction and control of the Board.

Participation in Discussions and Voting. Except as otherwise provided in these Bylaws, every Trustee has the right to participate in the discussion and vote on all issues before (i) the Board or (ii) any Board Committee of which a Trustee is a member, provided, however, that any Trustee shall be excused from the discussion and vote on any matter involving indemnification of that Trustee uniquely.

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

## **OFFICERS**

Officers. The officers of the Corporation (the “Officers”) shall consist of a chair (the “Chair”), a vice chair (the “Vice Chair”), a treasurer (the “Treasurer”) and a secretary (the “Secretary”). The Corporation also may have such other Officers as the Board deems advisable, and the Corporation may change the powers and duties of the Officers by vote of the Board.

Chair. The Chair shall have the general responsibility for organizing and leading the Board’s oversight of the affairs of the Corporation. If present, the Chair shall preside at Board meetings.

Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions.

Treasurer. The Treasurer shall: (i) serve as Chair of the Finance Committee; (ii) communicate with and oversee duties of the School Business Manager, who shall: (A) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements, (B) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates, (C) disburse or cause to be disbursed the Corporation's funds as the Board directs, (D) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition, and (E) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (iii) report to the Board regarding financial matters and, if the School Business Manager is not present at Board

meetings, on behalf of the School Business Manager; and (iv) make or cause to be made the books of account available at all times for inspection by any Trustee.

(c) Secretary.

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

(ii) The Secretary, acting personally or by delegation to any Officer or to the School Principal, shall have custody of the corporate seal and shall have authority to affix the corporate seal to any instrument requiring it. When so affixed, the seal may be attested by the person affixing it. The Board may give general authority to any other Officer or to the School Principal to affix the seal of the Corporation and to attest the fixing by his or her signature, and the School Principal may temporarily delegate his or her authority, if any, so to affix and attest, to any other employee during the School Principal's absence.

Election, Eligibility and Term of Office.

(a) Election. The Board shall elect the Officers annually at the annual meeting or a regular meeting designated for that purpose or at a special meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

(b) Eligibility. A Trustee may hold any number of offices, except that the Treasurer may not serve concurrently as the Chair and the Chair may not serve concurrently as the Secretary.

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

Removal and Resignation. Subject to Article IV, Section 1(a), the Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

## **NON-LIABILITY OF TRUSTEES**

### **Non-Liability.**

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

## **INDEMNIFICATION OF CORPORATE AGENTS**

### **Indemnification.**

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

## **SELF-DEALING AND CONFLICT OF INTEREST**

### **Self-dealing.**

The Corporation shall not, and the Trustees shall not, engage in any act of self-dealing (as defined in section 4941(d) of the Internal Revenue Code). Unless a different result is required by law, a transaction which is part of a public or charitable program of the Corporation and results or may result in a benefit to one or more Trustees or the relative of one or more Trustees because they are in a class of persons intended to be benefited by the program, is not a self-dealing transaction if the benefit or potential benefit to the Trustee or the Trustee's relative is fully disclosed and the transaction is approved or authorized by the Board (without votes of the Trustees so benefited or whose relatives are so benefited), in good faith and without favoritism.

**Conflict of Interest.** (a) Any Trustee having a personal interest in a contract or transaction presented to or discussed by the Board or any Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. For the purpose of this section, a person shall be deemed to have a "personal interest" in a contract or transaction if he or she (i) is the party (or one of the parties) contracting or dealing with the Corporation, or (ii) is a director, trustee, officer or employee of, or has a financial interest in, the entity contracting or dealing with the Corporation, or (iii) is a sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of a person described in "i" or "ii."

(b) Such disclosure shall include all relevant and material facts known to the Trustee about the contract, transaction or the Trustee's personal interest that may reasonably be construed to place the Trustee in a position of conflict with the Corporation's interest.

(c) The body to which such disclosure is made shall thereupon determine whether a conflict of interest exists. Such determination is a quasi-judicial determination within the meaning of Article 7 of the Public Officers law, and shall therefore be made in executive session, by majority vote, not including the vote of the potentially conflicted Trustee, who shall also not be present during discussion nor be privy to the voting.

(d) If the body determines that a conflict exists, the conflicted Trustee shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion).

(e) The minutes of the meeting shall reflect the disclosure made, the numerical vote, including abstentions (but not the names of those who voted for and against or who abstained) on whether a conflict existed and, where a conflict is found to exist, the fact that the conflicted Trustee did not use his or her personal influence on, and was not present during the discussion or deliberations with respect to, such contract or transaction (other than for the purpose of presenting factual information or responding to questions prior to the discussion).

(f) The Board may adopt: (i) additional safeguards to protect the Corporation from conflicts of interest, which may be more stringent than, but may not be less stringent than, the ones set forth in this section; (ii) formal policies requiring regular annual statements from Trustees regarding existing and potential conflicts of interest; and (iii) corrective and disciplinary actions with respect to transgressions of such policies.

### **OTHER PROVISIONS**

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

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

Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of

indebtedness of the Corporation shall be signed by two of the following individuals: the Chair of the Board, the School Principal, the School Business Manager and the Treasurer.

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

Charter Prevails. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

## **AMENDMENT**

### Amendment.

These Bylaws may only be amended or repealed by vote of a supermajority of 75 percent of the entire Board; provided, however, that any material change to these Bylaws shall require the approval of the Board of Trustees of the State University of New York.

**CERTIFICATE OF THE CHAIR**

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

\_\_\_\_\_, Secretary

Dated: \_\_\_\_\_

**ACHIEVEMENT FIRST CENTRAL BROOKLYN CHARTER SCHOOL**  
**DRAFT TRUSTEE, OFFICER AND EMPLOYEE CODE OF CONDUCT AND ETHICS**

**A. PURPOSE**

This Code of Conduct (this “Code”) contains the policy guidelines and procedures adopted by the Board of Directors (the “Board”) of the Achievement First Central Brooklyn Charter School (the “School”) that relate to the legal and ethical standards for conducting School business. This Code cannot and is not intended to cover every applicable law or to anticipate every issue that may arise, but does set out basic principles to guide Trustees, Officers and employees of the School. If you are uncertain about a particular situation, ask your supervisor for guidance before taking any action.

One of the School’s most valuable assets is its integrity. Therefore, our actions are the foundation of our reputation. Adhering to this Code and to the law is imperative.

**B. ADMINISTRATION; APPLICABILITY; VIOLATIONS**

This Code applies to all Trustees, Officers and employees of the School (the “Covered Persons”). A copy of this Code shall be furnished to each Covered Person. Each Covered Person shall complete and return to the Secretary of the School an acknowledgement, in the form attached as Annex A, of such Covered Person’s obligation to become familiar with this Code, to adhere to the standards and restrictions set forth herein, to conduct himself or herself accordingly and to avoid even the appearance of impropriety.

The Finance Committee of the Board is responsible for setting the standards of business conduct contained in this Code and updating these standards as appropriate to reflect legal and regulatory developments. The School Principal is the designated person to assure compliance with this Code.

While the Finance Committee will oversee the procedures designed to implement this Code, and the School Principal is chartered with assuring compliance, it is the individual responsibility of each Covered Person to comply with this Code. Those who violate this Code will be subject to appropriate disciplinary action which, depending on the severity of the violation, may include suspension or termination.

**C. POLICY GUIDELINES**

**1. Conflicts of Interest**

Covered Persons have a duty of loyalty to the School and must therefore avoid any actual or apparent conflict of interest with the School. The School has adopted a Conflict of Interest Policy covering its Trustees, Officers, advisors and management employees (as defined in that Policy). In addition, all employees of the School are subject to the general conflict of interest policy set forth in this Code.

A “conflict of interest” exists when the private interest of a Covered Person interferes, or appears to interfere, in any way with the interests of the School as a whole. A conflict situation may arise when a Covered Person takes actions or has interests that may make it difficult to perform his or her work on behalf of the School objectively and effectively.

A conflict of interest may also arise when a Covered Person (or his or her family member) receives personal benefits as a result of such Covered Person's position in the School. Conflicts of interests may arise as a result of actions taken by, or interests of, a family member of a Covered Person. Conflicts of interest are prohibited as a matter of School policy, except as may be approved by the Finance Committee. Accordingly, each Covered Person must disclose his or her own conflict or any appearance of a conflict to the School Principal, who may seek such approval in appropriate circumstances.

Conflicts of interest may not always be clear-cut, so if you have a question, you should ask for guidance from the School Principal before taking any action.

## 2. Indemnification of Covered Persons

A Covered Person shall not be present at nor participate in Board or Committee deliberations (other than for the purpose of presenting factual information or responding to questions prior to the discussion) regarding indemnification or compensation from the School of such Covered Person uniquely, and shall not vote on such indemnification or compensation matters.

## 3. Protection and Proper Use of School Assets

Protecting School assets against loss, theft or other misuse is the responsibility of all Covered Persons. The School's assets should be used for legitimate School purposes, and Covered Persons are prohibited from using School assets, information or position for personal gain.

## 4. Compliance with Laws, Rules and Regulations

The School is strongly committed to conducting its business affairs with honesty and integrity and in full compliance with all applicable laws, rules and regulations. No Covered Person shall commit an illegal or unethical act, or instruct others to do so.

## 5. Discrimination and Harassment

The diversity of the School's employees and students is a tremendous asset. The School is firmly committed to providing equal opportunity in all aspects of employment and education, and will not tolerate discrimination or harassment of any kind. Examples of prohibited activity include derogatory comments based on racial or ethnic characteristics, unwelcome sexual advances toward co-workers, and sexual activity of any kind relating to students.

## 6. Health and Safety

The School strives to provide each employee and student with a safe and healthy work environment. Each employee is responsible for maintaining a safe and healthy workplace for all employees and students by following safety and health rules and practices and reporting accidents, injuries and unsafe practices or conditions.

Violence and threatening behavior are not permitted. Employees should report to work in condition to perform their duties, free from the influence of illegal drugs or alcohol. The use of illegal drugs in the workplace will not be tolerated; the use of alcohol in the

workplace will not be tolerated, except in connection with an event sanctioned by the Board.

7. Confidentiality

Covered Persons must not disclose to anyone outside the School any “confidential information” entrusted to them by the School or its suppliers or business partners, except when disclosure is authorized by the Finance Committee or otherwise legally required. “Confidential information” includes private student information and all other non-public information that might be harmful to the School or its suppliers or business partners, if disclosed, or which the School is otherwise under an obligation not to disclose.

The obligation to preserve confidential information continues even after a Covered Person is no longer associated with or employed by the School.

8. Fair Dealing

Covered Persons should endeavor to deal fairly and in good faith with the School’s suppliers, employees, the public and one another at all times and in accordance with ethical business practices. No Covered Person should take unfair advantage of anyone through manipulation, concealment, abuse of information, misrepresentation of material facts or any other intentional unfair-dealing practice.

Covered Persons shall not accept any gift or privilege worth \$50 or more from any vendor or prospective vendor to the School, unless that gift is for the use of the School. In addition, Covered Persons may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

9. Record Keeping

The School requires honest and accurate recording and reporting by Covered Persons of information in order to make responsible business decisions. For example, only the true and actual number of hours worked should be reported. In addition, if employees use business expense accounts, all expenses must be documented and recorded accurately. If a person is not sure whether a certain expense is legitimate, that person should ask his or her supervisor.

All of the School’s books, records, accounts and financial statements must be maintained in reasonable detail, must appropriately reflect the School’s transactions and must conform both to applicable legal requirements and to the School’s system of internal controls.

School records and communications may become public, and Covered Persons should avoid exaggeration, derogatory remarks, guesswork or inappropriate characterizations of people and companies that could be misunderstood. This includes email, internal memos and formal reports.

D. REPORTING ANY ILLEGAL OR UNETHICAL BEHAVIOR

Employees are encouraged to report to the School Principal observed violations of this Code or any other illegal or unethical behavior. If the School Principal is the subject of the report, then

employees should report to the Chair of the Finance Committee. When in doubt about the best course of action in a particular situation, employees should consult their supervisors if the supervisors are not involved, or the School Principal if the supervisor is involved, or the Chair of the Finance Committee if both the supervisor and the School Principal are involved. Trustees and Officers should report any known or suspected violations of this Code or any other illegal or unethical behavior to the Chair of the Finance Committee. Suspected violations may be reported anonymously.

It is the policy of the School not to allow retaliation for good faith reports of violations of this Code or for reports of any other illegal or unethical behavior. All Covered Persons are expected to cooperate in internal investigations of misconduct.

#### E. PERIODIC REVIEWS

To ensure that the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, the Board shall conduct periodic reviews. The periodic reviews shall, at a minimum, include the following subjects:

- (a) whether compensation arrangements and benefits are (i) reasonable, based on competent survey information, and (ii) the result of arm's length bargaining; and
- (b) whether partnerships, joint ventures and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

When conducting periodic reviews, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Dated as of [DATE].

ACHIEVEMENT FIRST CENTRAL BROOKLYN CHARTER SCHOOL

DRAFT CODE OF CONDUCT AND ETHICS

Acknowledgement

I have been provided with a copy of, and I have read, the Achievement First Central Brooklyn Charter School Code of Conduct and Ethics, dated as **[DATE]**.

I hereby acknowledge my obligation to become familiar with the Code, to adhere to the standards and restrictions set forth therein, to conduct myself accordingly and to avoid even the appearance of impropriety.

---

Name:

Date:

**ACHIEVEMENT FIRST CENTRAL BROOKLYN CHARTER SCHOOL**  
**DRAFT CONFLICT OF INTEREST POLICY**

A. GENERAL PRINCIPLES

The Achievement First Central Brooklyn Charter School (the “School”) strives to maintain high ethical standards, and the persons serving as its Trustees, Officers, advisors and management employees (*i.e.*, the School Principal, the Business Manager, the Dean of Students, and any other positions or individuals as may be designated by the Board of Trustees from time to time) (the “Covered Persons”) are to act in the best interest of the School, without personal interest or benefit. If an actual or apparent conflict of interest arises, it shall be considered in accordance with this Conflict of Interest Policy.

B. CONFLICT WITH BYLAWS

Article XI of the School’s Bylaws contains provisions regarding self-dealing and conflict of interest. To the extent there is any conflict between this Policy and the Bylaws, the Bylaws shall prevail.

C. DEFINITION OF CONFLICT OF INTEREST

A conflict of interest exists, with respect to any transaction or arrangement involving the School, if a Covered Person, or any related party of a Covered Person, has a personal interest or benefit in such transaction or arrangement (as such, an “Interested Person”).

Examples of conflicts of interest include:

- (a) entering into a personal transaction or arrangement with the School;
- (b) serving as a compensated director, officer, partner, advisor or management employee of another company or other organization (including corporations, partnerships, trusts, non-profits and foundations) that enters into a transaction or arrangement with the School; and
- (c) having a beneficial or voting interest of 5% or more of another company or other organization that enters into a transaction or arrangement with the School.

A “related party of a Covered Person” means (1) members of the immediate family (including parents, siblings, spouse, domestic partner, children, grandchildren and great-grandchildren and spouses or domestic partners of such individuals) or household of a Covered Person, and (2) another company or other organization in which the Covered Person, or member of the immediate family or household of a Covered Person, has a position described in “b,” above, or an interest described in “c,” above. Related parties shall not include any company or other organization in which a Covered Person, or a member of the immediate family or household of a Covered Person, has a beneficial or voting interest of less than 5%.

D. PROCEDURES FOR REVIEWING CONFLICTS OF INTEREST

1. Disclosure of a Potential Conflict

Any Covered Person who believes that he or she may have a conflict of interest, or an appearance of a conflict of interest, shall promptly disclose to the School Principal the potential conflict of interest and all relevant information concerning the transaction or arrangement that gives rise to the potential conflict of interest.

## 2. Preliminary Review

The School Principal shall have responsibility for initiating an appropriate course of action (a) for determining whether the potential conflict represents an actual or apparent conflict of interest within the meaning of this Policy and, if so, (b) for presenting the conflict of interest to the Finance Committee. If there is any doubt as to whether a conflict of interest exists, the doubt shall be resolved by the Finance Committee.

## 3. Finance Committee Review

All transactions or arrangements involving an actual or apparent conflict of interest shall be reported to the Finance Committee. The Finance Committee may request additional information or discuss the transaction or arrangement with the Covered Person. The Finance Committee shall determine whether the School can, with reasonable efforts, engage in the transaction or arrangement on more advantageous terms with a disinterested person that would not give rise to a conflict of interest. A transaction or arrangement involving a conflict of interest may be entered into if the Finance Committee determines that the transaction or arrangement is in the best interest of the School. However, the School may not enter into the transaction or arrangement if (a) it results in inurement, an excess benefit transaction or impermissible private benefit under laws applicable to the School as an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) is a "self-dealing transaction," as defined in Section 4941(d) of the Internal Revenue Code. Unless a different result is required by law, the following transaction is not a self-dealing transaction: a transaction which is part of a public or charitable program of the School and results or may result in a benefit to one or more Covered Persons or the immediate family of one or more Covered Persons because they are in a class of persons intended to be benefited by the program; provided, however, that the transaction is approved or authorized by the School's Board of Trustees (without votes of the Trustees so benefited or whose relatives are so benefited).

The foregoing determinations by the Finance Committee are quasi-judicial determinations within the meaning of Article 7 of the Public Officers law, and shall therefore be made in executive session, by majority vote (not including the vote of any Interested Person).

## 4. Minutes of the Finance Committee

The minutes of the Finance Committee shall contain the name of the Covered Person that has the potential or actual conflict of interest, the disclosure made by such Covered Person, the Finance Committee's decision as to whether a conflict of interest exists, the nature of the conflict of interest, the Trustees who were present for the discussion, the decision relating to the transaction or arrangement involving the conflict of interest, any alternatives to the transaction or arrangement that were considered by the Committee, a record of any votes taken in connection therewith, and the fact that the Interested Person did not use his or her personal influence on, and was not present during the discussion or deliberations with respect to, such transaction or arrangement (other than for the purpose of presenting factual information or responding to questions prior to the discussion). Such determination of the Finance Committee with respect to any transaction approved by the Finance Committee that involves a conflict of interest shall be provided to the Board of Trustees, together with the minutes.

## 5. Interested Person Participation

An Interested Person shall not participate in any deliberation, decision or vote of the Finance Committee on any matter involving a conflict in which he or she is interested. If the Finance Committee determines that the School may proceed with the proposed transaction or arrangement, no such Interested Person shall participate on behalf of the School in any negotiations in connection with such transaction or arrangement.

E. DISCLOSURE AND FILINGS.

A copy of this Policy shall be furnished to each current and future Trustee, Officer, advisor and management employee of the School. Each such person shall complete and file with the Secretary of the School annually a Conflict of Interest Statement in the form attached hereto as Annex A.

F. COMPLIANCE WITH THE POLICY

If the Finance Committee has reasonable cause to believe that a Covered Person has failed to disclose an actual or potential conflict of interest, it shall inform such Covered Person of the basis for such belief and afford him or her an opportunity to explain the alleged failure to disclose. If, after hearing the Covered Person's response and after making further investigation as warranted by the circumstances, the Finance Committee determines that the Covered Person has failed to disclose an actual or potential conflict of interest, it shall take appropriate action.

G. REPORTS

The School Principal will maintain a log of each potential conflict of interest and all relevant information concerning the transaction or arrangement that gives rise to the potential conflict of interest, and shall prepare an annual report thereof for the Finance Committee.

Dated as of \_\_\_\_\_.

ACHIEVEMENT FIRST CENTRAL BROOKLYN CHARTER SCHOOL

DRAFT Conflict Of Interest Statement

I have been provided with a copy of, and I have read, the Achievement First Central Brooklyn Charter School Conflict of Interest Policy, dated as of [DATE].

To the best of my knowledge and belief, except as disclosed herewith, neither I nor any of my related parties (as defined under the Policy) has any conflict of interest (as defined under the Policy) involving any transaction or arrangement with the School. The foregoing statement is true (check only one):

(A) Without exception \_\_\_\_\_, OR

(B) Subject to the exceptions set forth in the attached statement \_\_\_\_\_

I hereby acknowledge my obligation to notify the School promptly if at any time the facts as stated herein should change.

\_\_\_\_\_

Name:

Date:

**ACHIEVEMENT FIRST CENTRAL BROOKLYN CHARTER SCHOOL**  
**DRAFT COMPLAINT PROCEDURES FOR ACCOUNTING AND AUDITING MATTERS**

**A. GENERAL PRINCIPLES**

Any employee of the Achievement First Central Brooklyn Charter School (the “School”) may submit a good faith complaint regarding accounting or auditing matters to the management of the School without fear of dismissal or retaliation of any kind. The School is committed to achieving compliance with all applicable laws and regulations, accounting standards, accounting controls and audit practices. The School’s Finance Committee will oversee treatment of employee concerns in this area.

In order to facilitate the reporting of employee complaints, the Finance Committee has established the following procedures for (1) the receipt, retention and treatment of complaints and allegations regarding accounting, internal accounting controls or auditing matters (“Accounting Matters”) and (2) the confidential, anonymous submission by employees of the School of concerns regarding Accounting Matters.

**B. RECEIPT OF COMPLAINTS**

Employees with concerns regarding Accounting Matters may report on a confidential, anonymous basis their concerns to the School Principal. If the School Principal is involved in the matter about which the employee is concerned, the employee may report, on the same basis, to the Chair of the Finance Committee. Confidentiality will be maintained to the fullest extent possible, consistent with the need to conduct an adequate review.

**C. TREATMENT OF COMPLAINTS REGARDING ACCOUNTING MATTERS**

Upon receipt of a complaint, the School Principal, or the Chair of the Finance Committee, as the case may be, will (i) determine whether the complaint actually pertains to Accounting Matters and (ii) when possible, acknowledge receipt of the complaint to the sender.

The Finance Committee will be notified in writing of the receipt of any complaint regarding Accounting Matters.

Complaints relating to Accounting Matters will be reviewed under the direction and oversight of the Finance Committee and/or such other persons as the Finance Committee determines to be appropriate. Confidentiality will be maintained to the fullest extent possible, consistent with the need to conduct an adequate review.

Prompt and appropriate corrective action will be taken when and as warranted in the judgment of the Finance Committee.

The School will not discharge, demote, suspend, threaten, harass or in any manner discriminate against any employee in the terms and conditions of employment based upon any lawful actions of such employee with respect to good faith reporting of complaints regarding Accounting Matters.

**D. Reports**

The School Principal will maintain a log of all complaints made to the School Principal, tracking their receipt, investigation and resolution and will prepare a periodic summary report thereof for the Finance

Committee. The Chair of the Finance Committee will do the same with respect to complaints made to him or her.

Dated as of \_\_\_\_\_.

## Response 15(f) – Complaint Policy

### Achievement First Central Brooklyn Charter School: Addressing Concerns Policy

**Informal Complaint Procedures:** An informal complaint is a complaint that does not concern the alleged violation of law or charter (e.g., a concern about an academic grade, the school’s uniform policy, the school’s cell phone policy, or the bus schedule). An individual who (or group that) has an informal complaint against a school policy or member of the school community is encouraged to contact the appropriate staff member at the School by telephone. All staff members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing. If an informal complaint is not responded to and resolved promptly or satisfactorily, the group or individual should contact the Principal to discuss the matter; the Principal shall respond in person, by telephone, or in writing.

**Formal Complaint Procedures:** A formal complaint is a complaint that concerns an alleged violation of law and/or charter. An individual who has a formal complaint against a school policy or a member of the school community may follow the steps below. Please note that these steps are for formal complaints only –meaning complaints which allege a specific violation of law and / or charter. As a matter of policy and practice, the Regional Superintendent, school Board of Trustee, charter authorizers, and State Boards of Education will not intervene in concerns which do not allege a specific violation of law and / or charter.

#### Formal Complaint Process

*Step 1: (recommended) Written Complaint sent to Principal:* In order to resolve the issues in the most timely fashion, it is recommended that an individual with a complaint write a letter to the principal or use the “parent complaint process form” to explain the issue. The individual may fax, email, mail, or hand-deliver (to the school’s front desk) the letter. The individual should contact the school’s front desk to obtain contact information for the principal. The principal will reply within 3 business days, at least acknowledging the complaint has been received, and the principal may take up to 10 business days to investigate and reach a decision. The principal will send a written decision to the parent within 10 business days of the school receiving the complaint letter or form. **The parent should copy the School Services Manager (SSM) on the complaint form. The SSM is responsible for monitoring the implementation and documentation of the complaint system.** The SSM will put a copy of the complaint form and the principal’s response in the student’s file (if the complaint is from a parent), and the SSM will also ensure that a summary of the complaint and resolution is logged in the school’s student information system.

*Step 2: (recommended) Written Complaint sent to Principal’s Supervisor:* If the individual is unsatisfied with the principal’s decision, s/he may write a letter to the Regional Superintendent supporting the school or use the “parent complaint process form” to explain the issue. The individual can fax, email, mail, or hand-deliver (to the school’s front desk) the letter. To get the email address or mailing address for the school’s Regional Superintendent, the parent can contact the front desk of the school. The Regional Superintendent will reply within 3 business

days and may take up to ten business days to investigate and reach a decision. The Regional Superintendent will send a written decision to the parent within 10 business days of receiving the letter or form. The SSM will put a copy of the complaint form and the principal's response in the student's file (if applicable), and the SSM will also ensure that a summary of the complaint and resolution is logged in the school's student information system.

*Step 3: Written complaint to the school's Board of Trustees:* The individual may write a letter to the school's Board of Trustees or use the "parent complaint process form" to explain the issue, whether or not s/he has followed recommended Steps 1 & 2. The parent can fax, email, mail, or hand-deliver (to the school's front desk) the letter. The Board or its designee will reply within 3 business days and may take up to ten business days to investigate and reach a decision. The Board or its designee will send a written decision to the individual within 10 business days of receiving the letter or form. The SSM will put a copy of the complaint form and Board's response in the student's file (if applicable), and the SSM will also ensure that a summary of the complaint and resolution is logged in the school's student information system. Please note that if an individual or group voices a complaint at a public meeting of the School's Board of Trustees or to individual trustees, trustees shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to this complaint procedure.

*Step 4: Written Complaint to the Authorizer:* If the parent is not satisfied with the Board's decision, the parent may present their complaint to the State University of New York Charter Schools Institute (SUNY CSI). The Institute may choose to investigate and respond. The parent can get contact information for the authorizer from the school's front desk. (Please note that the school will ask the authorizer not respond to complaints that have not completed at least step 3 above.) The SSM will put any information received from the authorizer in the student's file, and he/she will also log a summary in the school's student information system.

*Step 5: Written Complaint to the State Board:* If the parent is not satisfied with the step 4 response, the parent may present their complaint to the state Board of Regents in NY, which may choose to investigate and respond. The state board has the power and the duty to take remedial action as appropriate. The SSM will put any information received from the state board in the student's file, and he/she will also log a summary in the school's student information system.

Please note that if the school gets multiple complaints on the same or a similar subject, the school may elect to consider all of the complaints in one process. We do this because responding individually to similar complaints could take an undue amount of time on the part of school staff.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First  
Brownsville Charter School and Achievement First Central Brooklyn Charter School.
2. Full name: Kelly Wachowicz  
Home Address: [REDACTED] Brooklyn, NY 11201  
Business Name and Address: [REDACTED] Brooklyn, NY 11201  
Home telephone No.: 516.836.1978  
Work telephone No.: N/A  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter  
school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school  
district, another charter school, a non-public school or any not-for-profit corporation (to the  
extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or  
trustworthiness, or a felony. If the answer to this question is yes, please provide details of the  
offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree,  
adjournment in contemplation of dismissal, assurance of discontinuance or other, similar  
agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S.  
attorney general or the attorney general of any state, a U.S. or district attorney or any other  
law enforcement or regulatory body concerning the discharge of your duties as a board  
member of a for-profit or not-for profit entity or as an executive of such entity. If the answer  
to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or  
prospective or former school trustees. If so, please indicate the precise nature of your  
relationship.  I / we do not know any such trustees.  Yes, fellow board members.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last  
two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have come to know school employees  
at Achievement First schools through my work as a trustee.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do,  
business with the charter school (whether as an individual or as a director, officer, employee  
or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I have come to know senior leaders at Achievement First through my work as a trustee.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Kelly Wadhowicz, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect. Brownsville and Central Brooklyn Charter School

  
Signature

6/25/12  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

### Request for Information from Prospective Charter School Trustee

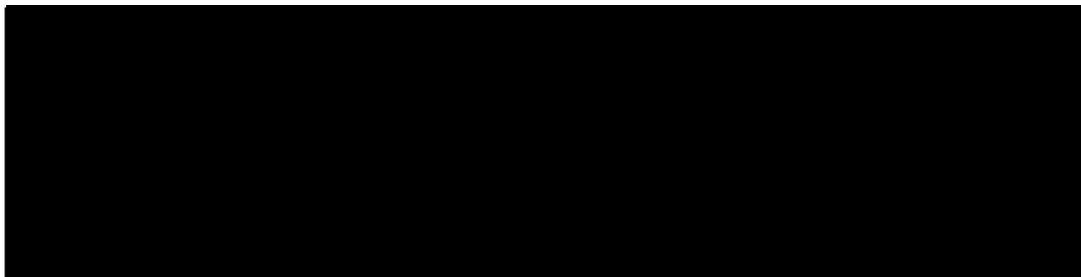
Please provide the following information.

Background

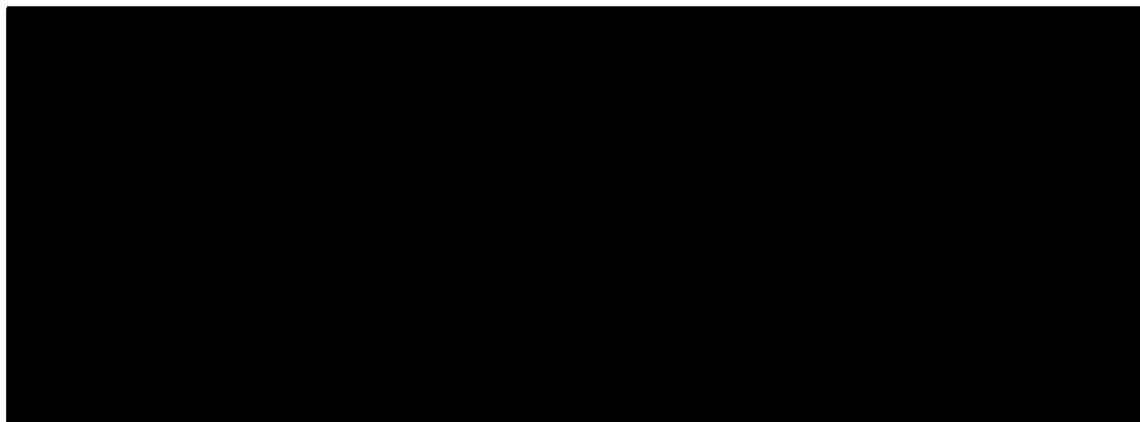
1. Name of Charter School for which you intend to serve as a trustee. **Achievement First  
Brownsville**
2. Full name: **Chrystal Stokes Williams**  
 Home Address: [REDACTED] **Brooklyn, NY 11233**  
 Business Name and Address: **American Express, 200 Vesey Street, MC 01-30-09, New  
 York, NY 10285**  
 Home telephone No.: [REDACTED]  
 Work telephone No.: [REDACTED]  
 E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.

Education:

**Spelman College (1990-1994), BA in Economics, graduated 1994**  
**Harvard Business School (1999-2001), MBA, graduated 2001**



**Finance Division (2004-2006)**



Boards:

**Achievement First Brownsville; Excellence Boys and Girls Charter Schools  
(Uncommon Schools); Helping Our Teen Girls in Real Life Situations**

4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  Yes, See above.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  Does not apply to me.  Yes,

#### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  I / we do not know any such employees.  Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  Not applicable because the school does not contact with a management company or charter management organization.  I / we do not know any such persons.  Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,

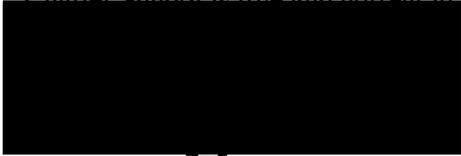
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, As noted above, I am a director at 2 schools affiliated with Uncommon Schools in Brooklyn.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. A situation as described above is one that should not and cannot be tolerated under any circumstances. If I became aware of a board member who was involved in self dealing, I would immediately notify the Board Chair and ask that s/he investigate further.

#### Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

### Certification

I, Chrystal Stokes Williams, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.



6/26/12  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: *Arny Samuels*  
Home Address: [REDACTED] *Green Ridge, NY 12427*  
Business Name and Address: *JP Morgan 383 Madison Ave, New York, NY 10179*  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes.

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I/we do not know any such trustees.  Yes.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees.  Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I/we do not know any such persons.  Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I/we do not anticipate conducting any such business.  Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contract with a management company or charter management organization.  
 I/we do not know any such persons.  
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I/we have no such interest.  Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I/we or my family do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

### Certification

I, Amy Samuels, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.

Sign



Date

6/19/12

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

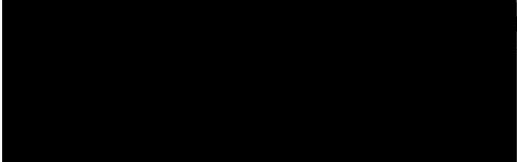
1. Name of Charter School for which you intend to serve as a trustee. *Achievement First Braersville*
2. Full name: *Julie M. Marlette*  
Home Address: [REDACTED] *New York, NY, 10025*  
Business Name and Address: *50 CAN: 115 E 23<sup>RD</sup> ST. APT 3F, New York, NY 10016*  
Home telephone No. [REDACTED]  
Work telephone No. [REDACTED]  
E-mail address [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know Daria Toll, as we have mutual friends.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Notify the board, as well as AF staff. Ask for documentation of steps taken; if not adequate, notify authorizer.*
- Other
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. *I am the Vice-President of Government Relations at a non profit that engages in education advocacy, including advocacy for charter schools / issues of choice. My employer is aware of my prospective board membership; the school is aware of my job. We have all committed to regular reviews of the work to ensure there is not even the appearance of impropriety.*

## Certification

I, Julie M. Marlette, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Brownsville  respect.

2/5/12  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

- AF Brownsville; AF Central Brooklyn
1. Name of Charter School for which you intend to serve as a trustee.
  2. Full name: Lee Geleert  
Home Address: Steele Apts  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: lgeleert@aclu.org  
NY, NY 10019
  3. A brief educational and employment history (you may attach a resume).  
 Resume attached.
  4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
  5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes,
  6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
  7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

*Would alert on Board Chair and/or counsel for school.*

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Lee Geleert, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the \_\_\_\_\_ Charter School is true and correct in every respect.

Signature

Date

June 20, 2012

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

AF Brownsville  
and  
AF Central  
Brooklyn

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to server as a trustee. Achievement First  
Brownsville Charter School
2. Full name: Max Polaner  
Home Address: [REDACTED] Montclair, NJ 07042  
Business Name and Address: Achievement First, 790 E New York Ave, Brooklyn NY 11203  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume): See attached resume  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes.

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, I am professionally acquainted with members of the Board of Trustees through my work at Achievement First. However, I do not anticipate conflicts of interest based on these professional relationships.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I have professional relationships with the staff of Achievement First Inc, the nonprofit charter management organization. However, I do not anticipate any conflicts of interest based on these professional relationships.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, I am an employee of Achievement First Inc, the nonprofit charter management company that contracts with this charter school. However, I will recuse myself from any votes in which I or Achievement First may have a stake and do not anticipate a conflict of interest.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, I am employed by Achievement First but do not anticipate any conflicts with service on this Board of Trustees.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would document any evidence and immediately report my observations to the school principal and/or the Chair of the Board of Trustees.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. N/A

## Certification

I, Max Polaner, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Brownsville Charter School is true and correct in every respect.

  
Signature

6/26/12  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## 16. Community Relations

### (a) Parent Relations

Describe how the school will involve parents in the education of their child and in the governance and operation of the school.

In order to get every scholar to and through college, it is essential that we partner closely with families. The Achievement First Central Brooklyn Charter School student-parent-school contract is an important tool to establish a clear and common understanding of each party's commitments and responsibilities to each other. While this contract is requested of parents and students, by state law the school cannot *require* that parents and students sign the contract. In this contract, we will pledge to provide students with a safe, caring, and high quality learning environment and our parents and students pledge to maintain consistent accountability for academic and other requirements of AF Central Brooklyn. We are all working for the same outcome, providing what's best for the children; we want the very best for our students, and our parents want the very best for their daughters and sons. We will work together to make this happen. On a practical level, described below are a few examples of ways we will engage and communicate with parents at Achievement First Central Brooklyn, all of which serve to strengthen our partnership and hold us all accountable.

- **School Contract:** All parents and students will be encouraged to sign a school contract outlining the rights, responsibilities, and expectations of all parties. Attached in Response 26 is a sample student-parent-school contract.
- **Family Chat:** Prior to the start of the first school year, the principal or dean of students will meet with every admitted family (at least one parent or guardian and the child) and have an introductory "family chat." The purpose of this visit is to start building the relationship with the family, to get to know both the parent and the child, to understand the parent's hopes and dreams for the child, to explain the vision and program of the school, to review the specific elements of the student-parent-school contract, and to answer any questions the family may have. At the end of this family chat, if the parent and student are comfortable, everyone will sign the contract, including the principal.
- **Parent Responsibilities:** As explained in the contract, all parents will be encouraged to provide their child with a quiet space for studying. They will also be asked to monitor their child's independent reading for at least 20 minutes per night, make sure all student homework is completed, and ensure their child comes to school every day and in uniform.
- **Parent Leadership Council (PLC):** AF Central Brooklyn will form a council of parent leaders to organize at least 3 major school events and initiatives each year. The PLC will work closely with the administration and faculty to harness the energy and talent of parents and get them involved in the school.
- **Phone Calls:** Parents will receive at least one, though typically several, phone call update(s) on their child's progress and performance from a teacher every trimester. AF staff will return phone calls from parents within 24 hours.
- **Weekly Progress Reports:** Parents will receive a weekly progress report (in the form of a Scholar Dollar paycheck) that outlines their child's REACH performance, homework completion, attendance, and discipline issues.
- **Report Card Conferences:** Parents will be asked to conference with teachers twice a year to review student progress and performance at the end of the fall and winter trimesters.

- **Written Updates:** Parents will receive a written communication from the school every week detailing upcoming events, Parent Leadership Council initiatives, and news from the school. Attached in Exhibit H is a sample parent newsletter.
- **Parent Survey:** Each spring, parents will complete a robust Parent Satisfaction Survey to share their experience with Achievement First. Results will contribute to planning for the next school year. Attached in Exhibit H are the results of the Parent Satisfaction survey for all AF schools in 2008-2009.
- **Governance:** A parent of a student attending AF Central Brooklyn will participate on the school's Board of Trustees (alternating with a parent from AF Brownsville). The parent member will be identified on or before October 15, 2014. The parent serving on the school board will work closely with the board and will also serve as a liaison to the school's Parent Leadership Council.

(b) **District Relations**

Describe any explicit support for the proposed school from the school district in which the school intends to be located and provide supporting evidence within the response.

Also, describe the school's intended strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

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

Achievement First has a long history of partnership and collaboration with the New York City Department of Education. Initially invited to expand to New York City by then Chancellor Joel Klein, Achievement First schools have been a central component of the DOE's portfolio approach to expanding high quality options available to the families of Brooklyn. Achievement First continues to work closely with the Office of Portfolio Management and the Charter Schools Office. In particular, the network maintains a strong relationship of facilities planning and siting of new schools. In response to a conversation with leaders from the Office of Portfolio Management, we have targeted the three Community School Districts in this proposal in order to facilitate siting of Achievement First Central Brooklyn. This flexibility is appreciated by the Office of Portfolio Management, and it reflects Achievement First's general partnership-driven approach to co-location. One of the most consistent pieces of feedback we received during community outreach was that co-location all too often becomes a distraction from teaching and learning for the schools sharing space. While shared space will always present challenges, experience across the network on the most effective co-locations suggests the follow practices will be useful as Achievement First Central Brooklyn establishes a relationship:

- **Proactive, sustained principal-to-principal outreach:** A strong, trusting relationship between building principals is the most important building block of successful co-locations. AF Central Brooklyn will be expected to proactively build and maintain this relationship through humble outreach and offers of collaboration.
- **A shared space committee:** To ensure continuing communication between principals and address potential challenges preemptively, AF Central Brooklyn will be a champion for and active participant in a shared space committee that meets regularly.
- **Flexibility and understanding:** The final element of a successful co-location is an awareness of the importance of compromise and proactive efforts to reach mutually agreeable solutions. While some co-locations fall victim to a "hold the line," oppositional approach to negotiating

the relationship, AF Central Brooklyn will enter the relationship aware that compromise is essential to partnership.

In New Haven, Achievement First has been a leader in sharing of best practices between district and charter public schools. Through the nationally recognized New Haven Leadership Residency, Amistad Academy invites district leaders to participate in a year-long residency similar to the Principal in Residence program. This intensive experience allows the district leadership resident to share effective practices with Amistad staff and builds an in-depth practical understanding of the Achievement First approach which can be brought back to district schools. While this program has not yet been piloted in New York, it reflects the network's overall commitment to impacting the educational lives not just of enrolled scholars, but of students throughout the community. Achievement First Central Brooklyn will participate in the network "visitor day" program, in which we welcome educators and community members to tour AF schools and speak with AF principals. This type of relationship building is the first step toward the depth of relationships necessary to launch a program like the New Haven Leadership Residency, and we will always be eager to share the work we do and learn from educators who share our hopes for students and families.

(c) **Community Relations**

**Describe any explicit support for this proposal from community stakeholders or others. Describe any known opposition to this proposal including the individuals or organizations and their rationale for opposing the school, and explain any efforts the founding team has made to address or respond to their concerns. Indicate whether opposition to the school could impede its ability to successfully implement the school's program and, if so, how the founding team and school intend to overcome those challenges.**

As described in Response 3(g), our community outreach efforts spanned the families who live in the communities that would be impacted by Achievement First Central Brooklyn, the community agencies that serve those families, and the elected officials who represent the communities. Across all of our interactions, a single message came through loud and clear: the families in these communities are *demanding* additional college preparatory public school choices. As described in Response 17, Achievement First schools have received an average of 11 applications for every available seat. As we solicited feedback from families and community organizations, we found that the closer they were to attempting to navigate the public education system in Brooklyn, the more enthusiastically they supported this application. Support from families themselves is overwhelming, as indicated by the high number of applications for enrollment. At each community meeting we attended and canvassing visit we did, we asked for petition signatures from community members who were in support of the school. The 202 signatures we received represent a large proportion of the families and community members in attendance at these events. We believe that these signatures are particularly powerful because the attendees at these events are highly reflective of the community. They are families trying to navigate the public school system to find the best option for their children, and community leaders dedicated to providing social services and educational opportunities. They were not partisan supporters of charter schools, as the concerns summarized below illustrate, but rather community members who demand high quality educational options in their neighborhoods.

In addition to these signatures, we received 91 signed postcards from waitlisted families, and 110 of 111 respondents to our online survey voiced their support. Together, these 400 voices of community support reflect a broad cross section of the communities we serve. In their own words, families who

responded to the survey expressed this need persuasively. Full results are attached in Response 16(d), and excerpts are included below:

*“AF provides an excellent learning environment for our young minority children. The staff’s passion for educating our children is admirable and should be imitated by all. I strongly support their proposal for opening a new charter school.”* Received via online survey, 5/18/12, 6:24pm.

*“I’ve visited Achievement First schools and was blown away. I support all initiatives that expand access quality education!”* Received via online survey, 6/23/12, 7:53am.

*“It is very important in my opinion that the charter school system is expanded. They provide the attention time and education our children require.”* Received via online survey, 5/19/12, 7:32am.

*“Charter schools provide families with public school choice options. Parents will have the ability to choose the school best suited for their child.”* Received via online survey, 6/21/12, 1:57am.

Support was also strong from the leaders of daycare centers and pre-schools, who work with families as they transition into the public K-12 education system in New York. We find their support to be particularly meaningful, because these organizations are deeply rooted in the communities they serve and do not have any vested interest in partnership with Achievement First. They simply want to see their families able to access high quality public education choices, and several day cares expressed this with letters of support. These include Urban Strategies Head Start (Brownsville, North Crown Heights), the Vernon Avenue Children’s School (Bushwick), and the Nat Azarow Child Care Center/Head Start (Brownsville). Other organizations that provide direct services in partnership with schools were supportive as well. For example, The Family Center, a multi-service agency that provides social services to children and families in Crown Heights, Brownsville and Bushwick (as well as other communities in Brooklyn) expressed their support in a letter. They are eager to partner with Achievement First to ensure that the families they serve, particularly those who may struggle to find AF Central Brooklyn on their own, can access this opportunity. Arts East New York, a community arts organization that provides afterschool programs, located in East New York adjacent to CSD 23, also provided a letter of support.

We also spoke with representative bodies, including the Community Education Councils in each community, the Community Partnership Program (CPP) boards, and several elected officials. We have worked hard to engage CPP boards, because we believe the social service organizations represented by these boards are essential to reaching the families who are most in need of high quality public education options. The Bedford Stuyvesant CPP, which includes several social services organizations that serve Crown Heights, wrote a letter of support on behalf of our application. A member of Community Education Council 19, who has children in both a traditional district school and an Achievement First school, wrote to support the AF Central Brooklyn application. While CSD 19 is not under consideration for AF Central Brooklyn, we believe this letter reflects the broad based support for Achievement First in the communities we serve. Moreover, an analysis of application patterns shows clearly that families from CSD 19 routinely apply to Achievement First Brownsville, located in CSD 23.

The comments we received at these community meetings are summarized below:

Community Meeting	Date	Areas Served	Feedback from Meeting
Nueva Vida Head Start <b>(Focus Group)</b>	6/13/12	Bushwick	<b>Support:</b> <ul style="list-style-type: none"> <li>Families want safe schools, Achievement First provide a safe environment.</li> </ul>
The Family Center <b>(Focus Group)</b>	6/14/12	Brownsville, Bushwick, Crown Heights	<b>Support:</b> <ul style="list-style-type: none"> <li>“We need more schools like this.”</li> <li>Interested in collaborating to train parents on issues of Healthy Eating and to provide afterschool programs.</li> </ul>
East New York/ Brownsville Community Partnership Program (CPP)	5/30/12	Brownsville	<b>Support:</b> <ul style="list-style-type: none"> <li>Impressed by your structure and strict policies.</li> <li>“I love how you incorporate character development into your curriculum.”</li> </ul> <b>Concern:</b> <ul style="list-style-type: none"> <li>Charters aren’t serving the exact same students? If students with behavior issues leave your school the traditional public schools have no choice but to take them.</li> </ul> <b>AF Response:</b> <i>Outreach efforts described in Response 17.</i>
Vernon Avenue Head Start	6/13/12	Bushwick	<b>Support:</b> <ul style="list-style-type: none"> <li>Would like to collaborate to identify how to better prepare pre-k students for kindergarten.</li> </ul>
Bushwick Community Partnership Program (CPP)	5/15/12	Bushwick	<b>Support:</b> <ul style="list-style-type: none"> <li>This community needs more high performing charter schools!</li> <li>No excuses mentality, strict discipline creates a safe environment focused on learning.</li> </ul> <b>Concerns:</b> <ul style="list-style-type: none"> <li>Questions about student attrition <b>AF Response:</b> <i>Training and financial incentives for reducing student attrition.</i></li> <li>Questions about whether the lottery is truly a lottery, given the preferences <b>AF Response:</b> <i>Preferences allow us to ensure we serve families that most need choices.</i></li> <li>Questions about under-representation of SPEDs and ELLS in our schools. <b>AF Response:</b> <i>Outreach efforts described in Response 17 offer to collaborate on recruitment efforts.</i></li> </ul>
Urban Strategies Head Start	5/30/12	Brownsville/ North Crown Heights	<b>Support:</b> <ul style="list-style-type: none"> <li>“Love your schools.”</li> <li>Want to work with AF to ensure more of our families know about this option.</li> </ul>
Community Board 4	5/16/12	Bushwick	<b>Support:</b>

			<ul style="list-style-type: none"> <li>Members of community board have attended AF Visitor Days and were impressed by the quality of the schools.</li> </ul> <p><b>Concerns/Suggestions:</b></p> <ul style="list-style-type: none"> <li>Questions about shared space—are charters entitled (not challenging, just questioning). Please collaborate to make colocations work.</li> </ul> <p><b>AF Response:</b> See above, District Relations.</p>
Arts East New York	5/16/12	East New York/ Brownsville	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>Quote from Ed: “I am a big supporter of Achievement First and I look forward to partnering to get your scholars into ARTs ENY programs.”</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>Would like to collaborate to offer more afterschool programming.</li> </ul>
Community Board 16	5/22/12	Brownsville	<p><b>Support:</b> Brownsville is in desperate need of more quality public school options. I am happy a new school will be coming to our community.</p> <p><b>Concerns:</b> Charter schools aren’t public schools</p>
Bedford Stuyvesant Community Partnership	6/12/12	Bedford Stuyvesant	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>Want parents to be included in decision making— appreciate Board of Trustees parent representative</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>Partner with parents</li> <li>Create a parent meeting room in the school</li> <li>Encourage more parents to volunteer in the school</li> <li>Provide services for parents (ELL, SPED)</li> </ul>
Community Board 3 Education Committee	5/7/12	Bedford Stuyvesant	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>Your schools do a lot to support the students they serve.</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>Families in the neighborhood need wrap around services.</li> </ul> <p><b>AF Response:</b> Schools have counselor or social worker to help make service referrals</p> <ul style="list-style-type: none"> <li>Given the demographics of the students, teachers should reflect the student populations as much as possible.</li> </ul> <p><b>AF Response:</b> Organization-wide Diversity &amp; Inclusiveness initiative designed to make sure AF network &amp; school staff better reflect the communities we serve.</p>

Representing Crown Heights, State Assembly Member Karim Camara also voiced his “unwavering

support” for this application in the attached letter of support, citing the demand among his constituents for more educational options. State Senator John Sampson, who represents parts of East New York and Brownsville, also contributed a letter of support, praising the efforts of Achievement First schools to partner with parents to strive toward excellence. Despite the fact that charter school parents are dramatically outnumbered by families enrolled in traditional district schools in their districts, these elected representatives were moved to support our application by their constituents’ demands for additional college preparatory public school options.

Evidence of the community support described above, including letters of support, petition signatures, signed postcards, and online survey results, are included in Response 16(d).



KARIM CAMARA  
Assemblyman 43<sup>rd</sup> District  
Kings County

THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

COMMITTEES  
Banks  
Children and Families  
Education  
Housing  
Mental Health  
Consumer Affairs and Protection

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

May 14, 2012

To Whom It May Concern:

I write this letter to express my unwavering support of Achievement First's charter application. I am encouraged by Achievement First's success in my district and I support their right to serve more students. Our city is in desperate need of high quality education options and Achievement First has a proven track record of meeting the needs of children.

At Achievement First's flagship school in New Haven, CT, each of the three graduating classes so far has earned a 100% college acceptance rate; these results are desperately needed in Brooklyn and Achievement First is on their way to accomplishing just that in the coming school year. In schools with at least two years of test data, Achievement First received straight A's on the New York City Report Cards last year.

Achievement First's successful model has translated into tremendous demand from families, with more than 11 applications for every open seat. In my district, where Achievement First has an elementary and middle school academy, this past year brought 16 applications per seat. This level of demand demonstrates a need for more high-quality options in our city and Achievement First's application seeks to address the need to serve more Brooklyn families. I appreciate these efforts, and am open to having conversations about this potential new academy being opened in my district.

Achievement First is planning to open a new public charter school in August 2013 to further serve the communities of central Brooklyn. I applaud their efforts to close the achievement gap by increasing the number of high-quality schools serving our city's children.

Sincerely,

Karim Camara  
Member of the Assembly  
Chair, New York State Black, Puerto Rican, Hispanic and Asian Legislative Caucus

URBAN STRATEGIES HEAD START  
MAIN OFFICE  
1091 SUTTER AVENUE  
BROOKLYN, NY 11208  
718-235-6151

MONA GREEN CENTER  
255 ATKINS AVENUE  
BROOKLYN, NY 11208  
718-348-9349

Pelham Bollers  
Executive Director

Anna Belle Rodriguez  
Program Director

Emma Pabualan  
Educational Director

Pauline Jones  
Family Serv. Coordinator

June 6, 2012

Ms. Devyn Humphrey  
Achievement First Network Support  
1485 Pacific Street, Rm. 407  
Brooklyn, New York 11216

Dear Ms. Humphrey:

I am writing to convey Urban Strategies Head Start's strong support for your submission of a proposal to the State University of New York (SUNY) Charter Schools Institute to open a new charter public school serving grades K-12 in the communities of Central Brooklyn.

I was pleased to read about your school's dynamic foundation that focuses upon a strong teaching faculty, a rich curriculum, in a warm and culturally conscious environment. This is why you have garnered such success and community participation. Your efforts have not gone unnoticed as evidenced by the many parents from our own Head Start Program who reach out to Achievement First schools in which to enroll their children. Your track record is exemplary.

I wish you much success in your endeavor to add yet another viable and much needed school to the Central Brooklyn area. We applaud your efforts and hope that we will have many opportunities to join you to better enrich and prepare our children for future success.

Sincerely yours,



Pauline M. Jones  
Family Services Coordinator  
Urban Strategies Head Start

# THE FAMILY CENTER

Keeping families stronger, longer.

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Executive Director

June 14, 2012

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

To Whom It May Concern:

As Executive Director of The Family Center, a New York City nonprofit offering expert social and legal services that strengthen vulnerable families, I submit this letter as an endorsement of Achievement First's founding of an 8<sup>th</sup> Charter School in Brooklyn. The Family Center has been serving Brooklyn families since 1994 and this experience helps us appreciate the opportunities made available to our client families –and all Brooklyn residents– by the opening of another Achievement First Charter School.

Achievement First and The Family Center have partnered to bring our diabetes prevention and control program, also known as B-SWEL for “Brooklyn –Stay Well, Enjoy Life,” to Achievement First parents. We have collaborated to host a focus group with Brooklyn parents around quality education opportunities, to explore after-school programming partnerships, and to discuss possible trainings with parents and Achievement First staff. The Family Center has been impressed by the professionalism and passion of Achievement First; we value this organization's dedication to supporting Brooklyn's vulnerable children and families and expanding educational opportunities for them.

In addition to serving as The Family Center Executive Director, I am a parent and lifelong resident of Central Brooklyn. These roles further motivate me to endorse Achievement First's founding of an 8<sup>th</sup> Charter School in my community.

Please feel free to contact me at (212) 766-4522 ext.144 or [igamble@thefamilycenter.org](mailto:igamble@thefamilycenter.org) with any questions or for more information about my commitment to supporting Achievement First's founding of an 8<sup>th</sup> Charter School in Brooklyn. Thank you for your consideration of this letter of support.

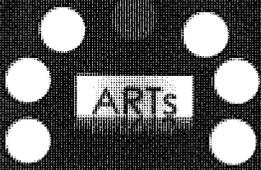
Sincerely,



Ivy Gamble Cobb, LMSW  
Executive Director

315 WEST 36<sup>TH</sup> STREET, 4<sup>TH</sup> FLOOR, NEW YORK, NY 10018 • PHONE 212.766.4522 • FAX 212.766.1696  
584 NOSTRAND AVENUE, BROOKLYN, NY 11216 • PHONE 718.230.1379 • FAX 718.636.3824

[www.thefamilycenter.org](http://www.thefamilycenter.org)



251 Regent Ave  
Brooklyn, NY 11218  
718.478.6000 P  
718.478.6017 F  
www.artsnyc.org  
info@artsnyc.org

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

June 25, 2012

To Whom It May Concern:

I am writing to express my support for Achievement First's application to open a new public charter school in the central Brooklyn community. I am a resident of Brooklyn and parent of three school aged children. I am also the Executive Director of ARTs East New York, a nonprofit community based organizations which provides access and affordability to high quality artistic programming for the community we serve. We use the arts as a tool to affect the socio-economic challenges facing our neighborhood.

Over the last few years, I have had the opportunity to witness, first hand, the work that Achievement First is doing in the lives of children in East New York and I know that the addition of a new school will only have a positive impact on my community.

Since I first learned about Achievement First, I have been extremely impressed by their faculty and staff, their curriculum and their sincere goal of positively impacting the communities in which their schools are located. The East New York community has struggled with many of the social ills communities in Brooklyn and New York City have experienced. Achievement First, through its curriculum that is dedicated to teaching children character skills in addition to providing strong academic tools is part of what this community needs to make positive societal changes.

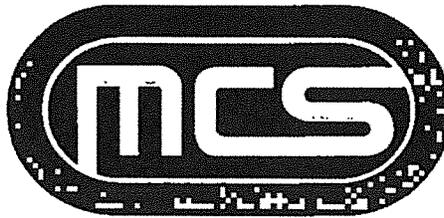
On behalf of ARTs East New York and my fellow neighbors in East New York, I ask that you please decide in favor of Achievement First and provide more central Brooklyn families the opportunity to attend high performing charter schools.

Sincerely,

Catherine Green  
Founder/Executive Director  
ARTs East New York Inc.

**LEARNING SITES:**

386 Vernon Avenue  
Brooklyn, NY 11206  
718-455-1800



**METROPOLITAN  
CHILD SERVICES INC.**

**A NOT FOR PROFIT PROVIDER OF SERVICES  
FOR YOUTH and CHILDREN**

**FINANCE OFFICE:**

40 East 30th Street  
Suite 400  
New York, NY 10016  
212-867-2828

June 25<sup>th</sup> 2012

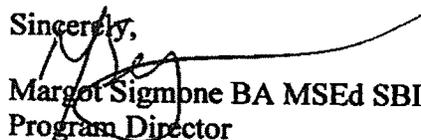
To Whom It May Concern:

I am writing in support of Achievement First's application to open an eighth charter school in the central Brooklyn community. The Vernon Avenue Children's School is located on the border of the Bedford Stuyvesant and Bushwick neighborhoods. We believe that all children are unique with a capacity to be lifelong learners provided that they receive the best that we have to offer during their time with us. As a head start program, Vernon Avenue Children's School serves the students that Achievement First recruits, including students that qualify for free and reduced price lunch, English language learners and students that require special services. Over the last few years, we have partnered with Achievement First to inform our parents about the opportunity to attend an Achievement First school and today, our students are scholars at the local Achievement First elementary schools.

Going forward, Achievement First and the Vernon Avenue Children's School are partnering to ensure that day care leaders are informed as to how to prepare their students for kindergarten both academically and socially. We are impressed by Achievement First's willingness to take on these partnerships and their forward focus on making sure that they engage the central Brooklyn community to ensure that their schools are making an even greater impact.

We at the Vernon Avenue Children's School/Metropolitan Child Services Inc. truly believe that the creation of another kindergarten through twelfth grade Achievement First school will help schools like ours fulfill our mission by providing high quality education options for families after they leave our center. We ask that you decide in favor of Achievement First's application and allow their network to expand.

Sincerely,

  
Margot Sigmone BA MSEd SBL/SDL  
Program Director

Vernon Avenue Children's School/Metropolitan Child Services Inc.



PLEASE RESPOND TO:

ALBANY OFFICE:  
ROOM 907 LOB  
ALBANY, NEW YORK 12247  
518-455-2788  
FAX: 518-426-6806

DISTRICT OFFICE  
1222 EAST 96<sup>TH</sup> STREET  
BROOKLYN, NEW YORK 11236  
718-649-7653  
FAX: 718-649-7661

CAPITOL OFFICE:  
ROOM 315  
ALBANY, NEW YORK 11247  
518-455-2715

Charter School Institute  
41 State Street, Suite 700  
Albany, New York 12207-2964

June 26, 2012

To Whom It May Concern:

I am writing to express my support for Achievement First's new charter application. As a New York State Senator for the 19th Senate District, I am encouraged by Achievement First's success in my district with Achievement First East New York Elementary and Achievement First Brownsville Elementary. Although our city continues to grapple with how to address providing quality education for all young people, I am encouraged by some of the success of Achievement First in assisting with meeting those needs. Last year, Achievement First East New York Elementary received A's on the NYCDOE report card, which I was pleased to hear.

I am a strong advocate for parental involvement in education. Achievement First parents have met with me to discuss some of the positive impact Achievement First has had on their children. Within every organization, there are some challenges and I have also had some concerns expressed to me by parents from both of the Achievement First schools in my district. However, I am continually encouraged by the willingness to strive for excellence by the administration... to correct these issues. Partnerships with parents should be a cornerstone in every school and I support all schools that seek to work in meaningful ways with its parents and the community.

I look forward to Achievement First plans to open a new public charter school in August 2013. I applaud their efforts continue to educate our children along with other dedicated Public Schools. I am in support their application.

Sincerely,

A handwritten signature in cursive script that reads "John L. Sampson".

John L Sampson  
New York State Democratic Leader  
New York State Senate 19<sup>th</sup> Senate District



**Brooklyn Kindergarten Society**  
**Nat Azarow Child Care Center/Head Start**  
**232 Powell Street Brooklyn, NY 11212**  
**718-346-0924**  
**718-346-7391 (Fax)**

June 15, 2012

SUNY Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 122070

To Whom It May Concern:

I am writing to express my support for Achievement First's application to open a new public charter school in August 2013 to provide another high quality education opportunity for Brooklyn families. As the Director of the Nat Azarow Child Care/ Head Start Center, I have worked with Achievement First to ensure the families in my center are familiar with the opportunity to apply for and attend a high performing, college preparatory charter schools like the Achievement First schools.

The families that my center serves, most of whom live in the Brownsville and Crown Heights communities and in neighboring housing developments, are extremely enthusiastic about the opportunity for their children to attend an Achievement First school. Specifically, they are excited about the schools equal focus on academics and character development. They are also encouraged by the schools commitment to preparing 100% of their students for high school graduation and college.

That said, some of our families have experienced the disappointment of not being selected in the lottery and not having the opportunity to send their child to their top choice school. That is why I am very excited to know that Achievement First's newest charter will serve more of the families in this community that are looking for quality education opportunities.

Nat Azarow is very excited to continue to partner with Achievement First and to expand this partnership with their newest schools. I ask that you please vote in favor of Achievement First's new charter application and expand quality education options for the children and families of central Brooklyn.

Sincerely,

**Jeanette Croskey**  
Director, Nat Azarow Child Care Center/Head Start

**BROOKLYN PERINATAL NETWORK, INC.**

441 Marcus Garvey Blvd • Brooklyn, NY 11216

T: (718) 573-4774

F: (718) 573-4771

rwebb@bpnetwork.org

Executive Director: Ngozi Moses, M.Sc.

SUNY Charter Schools Institute

State University of New York

41 State Street, Suite 700

Albany, NY 12207

To Whom It May Concern:

I am writing this letter for the appreciation we have in the great work that Achievement First has accomplished in the Bedford Stuyvesant community involving education. The Bedford Stuyvesant Community Partnership supports the great work they do and believes in the commitment and dedication they have for the children and families in our community. The Bedford Stuyvesant Community Partnership supports Achievement First's application to open a new public-charter school.

Achievement First and the Bedford Stuyvesant Community Partnership are committed to the same goal: to ensure the well-being of children and families. Our community has struggled with access to high quality education. We believe that access to a high quality education is one of the most important factors in ensuring the continued positive growth and success of our community. That is why we are in support of more great public schools including high performing, college preparatory charter schools like Achievement First.

We continue to be impressed by Achievement First's dedication to serving ALL students including children with special needs and limited English Proficiency. In addition, their mission to prepare all of their students for academic success in college and to become leaders of our community is what makes us believe that another Achievement First school will be a welcomed addition to our community.

On behalf of the Bedford Stuyvesant Community Partnership, we ask that you please decide in favor of Achievement First and help more children in the community achieve academic success.

Sincerely,

Ronica Webb, MPH

Bedford Stuyvesant Community Partnership



**Building Partnerships & Networking**

June 26, 2012

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

Dear Sir or Madam:

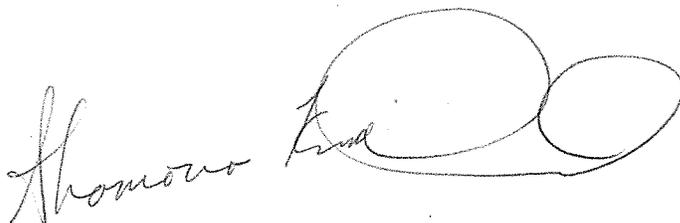
I am writing this letter to support Achievement First's new charter application. I am originally from Brownsville and currently reside in East New York. I have been an active member of my community for many years and am a parent representative on the Community Education Council in District 19.

As a parent of a first grader and a eighth grader, I understand the frustration of Brooklyn parents looking for high quality public school options. Because of the lack of options in my neighborhood, I was forced to send my son to a failing public school. Some years later, Achievement First opened a school in my neighborhood and I entered my daughter in the lottery. She has been a scholar at Achievement First Apollo Elementary school and is reading at 3 grade level. She will graduate from college in 2027.

As both a parent and an active CEC member, I see what options are and are not available in my community. I also know first-hand the quality option Achievement First provides to Brooklyn families who need options. I would have put my son in Achievement First but the option was not available to me. I support Achievement First's application for a new college prep school and am proud to submit this letter on behalf of Brooklyn families.

Sincerely

Shamona Kirkland

A handwritten signature in cursive script, appearing to read "Shamona Kirkland", followed by a large, stylized circular flourish.

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing,  
 college preparatory charter schools like  
 ACHIEVEMENT FIRST



	Name	Signature
1	Paula Felder	<i>Paula Felder</i>
2	Vivian Chapman	<i>Vivian Chapman</i>
3	Sallyann Madyun	<i>Sallyann Madyun</i>
4	ETHAN FURB	<i>Ethan Furb</i>
5	PAULINE JONES	<i>Pauline Jones</i>
6	Dawn Muckie	<i>Dawn Muckie</i>
7	Osman Boatye	<i>Osman Boatye</i>
8	SANDRA WATKIS	<i>Sandra Watkins</i>
9		
10		

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing,  
 college preparatory charter schools like  
 ACHIEVEMENT FIRST



	Name	Signature
1	H. Singleton	H. Singleton
2	Shannel Tunney	Shannel Tunney
3	Sherise Ellison	S. Ellison
4	Bolake Akegola	Akegola
5	Vanessa Gardner	V. Gardner
6	Lakya Blair	Lakya Blair
7	Shadell Henderson	Shadell Henderson
8		
9		
10		

I am a BROOKLYN RESIDENT

and I SUPPORT the EXPANSION of high performing,  
college preparatory charter schools like  
ACHIEVEMENT FIRST



Achievement First

	Name	Signature
1	Maryeshia McFadden	Maryeshia McFadden
2	Obiefunke Osweye	Obiefunke Osweye
3	Ayobami Owoye	Ayobami Owoye
4	CAMILLE CRAWFORD	Camille Crawford
5	VERONA DARLING	Verona Darling
6	Risana Cockington	Risana Cockington
7	Stanley Asokoban	Stanley Asokoban
8	Nakeem Williams	Nakeem Williams
9	IMJ Buchanough	IMJ Buchanough
10	KUASSON	KUASSON

I am a BROOKLYN RESIDENT  
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 college preparatory charter schools like  
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	Name	Signature
1	AKPOBO OJESIRI	<i>Akpo Ojeseiri</i>
2	Evelin castillo	<i>Evelin Castillo</i>
3	Foneti Croddard	<i>Foneti Croddard</i>
4	Ruby Staccourse	<i>R Staccourse</i>
5	Fatimata-Dia Tall	<i>Fatimata Diallo</i>
6	OLAKUNLE OGBINDI	<i>Olakunle Ogbindi</i>
7	Lakisha Funder	<i>Lakisha Funder</i>
8	Naraisa Cienfuegos	<i>Naraisa Cienfuegos</i>
9	IRIS Down	<i>IRIS Down</i>
10	Houdou Bah	<i>Houdou Bah</i>

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing,  
 college preparatory charter schools like  
 ACHIEVEMENT FIRST



	Name	Signature
1	Skwome Joseph	Slie J pl
2	LORA Lane	Lorabney
3	Olga Gomez	Olga Gomez
4	Edwidge Jean Baptiste	E Jean Baptiste
5	FANNECA FELCINS	F Fanca
6	Lashawna Gardner	L Gardner
7	Kama Diallo	Kama
8	Kadiatou Diallo	Kadiatou Diallo
9	Filsheda Barbado	F Barbado
10	Felicia James	Felicia James

I am a BROOKLYN RESIDENT

and I SUPPORT the EXPANSION of high performing,  
college preparatory charter schools like  
ACHIEVEMENT FIRST



	Name	Signature
1	Morakinyo Fatimiro	AKF
2	Sabrina Smith	S. Smith
3	Amel Simons	D. Simmons
4	Linda Pinckney	Linda Pinckney
5	EMANUEL EBESUNWA	Emmanuel
6	Zandra Webb	Zandra Webb
7	Juana Garcia	Juana Garcia
8	E. Tucker	E. Tucker
9	Dyemoss Ubboboo	Dyemoss
10	Reginald J. Louis	Reginald Thomas

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing,  
 college preparatory charter schools like  
**ACHIEVEMENT FIRST**



	Name	Signature
1	Beatrice Bryant	Beatrice Bryant
2	Ryan Almet	Ryan Almet
3	DEBRA Keene	Debra Keene
4	RENEE Buckley	Renee Buckley
5	Adesayo Akindele	Adesayo Akindele
6	JUEN KEE	Juen Kee
7	Tony Ward	Tony Ward
8	Foto/mata BAH	BAH
9	ALIMATOU MAIGARI	Alimatu Maigari
10	Idowu Bondmu	Idowu Bondmu

I am a BROOKLYN RESIDENT

and I SUPPORT the EXPANSION of high performing,  
college preparatory charter schools like  
ACHIEVEMENT FIRST



Achievement First

	Name	Signature
1	AUDLEY JACKSON	AUDLEY JACKSON AUDLEY.JACKSON@YAHOO.COM.
2	Taveres Whitmore	T. Whitmore tavereswhitmore@yahoo.com
3	Kathy Greig	K. Greig KathyGreig@hotmail.com
4	Jamir Scott	Jamir Scott
5	Sally Meadows	Sally Meadows
6	Annmarie Sabonow	Annmarie Sabonow
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8		
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I am a BROOKLYN RESIDENT

and I SUPPORT the EXPANSION of high performing,  
college preparatory charter schools like

ACHIEVEMENT FIRST



Achievement First

	Name	Signature
1	Nancy Vazquez	
2	Ivy Gamble Cobb	
3	Charles Jackson	
4	Veronica T Miller	
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I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing,  
 college preparatory charter schools like  
 ACHIEVEMENT FIRST



	Name	Signature
1	KIRBY COSTELLO	K Costello
2	SERMAINE CHAMBERS	S. Chambers
3	Jacqueline Chambers	J. Chambers
4	MILISA MONTON	Milisa Monton
5		
6		
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9		
10		

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing,  
 college preparatory charter schools like  
 ACHIEVEMENT FIRST



Response 16(d) 20

	Name	Signature
1	Loretha Williams	<i>Loretha Williams</i>
2	EDWIN NERSON	<i>Edwin Nerson</i>
3	Yanika Hayes	<i>Yanika Hayes</i>
4	ERICATORRES	<i>Ericatorres</i>
5	Arabel Carr	<i>Arabel Carr</i>
6	<i>Christina Carr</i>	<i>Christina Carr</i>
7	Geoss Nernson	<i>Geoss Nernson</i>
8	Andrea St. Louis	<i>Andrea St. Louis</i>
9	Marc Waldron	<i>Marc Waldron</i>
10	Cynthia Velez	<i>Cynthia Velez</i>

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing,  
 college preparatory charter schools like  
**ACHIEVEMENT FIRST**



	Name	Signature
1	MARAGH, SHANNA-MARIE	
2	Ana D'Ares-Reyes	
3	CRUZ FUKSMAN	
4	HARVEY BROZGON	
5		
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10		

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing,  
 college preparatory charter schools like  
 ACHIEVEMENT FIRST



CB 5 mtg  
 16 Signatures

	Name	Signature
1	Chlorise A. Green	
2	Jasmine Crosby Miller	J. Miller
3	Natt BENSON	
4	Renae <del>Ray</del>	
5	Hindoo W...	
6	Shamecca Wright	Shamecca Wright
7	MISBA ABDIN	
8	Tadine Richards	Tadine Richards
9	Patrick Clarke 3D's Castle	
10	Stanley Golding NYUk	

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing, college  
 preparatory charter schools like ACHIEVEMENT FIRST

35	Meredith Embury	Meredith Embury
36	Alice Naschment	Alice Naschment
37	Nancy Mercedes	Nancy Mercedes
38	Barbara Smith	Barbara Smith
39	Julie Dent	Julie Dent
40	Nicolaus Arbustine	Nicolaus Arbustine
41	Thimotea Belardo	Thimotea Belardo
42	Monique Vosges-BARNES	Monique Vosges-BARNES
43	JOHN ANTEINE	JOHN ANTEINE
44	Andrea Harnett-Robinson	Andrea Harnett-Robinson
45	Victor Wilson-Walker	Victor Wilson-Walker
46	Kristake Colon	Kristake Colon
47	Natalie Colon	Natalie Colon
48	SURITS WALLACE	SURITS WALLACE
49	Ramon Barty	Ramon Barty
50	Jaquon Foster	Jaquon Foster
51		

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing, college  
 preparatory charter schools like ACHIEVEMENT FIRST

52	Betty Hinton	Betty Hinton
53	Kathy Hypolite	Kathy
54	CRUZ FUKS M40	CR
55	Audrey Teeter	Audrey Teeter
56	Harvare Pippins	Jane Pipp
57	NEISSA WILLIAMS	NEISSA WILLIAMS
58	Melvin Astor	<del>XXXXXXXXXX</del>
59	Brenetta Grayson	Brenetta Gray
60	Ellen Monroe	Ellen Monroe
61	Wesly Roman	Wesly Roman
62	Rodrice Myles	Rodrice Myles
63	Paul Lee	Paul Lee
64	Gerardine Espinoza	
65	Loretta Williams	Loretta Williams
66	Betty E. Staton	Betty E. Staton
67		
68		

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing, college  
 preparatory charter schools like ACHIEVEMENT FIRST

	Name	Signature
20	Elyena DAVIS	Elyena Davis 347-581-4498 - June 20
21	Rev. Matthew Rae	Rev. Matthew Rae
22	Yvonne Jones	Yvonne Jones
23	Mary McCall	Mary McCall
24	Sobiah Swann	Sobiah Swann
25	Rev. Grace Gayles	Rev. Grace Gayles
26	Miguel A. Negron II	Miguel A. Negron II
27	J. Gwendolyn Rodriguez	J. Gwendolyn Rodriguez
28	Matt BERGER	Matt Berger
29	Mark L. Connor	Mark L. Connor
30	TRISTAN GRAY	Tristan Gray
31	Annette L. Spellen	Annette L. Spellen
32	<del>AMANDA FAWLER</del>	<del>AMANDA FAWLER</del>
33	Freddy FAWLER	Freddy Fowler
34	London McHenry	London McHenry

Yo soy un RESIDENTE de BROOKLYN y YO APOYO la  
 expansión de escuelas públicas de éxito como  
**ACHIEVEMENT FIRST.**



Achievement First

	Name	Signature
1	Fanny Brito	<i>Fanny Brito</i>
2	ALIDA MARTE	<i>Alida Marte</i>
3	KIRSIS TAPIA	<i>Kirsis Tapia</i>
4	LAURENCE PAPAN	<i>Laurence Papan</i>
5	Nancy Fingo	<i>Nancy Fingo</i>
6	Stephen Felt	<i>Stephen Felt</i>
7	Luis E. Peralta	<i>Luis E. Peralta</i>
8	Maria Avalla	<i>Maria Avalla</i>
9	Maria Pascar	<i>Maria Pascar</i>
10	Franklin Jimenez	<i>Franklin Jimenez</i>
11	Angel Castro	<i>Angel Castro</i>
12	EVA Lima	<i>Eva Lima</i>
13	Amanda Castro	<i>Amanda Castro</i>
14	Veronica Pirquing	<i>Veronica Pirquing</i>

I am a BROOKLYN RESIDENT

and I SUPPORT the EXPANSION of high performing,  
college preparatory charter schools like  
ACHIEVEMENT FIRST



Achievement First

	Name	Signature
1	Do-Lisa Barlow	
2	Roshyn Norton	
3	Yinka Alcinlosata	
4	Esther Nwagboso	
5	<del>Esther</del> Marva Lewis	
6	Arlena Wright	
7	Alexis Hekaday	
8	Sadara Rusbin	
9	Danielle Hinkson	
10	Candice Benjamin	

I am a BROOKLYN RESIDENT  
 and I SUPPORT the EXPANSION of high performing,  
 college preparatory charter schools like  
 ACHIEVEMENT FIRST



	Name	Signature
1	Vanasha Hamlin	Vanasha
2	Esau Mohammed	Esau Mohammed
3	Michelle Joseph	Michelle Joseph
4	Simone Jeffrey	Simone Jeffrey
5	Jennifer Roman	Jennifer Roman
6	Darrell Gabley	Darrell Gabley
7	Crystal Carr	Crystal Carr
8	Barbara Young	Barbara Young
9	Michelle Bybee	M. Bybee
10	Nataki Crooks	N. Crooks

I am a BROOKLYN RESIDENT

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college preparatory charter schools like  
ACHIEVEMENT FIRST



Achievement First

	Name	Signature
1	Willie M'He	Willie M'He
2	Syetha Lomas	Syetha Lomas
3	Debra Hedge	Debra Hedge
4	Rebecca Fred	Rebecca Fred
5	Nordia Brown	Nordia Brown
6	Jahaira Osorio	Jahaira Osorio
7	Shameca Williams	Shameca Williams
8	D. Walker	D. Walker
9	Crystal Morrison	Crystal Morrison
10	LAIBANSA FRANCIS	LAIBANSA FRANCIS

I am a BROOKLYN RESIDENT

and I SUPPORT the EXPANSION of high performing,  
college preparatory charter schools like  
ACHIEVEMENT FIRST



Achievement First

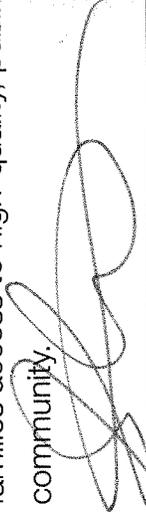
	Name	Signature
1	DWAYNE FRANCOIS	Dwayne Francois
2	Tracey Rigaud	Tracey Rigaud
3	Branden Rigaud	Branden Rigaud
4	SARAH SACKO	oseoeng na SACKO
5	Marvin Chin	Marvin Chin
6	Cherrise Wellington	A. Wells
7	Coertina	E. Stewart
8	Souce Robinson	Souce Robinson
9	Sarah Warden	Sarah Warden
10	Queenie Lashley	Queenie Lashley

My name is Ronan Rendon and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.



Achievement **First**

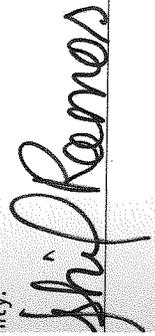
My name is Sherene Falcover and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.



(Signature)

Achievement **First**

My name is Zaxshil Ramos and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.



Achievement **First**

My name is PETRIANA ROBERTS and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.



(Signature)

Achievement **First**

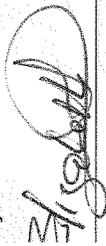
My name is Kristal Armstrong and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)

Achievement **First**



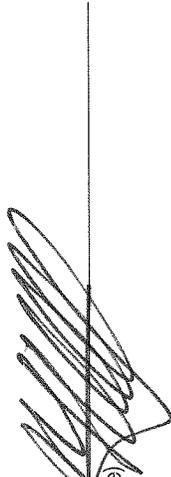
My name is Elizabeth Duran LA and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)

Achievement **First**



My name is Denise J. Sabido and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)

Achievement **First**



My name is Allison Glover and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)

Achievement **First**



My name is Heather Nanco and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Heather Nanco  
(Signature)



Achievement First

My name is Odellia Wharton and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Odellia Wharton  
(Signature)



Achievement First

My name is Pence Peterkin and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Pence Peterkin  
(Signature)



Achievement First

My name is Cindy Maldonado and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Cindy Maldonado  
(Signature)



Achievement First

My name is Sabrina Mercado and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Sabrina Mercado



Achievement First

My name is Alfredo Duverge and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Alfredo Duverge

(Signature)



Achievement First

My name is Cheryl Valentino and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Cheryl Valentino



Achievement First

My name is Sue Ann Timkge and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Sue Ann Timkge

(Signature)



Achievement First

My name is Cavelq Jarvis and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

*Cavelq Jarvis*  
(Signature)



Achievement **First**

My name is Amanda Tenia and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

*Amanda Tenia*  
(Signature)



Achievement **First**

My name is Trenicia Lewis and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

*Trenicia Lewis*  
(Signature)



Achievement **First**

My name is Enwatha Beaubrun and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

*Enwatha Beaubrun*  
(Signature)



Achievement **First**

My name is D. Ebanks and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

[Signature]



Achievement First

My name is Diana Cora Burgos and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

[Signature]  
(Signature)



Achievement First

My name is Adedolun Olufeko and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

[Signature]



Achievement First

My name is Honica Yungo and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

[Signature]  
(Signature)



Achievement First

My name is Donnell Dominguez and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Donnell Dominguez  
(Signature)



Achievement First

My name is Donna Nelson and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Donna Nelson  
(Signature)



Achievement First

My name is Ramatulla Jalloh and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Ramatulla Jalloh

(Signature)



Achievement First

My name is HAWA DIARRA and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

HAWA DIARRA  
(Signature)



Achievement First

My name is Rosemary Lima and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Rosemary Lima



Achievement **First**

My name is Boundarya Martins and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Martins

(Signature)



Achievement **First**

My name is Elizabeth Katchman and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Elizabeth Katchman

(Signature)



Achievement **First**

My name is Lisa Roseman and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Lisa Roseman  
(Signature)



Achievement **First**

My name is Alberta Johnson and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Alberta Johnson  
(Signature)



Achievement **First**

My name is Pollyn Alexander and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Pollyn Alexander  
(Signature)



Achievement **First**

My name is Kathelina Rooney and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Kathelina Rooney  
(Signature)



Achievement **First**

My name is Georgette Powell and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Georgette Powell  
(Signature)



Achievement First

My name is Christine Melendez and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Christine Melendez  
(Signature)



Achievement First

My name is F. Mann and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

F. Mann  
(Signature)



Achievement First

My name is Renee Washington and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Renee Washington  
(Signature)



Achievement First

My name is Filomena Henry and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Filomena Henry  
(Signature)



Achievement First

My name is Denise Hollineau and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Denise Hollineau  
(Signature)



Achievement First

My name is Mariavictoria Morcón and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Mariavictoria Morcón  
(Signature)



Achievement First

My name is Benjamin Richard and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Benjamin Richard  
(Signature)



Achievement First

My name is Catherine Phillips and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Phillips



Achievement **First**

My name is Ms. Ruby Greene and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Ms. Ruby Greene



Achievement **First**

My name is Nadia McKernie and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Nadia McKernie



Achievement **First**

My name is Sumner Winter and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Sumner Winter

(Signature)



Achievement **First**

My name is Marcia Dandau and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Marcia Dandau  
(Signature)



Achievement **First**

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Marcia Dandau  
(Signature)



Achievement **First**

My name is Yasen Ransom and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Yasen Ransom  
(Signature)



Achievement **First**

My name is Enara Hall and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Enara Hall  
(Signature)



Achievement **First**

My name is Mari Bigaud and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Mari Bigaud



Achievement First

My name is Nicole Santana and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Nicole Santana



Achievement First

My name is Tamar J-S Saimbert and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Tamar J-S Saimbert



Achievement First

My name is Barbara Grant and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Barbara Grant

(Signature)



Achievement First

My name is YEMIST SMITH and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

[Signature]  
(Signature)



Achievement First

My name is S. Jefferson and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

[Signature]  
(Signature)



Achievement First

My name is Kim Tang and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

[Signature]  
(Signature)



Achievement First

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[Signature]  
(Signature)



Achievement First

My name is Dr. Rhonda Cambridge-Phillip and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Dr. Rhonda Cambridge-Phillip



Achievement First

My name is Rebekah Andrews-Brannock and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Rebekah Andrews-Brannock

(Signature)



Achievement First

My name is Teala Deane-Dossou and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Teala Deane-Dossou



Achievement First

My name is Elisa Cuso and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Elisa Cuso

(Signature)



Achievement First

My name is Jillian O'Connor and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

J. O'Connor  
(Signature)



Achievement First

My name is Gloria Navla and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Gloria Navla  
(Signature)



Achievement First

My name is Enid Velazquez and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Enid Velazquez  
(Signature)



Achievement First

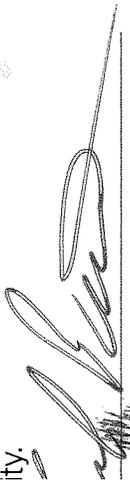
My name is Jenneth Alim and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Jenneth Alim  
(Signature)



Achievement First

My name is FRANK GRISCO and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)



Achievement First

My name is Merian Jara and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)



Achievement First

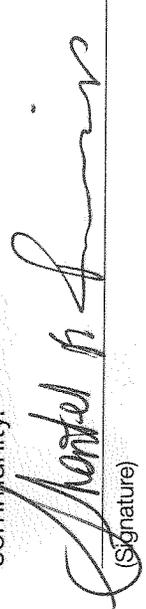
My name is Timela McKinnie and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)



Achievement First

My name is Shantel Rose Francois and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)



Achievement First

My name is Carol Buckstein Bartel and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Carol Bartel  
(Signature)



Achievement **First**

My name is Sheena Hernandez and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Sheena Hernandez  
(Signature)



Achievement **First**

My name is Tentepo Akpan and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Tentepo Akpan  
(Signature)



Achievement **First**

My name is MAHFUJA AKTER and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

MAHFUJA AKTER  
(Signature)



Achievement **First**

My name is Coranne Joseph and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Coranne Joseph



Achievement **First**

My name is Arieta Lewis and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Arieta Lewis

(Signature)



Achievement **First**

My name is Camille Edwards and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Camille Edwards



Achievement **First**

My name is Cassandra Rochester and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Cassandra Rochester

(Signature)



Achievement **First**

My name is Leaha Robinson and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Leaha Robinson  
(Signature)



Achievement First

My name is Sherry-Ann Crooks and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Sherry-Ann Crooks  
(Signature)



Achievement First

My name is La-Star Fisher and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

La-Star Fisher  
(Signature)



Achievement First

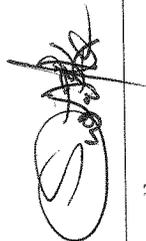
My name is Ingrid Cudquifere and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Ingrid Cudquifere  
(Signature)



Achievement First

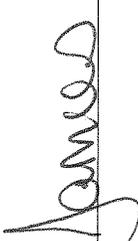
My name is OLAWALE ONAKOYA and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)



Achievement **First**

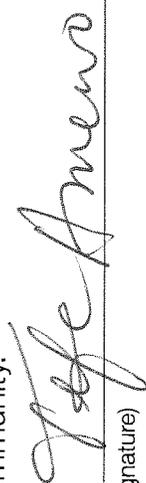
My name is Tisha James and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)



Achievement **First**

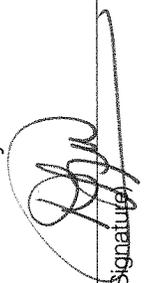
My name is PHINA & JOEL AMU and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)



Achievement **First**

My name is Deborah T. Lee and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

  
(Signature)



Achievement **First**

My name is Ebonique Gibbs and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Ebonique Gibbs  
(Signature)



Achievement First

My name is Alicia Natis and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Alicia Natis  
(Signature)



Achievement First

My name is Bryant Graham and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Bryant Graham  
(Signature)



Achievement First

My name is Alicia Natis and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Alicia Natis  
(Signature)



Achievement First

My name is Nicole Reid-Rencher and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Nicole Reid-Rencher  
(Signature)



Achievement **First**

My name is Johanny Burgos and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Johanny Burgos  
(Signature)



Achievement **First**

My name is Olga Romero and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Olga Romero  
(Signature)



Achievement **First**

My name is NIRISHA MAYERS and I am the parent of a school-aged child in Brooklyn. I am one of nearly 6,500 applicants who were waitlisted at an Achievement First school. Achievement First operates high-performing, college-preparatory schools in New York City. Unfortunately, there are not enough schools to meet the needs of parents who want a quality education for their children. Please grant Achievement First a new charter and give more families access to high-quality, public charter school options in my community.

Nirisha Mayers  
(Signature)



Achievement **First**

**1. Do you support the expansion of high quality free public charter schools?**

		Response Percent	Response Count
No		0.9%	1
Yes		99.1%	112

Additional comments: 26

answered question	113
skipped question	2

**2. Please feel free to share additional comments:**

	Response Count
	15
answered question	15
skipped question	100

**Q1. Do you support the expansion of high quality free public charter schools?**

1	In order for our kids to be educated and knowledgeable they need the structure and academic guidelines provided by more free public charter schools.	Jun 27, 2012 7:43 AM
2	Interested in placing my child in achievement first charter school for the the school yr of 2013-2014 , can i do early registration ?	Jun 24, 2012 5:59 PM
3	Although, it is unfair to children that work a little harder than others in their academic behavior.	Jun 24, 2012 3:48 PM
4	I've visited Achievement First schools and was blown away. I support all initiatives that expand access quality education!	Jun 23, 2012 7:53 AM
5	This would give our young scholars a better chance at education, life, and experience.	Jun 21, 2012 1:57 AM
6	I am interested in the lottery for a chartered school. My son is 10 years old.	Jun 14, 2012 1:27 PM
7	I think they do a better job than the the regular public school they teachers go to class and teach the kids.not just to to scholl to get paid.	Jun 11, 2012 1:47 PM
8	Not enough admissions per applicants	Jun 8, 2012 11:07 AM
9	It will be excellent for the Neighborhood.	Jun 7, 2012 3:50 PM
10	so happy about that	Jun 2, 2012 7:32 PM
11	My daughter is currently enrolled in private school and this is no longer a feasible option for us. I think charter schools provide an opportunity for better school choice.	May 30, 2012 1:27 PM
12	I have been trying to get my daughter into the achievement Charter school for 3 yrs. I pray we will get her into the 1st grade prg. She is still on waiting list for the kindergarten prg. Thank you	May 29, 2012 11:18 AM
13	Would be great to have quality institutions in the area.	May 24, 2012 8:53 AM
14	I support the free public charter schools.	May 23, 2012 8:33 AM
15	we need more school our children is being force to attend school that is not beneficial to their learning. school such as public school which could only attend based on your zone. the zone school are not always the best option but because we the parents cannot afford private school we are voice to send our kids to the low rating public school. having more charter schools parents will have more options.	May 22, 2012 7:55 PM
16	Yes we need more public charter schools. We do not enough charter schools in my community. There is always more applications than seats. Children are selected by lottery. So if your child does not get in that school then your child will be forced to go to his/ her failing zone schools.	May 22, 2012 6:50 PM
17	I support charter school, the quality and standard of education in charter schools,is different from regular schools, I wish the Government can change all public schools to charter school,because i have kids in both schools,so am talking from experience.	May 21, 2012 11:04 PM

**Q1. Do you support the expansion of high quality free public charter schools?**

18	Achievement first is very structured. The teachers work extremely hard with the kids to meet high standards in academics. I would recommend this school to any parent.	May 21, 2012 8:36 PM
19	I support the expansion of high quality free public charter schools if these news schools are formed based on the need to genuinely provide an excellent academic education and not to expand a charter school just for the sake of expanding it.	May 21, 2012 7:52 PM
20	It is important for children to have an environment that is geared towards focus, and more.	May 21, 2012 1:37 PM
21	Yes i do support the expansion because it will make it easire for the community as a whole.	May 20, 2012 3:52 PM
22	More and more parents are in support of expansions of high quality free public shools for their child because a solid education is important.	May 20, 2012 3:51 AM
23	It is very important in my opinion that the charter school system is expanded. They provide the attention time and education our children require. Unfurtunatly my daughter was the approved for a seat and it is good to know that if another school opens up she will have a chance.	May 19, 2012 7:32 AM
24	There are not enough charter schools in district 32 which is a district in need of improvement Charter schools should target those areas	May 19, 2012 6:38 AM
25	I would love for the opening of a new school because my daughter is on the wait list on all the achievement first....my community don't have lots of good public school so the charter school is the best for my daughter	May 18, 2012 5:51 PM
26	AF provides an excellent learning environment for our young minority children. The staffs passion for educating our children is admirable and should be imitated by all. I strongly support their proposal for opening a new charter school.	May 18, 2012 5:24 PM

**Q2. Please feel free to share additional comments:**

1	I have a 12 year old and a 8 year old and I would love for my children to be in a safe environment School with small classes, where teachers are able to interact more with each child.	Jun 21, 2012 3:15 PM
2	Charter schools provide families with public school choice options. Parents will have the ability to choose the school best suited for their child.	Jun 21, 2012 1:57 AM
3	It would be a great move to open up more charter schools in my community. I am looking to enroll my 9 year old into a charter school, and it would help if I had more choices to choose from.	Jun 11, 2012 1:47 PM
4	My child has been on the waiting list and living 2 blocks away from the school..	Jun 8, 2012 11:07 AM
5	Working class Neighborhoods need also good quality education.	Jun 7, 2012 3:50 PM
6	I believe high quality free public charter schools are an asset to the inner cities because unfortunately most of the public schools are overcrowded and the private and catholic schools are very costly for the average household.	Jun 5, 2012 5:33 PM
7	Success in your quest for better public school education.	Jun 3, 2012 10:09 PM
8	i need some where to put a good kid that is not yet influenced by the gangs in the neighborhood.	Jun 3, 2012 2:09 PM
9	The charter school the education is very structured and they acheivements are better.	May 23, 2012 8:33 AM
10	More charter schools, albeit sucessful ones are needed in New York City, to give parents more options when it comes to educating their kids and making sure that the quality of education given is meeting the standards for the kids educational advancement. Enough with the politics the kids futures are at stake.	May 23, 2012 12:06 AM
11	my view of point, charter schools should make their application fair and better, so more family can have opportunity.	May 21, 2012 11:04 PM
12	It will help parents like myself to have my son longer in one place than looking for a new school as he advance from kindergarton.	May 20, 2012 3:52 PM
13	I need my son to get a solid start on education and to be focused on what's important. He is 5years old, with a very willing and eager to learn personality, so I believe this is the right place to begin his journey.	May 20, 2012 3:51 AM
14	Ps/is 377 located in 200 woodbine st has been a school Under occupied for the last 4 years that would be great location to put a charter school	May 19, 2012 6:38 AM
15	I think this a good idea for our community	May 18, 2012 10:11 PM

## 17. Student Demand, Recruitment and Retention

### (a) General Student Population

Describe the student demand for the school that would allow the school to meet the intended enrollment figures.

In the 2011-12 recruiting season, Achievement First schools received 6,580 applications for just 596 seats, or just under 11 applications per seat. Although only one school, AF Endeavor Middle School, holds a grade 5 lottery, we received 555 5<sup>th</sup> grade applications for just 88 seats. Without advertising the 5<sup>th</sup> grade lottery outside of Endeavor's community school district of location, we received 239 applications from the three possible CSDs for Achievement First Central Brooklyn. In other words, even with minimal student recruitment, there would be nearly three applications per open seat if AF Central Brooklyn existed today. Combined with the overwhelming demand for middle school options we heard in our community outreach, we are confident that all the fifth grade seats in year one, and all of the additional K-1 seats in year two will be easily filled. When the Achievement First recruitment team brings news of a new 5<sup>th</sup> grade option to these communities, we expect the application rate to be similar to that demonstrated across the network.

### (b) Target Populations

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

- The recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);
- Any at-risk admissions factors or preferences the school would offer that would increase the likelihood of enrolling targeted students; and
- A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the efficacy of such efforts will be monitored.
- Be sure to clearly delineate how the school would address each individual sub-group.

The Achievement First student recruitment team uses a comprehensive strategy consisting of direct outreach, school-based open houses, presentations at community based organizations, targeted mailings, and both online and outdoor advertising. As the demand numbers above suggest, these techniques have been successful in generating applications. The efforts have also been very effective in sharing the opportunity to apply with low-income families. In 2009, all Achievement First schools implemented an at-risk preference for low-income families, and as a result virtually all entering families (with the exception of a few siblings of families that enrolled before the preferences were in place) have qualified for free or reduced-price lunch. As a result of extensive presentations to community organizations that serve low-income families, particularly Head Start and NYCHA daycare centers, the pool of free and reduced-price applicants has been large, and the preference has been effective at substantially matching the district percentages of low-income students for the incoming classes.

For schools operating in Community School Districts that have a high percentage of English Language Learners, the student recruitment team has targeted outreach to these families. All outdoor signs are in both English and Spanish (the predominant language other than English spoken in Bushwick and East New York), and all brochures and other marketing materials, including the Achievement First website page for student enrollment. Additionally, Spanish-speaking members of the recruitment team have

presented in Spanish at head start daycares and community organizations (including The Coalition for Hispanic Family Services, El Puente Bushwick Center, and the Hispanic Service Society), and two members of the parent-led “street teams” that recruited directly in the community were Spanish speakers (in addition to one speaker of Haitian Creole). Collectively, these street teams logged nearly 240 person-hours of direct community outreach. At Achievement First Bushwick, these efforts were successful in recruiting an applicant pool that included 25% students who speak a language other than English at home. For Achievement First Central Brooklyn, we are excited to propose an additional at-risk preference designed to match CSD enrollment rates of English Language Learners. Described in more detail in the attached enrollment policy, this preference will set aside a number of seats, pegged to the enrollment target set by the authorizers, for students who speak a language other than English at home. While this is an inexact predictor of ELL status, since not all students who speak a language other than English at home will be classified as English Language Learners, we will adjust the preference accordingly to ensure that the target is met.

Across the network, efforts to recruit students with disabilities have focused primarily on making clear in promotional materials and presentations that the Achievement First is highly effective for special education students, and that we offer services in accordance with IEPs. In addition, the recruitment team reaches out annually to day care centers that are identified by the NYC Department of Education as serving students with disabilities. The AF student recruitment team has partnered with the network special services team to ensure that marketing materials capture the range of services available. We expect that in the 2012-13 recruiting season the network special services team will participate actively in student recruitment efforts. In the planning period for Achievement First Central Brooklyn, we have reached out specifically to community organizations that serve at risk families with social and health services. One such organization, The Family Center, agreed to partner with the community outreach team to conduct a family focus group to discuss how the school could best meet their needs. One piece of feedback in particular resonated with the founding group, and will inform the Achievement First student recruitment team’s efforts to meet the students with disabilities target. During this focus group, the mother of a student with a disability said that her greatest struggle was finding a public school option that held the highest academic standards for her child, despite his disability. Achievement First Central Brooklyn will be just such an option, committed to getting every scholar who walks through our doors to and through college. We believe that this sending this message to families with students who have special needs will be a powerful recruiting technique, and will help us meet the enrollment target for this population.

Retention of students at Achievement First schools is a network wide priority. The Achievement First report card sets a target of 5% loss attrition for each school, meaning if a school exceeds this level of student attrition the financial bonus of the leadership team is jeopardized. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the supports and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—will be disaggregated and shared with the school leadership team (by the network data team), so that early warning signs can be identified and appropriate interventions identified.

## 17. Evidence of Student Demand

### c) Evidence of Demand

Evidence of student demand (e.g. petitions that clearly indicate that signers have students of age to enroll in the school and would consider enrolling in the school).

**Important Note:** If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any evidence of community support also explicitly demonstrates student demand.

We believe that the strongest evidence of demand for seats at Achievement First Central Brooklyn is the number of applications submitted to similar schools across the network. As noted above in Response 17(a), the demand is overwhelming, and even without marketing 5<sup>th</sup> grade seats to the areas that will be served by Achievement First Central Brooklyn, there are enough applicants to fill the school three times over. The Achievement First student recruitment team solicits paper applications as well as online applications via the Achievement First website, and manages these applications using the *InfoSnap* enrollment management application. Records related to these applications are available for review by the Charter Schools Institute, should the Institute want to verify application numbers. The petitions and signed postcards in Response 16(c) also reflect strong demand for seats at Achievement First Central Brooklyn.

## 17. Admissions Policy

### **Achievement First Central Brooklyn Student Admissions Policy**

The draft student admissions policy for AF Central Brooklyn, reflecting the at-risk preferences for English Language Learners and low-income students, is presented below.

#### **Student Recruitment**

Achievement First Central Brooklyn Charter School (“AFCB”) will conduct extensive local community outreach to solicit applications from prospective students entering lottery-eligible grades. AFCB will pay particular attention to the recruitment of at-risk applicants including those qualifying for the federal free and reduced price lunch program, students that require special services and students with limited English proficiency.

As a public charter school, AFCB will be open to all children who are eligible for admission to a public school under New York State law. Additionally, AFCB will follow all applicable state and federal laws in admitting students.

As per the 2010 New York State Education Law governing charter schools, to enroll new students AFCB will conduct a blind admissions process requesting only basic information from parents about prospective students and optional information relating to at-risk admissions preferences as detailed below. AFCB will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful if done by any other public school.

#### **Open Admissions Only to Designated Grades**

AFCB will only open admissions for designated grades (“lottery grades”). Prospective students must submit an application (“lottery application”) to be eligible for lottery grades. If AFCB receives more lottery applications than the school has seats available for that lottery grade, then the school will conduct a blind lottery to determine which children will be admitted into that lottery grade.

Kindergarten will be a lottery grade in each year that the school operates an Elementary Academy (grades K-4). In the Elementary Academy’s initial year of operation only, both kindergarten and 1<sup>st</sup> grade will be lottery grades. In the Middle Academy (grades 5-8), 5<sup>th</sup> grade will be a lottery grade until the year in which fourth graders enrolled in the school’s Elementary Academy transition directly into the school’s Middle Academy. At that time, kindergarten will be the only lottery grade remaining at the school.

If the AFCB determines that seats are available outside of the lottery process, in any grade K-8, the waiting list will be the only official source for identifying eligible applicants to fill those vacant seats. AFCB’s waiting list policy can found below in this student admissions policy.

#### **Qualifications for Admission through the Lottery**

- Kindergarten applicants must turn five years old on or before December 31<sup>st</sup> of the year in which they matriculate; and

- All applicants must submit a completed and valid lottery application by the designated application deadline which will be no earlier than April 1<sup>st</sup>.

### **Automatic Admissions Preferences**

Automatic admissions preferences will be given to eligible applicants in the following order:

- First preference is given to students who attended the school the previous year and are returning to the school. Returning students do not need to re-apply; and
- Second preference is given to siblings of students enrolled in the school. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings are automatically granted a space in a lottery grade, if and only if, there is space in the grade. If not, they will be placed on the school's waiting list as described in the waiting list policy below. In non-lottery grades, sibling applicants will be added to the waiting list ahead of all other applicants but behind all other siblings as detailed in the waiting list policy below.

### **Lottery Selection Process**

Once all applicants with automatic preferences have been admitted, all other applicants will be considered. Each applicant will be grouped for entry into an electronic lottery according to the admissions preference detailed below. Siblings applying to a lottery at the same school, where no sibling already attends the school, will be automatically admitted if one sibling is selected in the lottery. Using a computer algorithm, applicants will be ordered at random until all currently available spots are filled. The remaining entries will be sorted in the same random manner to create the waiting list in each grade. This waiting list will be used to fill empty spaces as necessary.

### **Additional Preferences**

AFCB will give an admissions preference to students who reside in the New York City Department of Education ("NYCDOE") designated Community School District ("CSD") in which the school is set to be located at the time the admissions lottery is conducted, even if the school plans to move at a later date.

The school will also implement an admissions criteria preference policy for "students at-risk of academic failure" based on the fact that they are deemed English Language Learners (ELLs) and/or qualify for the federal free and reduced price lunch program (FRPL).

The at-risk designation for ELL will be determined based on whether the applicant has previously been classified as an ELL student based on official LAB-R testing. In the case of kindergarten students or ELLs that have not yet been identified by LAB-R testing, the school will also give at-risk designation for ELL students if either of the following two criteria are self-reported on the lottery application: the primary language spoken by the child is not English or the language primarily spoken in the home is not English. In addition, at-risk designation for ELL will be given based on the assumption that if an applicant completes the Spanish language version of the student application, a language other than English is primarily spoken in the home.

Because self-reporting ELL status does not guarantee enrollment of an ELL student in the school and because AFCB's commitment to ensuring that it serves ELL students in equal proportions to the local school district, in the event that the random lottery selection process produces low numbers of ELL students, AFCB may elect to guarantee admission to self-identified ELL students by moving a pre-

determined number of them off of the waiting list to enroll in the class. The decision to admit the additional self-identified ELL students and the exact number of additional self-identified ELLs will be based on the number of ELL applications the school receives and the percentage of ELLs represented in the local district.

The at-risk designation for FRPL will be determined based on whether the applicant meets one or more of the following criteria for the academic or calendar year in which the lottery occurs: (1) it has previously been determined that the applicant qualifies for FRPL; (2) the applicant meets the requirements for the supplemental nutrition assistance program (“SNAP”) also known as food stamps; (3) the applicant meets the requirements for the Temporary Assistance for Needy Families (“TANF”) program; or (4) the family income is equal to or less than the income levels necessary to qualify for FRPL, SNAP, or TANF—e.g. a family of two whose gross income in 2011 was less than or equal to \$27,214 as per the federal government’s Income Eligibility Guidelines.

Achievement First will use the answers to preference-related questions from the lottery application to divide the applicants into four groups:

- Group 1. Applicants who qualify for one or both of the at-risk designations and who reside in the school’s designated CSD
- Group 2. Applicants who are at-risk but do not reside within the school’s designated CSD
- Group 3. Applicants who reside within the school’s designated CSD but are not at-risk
- Group 4. Applicants who are not at-risk and do not reside within the school’s designated CSD

The preferences will be applied by conducting the lottery in two rounds:

- Round 1. All applicants from Group 1 will be offered admission or placed on the waiting list before any applicant from group 2, group 3, or group 4 is considered. If there are more applicants from group 1 than seats available in the class, Achievement First will use a random selection process to determine which students will be offered admission, and who will be placed on the waiting list.
- Round 2. After all applicants from group 1 have been offered admission or placed on the waiting list, all applicants from group 2, group 3, and group 4 will be entered into a random selection process with each group given different odds for admission based on their preferences.
  - a. Applicants from group 2 will have greater odds of being admitted than group 3, and applicants from group 3 will have greater odds than group 4.

To ensure lottery preferences are properly applied, both Achievement First and the school reserve the right to request additional proof of eligibility for FRL, SNAP, or TANF, or additional proof of residency at any time. Accordingly, either Achievement First or the school may require students to submit an FRL application after the lottery in order to secure provisional enrollment in the school. Achievement First and the school reserve the right to eliminate a student from the lottery, rescind school admission, or remove the child from the waiting list upon proof that incorrect FRL, SNAP, TANF, household income, or CSD documentation was submitted.

Any and all applications received after the deadline will be automatically added to the bottom of the waiting list in the order in which they are received, except applications submitted by siblings of currently enrolled students. These sibling applicants will continue to receive preference and will be added to the waiting list behind any other sibling applicants already on the list, but ahead of all other students on the waiting list. In order to avoid such a situation, Achievement First and AFCB will make a concerted effort to inform current parents of

the need to submit sibling applications prior to the admissions deadline. Either the “at-risk” preference or the Community School District residency may also grant priority for applications received after the deadline.

### **Application Deadline**

The deadline for all lottery applications to AFCB will be no earlier than April 1st. All applications must be received on or before the close of business on the date of the application deadline to be included in the admissions lottery.

### **Application to Waiting List**

Students may apply for admission to non-lottery grades at AFCB by submitting a waiting list application, which will be maintained for each grade. Waiting lists will be rolled over from year to year and new applicants will be added to the list in order of application receipt, except new applicants (i) with siblings already attending the school, who will be added to the waiting list behind any other sibling applicants already on the list, but ahead of all other students; or (ii) with “at-risk” or CSD residency preferences who may be added to the waiting list ahead of students without such preferences. This waiting list will be the only official source for identifying eligible applicants for admission to the school in case of vacancy.

Families that are called off of the waitlist will be invited to enroll and required to complete a family chat and students will take required assessment exams. Results of the assessment exam will be used solely for the purpose of class placement and in some cases, grade placement. If the results of the assessment reveal that the student is below grade level, the student may be asked to enter the grade at which the student performed, if said grade is offered at the charter.

### **Vacancy**

Should a space become available in a class at an Achievement First school, the school will contact the parents or guardians of the next student on the waiting list. The school will make reasonable attempts to contact the parents or guardians of the first student on the waiting list to determine whether the student wants to enroll in the school before proceeding to the next name on the list. If attempts to contact the student’s parents or guardians are unsuccessful, the school may remove that student from the waiting list and contact the next student on the waiting list.

### **Enrollment and Eligibility**

All students who are accepted for enrollment or re-enrollment must complete all of the school’s enrollment forms, which may include an FRL application by the date required by the school in order to secure provisional enrollment. Parents must submit all enrollment forms, which may include an FRL application, required to reserve a seat in the school. Thereafter, students are required to submit admissions paperwork as directed by the school. Students may forfeit their right to enroll if forms are not returned by the designated date. All new students must take the school’s baseline assessments as required, the results of which may require that the student be asked to enroll in a lower grade within the same school.

In addition to the requirements described above, a child is eligible for grades K-8 only if:

- The student successfully completes the preceding grade by the opening day of school;
- The parent/guardian and student attend all required orientations and/or family chats; and
- The parent/guardian and student complete all required forms timely and truthfully.

### **High School Admissions Policy**

Seats in our high school program will be filled by 8<sup>th</sup> graders who attended the school and who are rising into 9<sup>th</sup> grade. Additional seats may be filled by students from the school's 8<sup>th</sup> grade waiting list if space is available, at the discretion of the principal or his/her designee.

For planning purposes, to increase the desirability of the school and to provide practice with completing an application for admission, 8<sup>th</sup> grade students at our schools who wish to enter our high school program must submit an application of interest to be eligible for admission. The application will be due no later than 5 pm on December 1<sup>st</sup> of the academic year prior to their matriculation into the 9<sup>th</sup> grade. Students who submit their applications by the December 1<sup>st</sup> deadline will have their applications reviewed and will receive an offer of admission by January 31<sup>st</sup> of that academic year. Applications submitted after the December 1<sup>st</sup> deadline will be reviewed after all timely applications have been reviewed; offers of admission will be sent to these applicants on a rolling basis.

Because the high school needs time to plan enrollment for the following year, any offer of admission into the 9<sup>th</sup> grade shall lapse if the high school does not receive notice of acceptance by 5 pm on April 1<sup>st</sup> of the academic year prior to the admitted student's matriculation into the 9<sup>th</sup> grade. The offer of admission shall state the method by which it may be accepted and any acceptance by means other than those stated in the offer shall not be an acceptance. A student whose offer of acceptance has lapsed may still submit a notice of acceptance, in which case the high school principal or his/her designee may admit the student into the high school program or place the student on the waiting list at their discretion.

The parents or guardians of all students on the 8<sup>th</sup> grade waiting list will receive a notice by October 1<sup>st</sup> of the school year in which the students are in 8<sup>th</sup> grade asking whether they want their child to remain on the waiting list. This notice may be sent via regular mail or electronic mail to the address on file with the school. The school will make reasonable efforts to contact each student on the waiting list. The notice shall state:

- that students remaining on the waiting list may be considered for admission into our high school program in the 9<sup>th</sup> grade;
- that students must respond to the notice as directed;
- that students who choose to remain on the waiting list may be asked to provide updated contact information and may be invited to attend information sessions; and
- that students who do not provide updated contact information risk losing their place on the waiting list.

The waiting list will serve as the only official source for identifying eligible applicants in the case of a vacancy. Should a vacancy arise in the 9<sup>th</sup> grade, the school may choose to fill the vacancy from the waiting list at the discretion of the high school Principal or their designee. Should the school choose to fill the vacancy, the school will contact the parents or guardians of the next student on the waiting list. Reasonable attempts will be made to contact the parents or guardians before proceeding to the next name on the list. If attempts to contact the students' parents or guardians are unsuccessful, the school may remove that student from the waiting list and contact the parents or guardians of the next student on the waiting list.

### **Voluntary Withdrawal**

Achievement First schools are public charter schools of choice, both for application and withdrawal. Circumstances may arise in which a parent or guardian wishes to transfer a child to a different school. With parent or guardian permission, students may withdraw from any Achievement First school at any time. Parents may withdraw students verbally or in writing. A student who attends another school is subject to being automatically withdrawn from an Achievement First school. If the parents or guardians wish to transfer their child to another school, the staff at Achievement First schools will make reasonable efforts to help the student find a school that better serves the family's desires. Achievement First schools will ensure the timely transfer of any necessary school records to the student's new school in accordance with applicable law and regulations.

#### **Limited and Temporary Withdrawal**

In certain and limited instances, a parent or guardian may request a temporary withdrawal from the school for reasonable personal circumstances. In these cases the student's parent and/or guardian must give the school written notice at the time of withdrawal of the temporary withdrawal and the student's intent to return. The school will grant temporary withdrawal on a case by case basis. In assessing whether to grant temporary withdrawal, the school will review the validity of the request and the parents' intent to return. If temporary withdrawal is granted, the school may re-admit the student in the Achievement First school.

#### **No Child Left Behind Set Aside**

While the school will adhere to the enrollment plan presented in its charter, it may create additional seats during the school year to admit No Child Left Behind transfer students ahead of any students on the waiting list. The number of No Child Left Behind students that may be admitted under this set aside policy will be no more than 10% of the school's total enrollment, and may not increase the school's total enrollment over what is allowed under the charter and the Charter Schools Act.

## 18. Facility

### (a) Facility Needs

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

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

As noted in 16(b), Achievement First has a long term working relationship with the NYC DOE Office of Portfolio Management, and upon approval will work closely with them to identify a facility for the Achievement First Central Brooklyn elementary and middle academies. In keeping with this relationship, we have offered to collaboratively determine the site of the school taking into account facility availability in CSD 19, 23, and 32. As such, the ultimate location of the facility is not yet known. The requirements for the facility are detailed in the table below, which indicates grade-by-grade classroom needs (the year-by-year needs are determined by the enrollment plan). The table indicates the standard Achievement First model, with minimum and target square footage for each classroom, as well as the standard DOE instructional footprint. While we will seek to identify DOE space that meets the AF specifications, Achievement First schools have successfully operated within the DOE footprint described below. Additional information on space required for administrative functions, physical education, student support, and media/library is attached in Response 18(d).

	AF			DOE			First year when this space will be required:
	Actual NO. OF UNITS	Min. AREA [sf]	Target AREA [sf]	Actual NO. OF UNITS	Min. AREA [sf]	Target AREA [sf]	
<b>GROUP 1- General Instruction</b>							
Kindergarten	3	800	900	3	750	1,000	2
Typical Classrooms - Grade 1	3	800	900	3	600	750	2
Typical Classrooms - Grade 2	3	800	900	3	600	750	3
Typical Classrooms - Grade 3 *	4	720	800	4	600	750	4
Typical Classrooms - Grade 4 *	4	720	800	4	600	750	5
<b>Total Elem</b>	<b>17</b>			<b>17</b>			
Typical Classrooms - Grade 5 *	4	720	800	4	600	750	1
Typical Classrooms - Grade 6 *	4	720	800	3	600	750	2
Typical Classrooms - Grade 7 *	4	720	800	3	600	750	3

Typical Classrooms - Grade 8 *	4	720	800	3	600	750	4
<b>Total Middle</b>	<b>16</b>			<b>13</b>			
<b>Group 2 – Specialized Classrooms</b>							
Art Classroom	1	900					1
Dance/Multi-purpose Room	1	900					1
Music Classroom	1	900					1
Small group classrooms	5	800					1
Science Lab	1	1,125					1
<b>Total cluster</b>	<b>5</b>						

The high school academy will be co-located with the other Achievement First high school academies in the facility at 1485 Pacific Street in Brooklyn.

**(b) Facility Selection**

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

- If a facility has been identified, describe 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.
- Address how the proposed facility will be able to meet New York State Education Department specifications by when the school would commence instruction.
- If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school opens (including assuring that it meets New York State Education Department specifications). Also, explain any contingency planning.
- If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable. Such plans must include an explanation about the extent to which the lack of public space impacts the school’s proposed budget, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required.

As noted above, Achievement First will work with our partners in the NYC DOE Office of Portfolio Management to identify an appropriate facility. The network has accomplished this successfully with eight academies in New York City today, and based on preliminary conversations with the DOE we have full confidence that Achievement First Central Brooklyn will also be able to access public space that meets all state education department requirements. The founding team is aware of the possibility that co-location policy may be impacted by a lawsuit or political changes. In the event that public space is not available, we will work with the Achievement First facilities team to identify private space available for lease. Because several Achievement First schools in Connecticut operate in private space, the facilities team is highly experienced in securing facilities and preparing them for use as a school. These projects have included partnering with Civic Builders on the construction of Achievement First Endeavor Charter School, and renovations of school buildings in Hartford and Bridgeport that included interior demolition, environmental remediation, electrical and mechanical upgrades, a new fire alarm system, and several other types of construction. These capital projects have ranged in cost from \$1 million for the school renovations described above, to \$4.5 million for more extensive upgrades that

included ADA compliance, to upwards of \$15 million for substantial renovations. Annual lease costs are reflected in the additional budget requested in Response 24(f) (1).

(c) **Conflicts of Interest**

**If the new charter school or its applicants or partners would own or lease a facility, provide a description of the facility ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Note that in such cases the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisals.**

**As outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location, two (2) separate budgets must be presented; one that assumes the district facility space at the anticipated nominal cost and one at market cost for the required square footage or based on suitable private facilities actually available.**

The high school academy, which will enroll only a 9<sup>th</sup> grade during the course of the initial charter, will be located in a leased facility at 1485 Pacific Street. This building, fully underwritten by the Robin Hood Foundation, is owned by the New York City Department of Education and the School Construction Authority and leased to a Robin Hood Foundation subsidiary, RHA-P. Achievement First schools occupy the space via a sublease with RHA-P, which is prohibited from charging any rent beyond the operating costs of the building. Because Achievement First Central Brooklyn will not pay rent outside of operating costs to Achievement First or any other organization for its occupancy of this building, the founding group considers the risk of conflict of interest to be minimal.

## Achievement First Space Core Facility Template (K-8 school)

<b>PHYSICAL EDUCATION</b>	<b>When?</b>	<b># Rooms</b>
Mini-gym/multipurpose room (elementary)	yr. 1 (K)	1
Main gym with bleachers (middle)	yr. 1 (5th)	1
Gym Toilets / Locker Rooms	yr. 1 (5th)	2
<b><u>MEDIA LAB/REFERENCE LIBRARY</u></b>		
Media Lab / Reference Library (middle)	yr. 3 (5-7)	0
<b><u>STUDENT SUPPORT</u></b>		
Social Worker (Elem)	yr. 2 (K-1)	1
Social Worker (Mid)	yr. 2 (5-6)	1
Nurse's Office - (1 Nurses) / Resting area	yr. 1	1
Bathrooms	stagger over time	8
<b><u>STORAGE</u></b>		
Storage -- large	stagger over time	2
Storage -- small	stagger over time	2
Grounds Equipment Storeroom	yr. 1	1
Compactor Rm and Trash Storage	yr. 1	1
<b><u>ADMINISTRATION</u></b>		
Administration Suite - Central Office		1
General Office/Waiting Room	yr. 1	1
Dir. of School Ops. Office	yr. 1	1
School Managers Office	yr. 3	1
Swing Office	yr. 3	1
Document Storage Area	yr. 1	1
Administration Offices - Elementary		1
Principal Office	yr. 1 (K)	1
Academic Dean Office	yr. 1 (K)	1
Dean of Student Office	yr. 1 (K)	1
Conference Rooms	yr. 1 (K)	1
Teacher Work Room	yr. 1 (K)	1
Swing Office	yr. 3 (K-2)	1
Administration - Middle School		
Principal Office	yr. 1 (5th)	1
Academic Dean Office	yr. 1 (5th)	1
Dean of Student Office	yr. 1 (5th)	1
Conference Rooms	yr. 1 (5th)	1
Teacher Work Room	yr. 1 (5th)	1
Swing Office	yr. 3 (5-7)	1
<b><u>ATHLETIC FIELDS</u></b>		
Athletic Field (for baseball, soccer, softball)	yr. 1	1

### **THEATER/AUDITORIUM**

AF does not plan to build theaters/auditoriums, but we want fair access to one if a shared space school has one

## 19. Food Services

In accordance with state and federal law, Achievement First Central Brooklyn Charter School will provide students with healthy and nutritious breakfasts, snacks, and lunches every school day of the year. We will strive to provide our students with snacks and meals that motivate healthy eating habits in our students. The school plans to contract either an independent food service provider or the New York City Department of Education. Depending on the school facility, we anticipate that breakfasts, lunches, and snacks will be prepared off-site and served to students in a manner which follows state and federal guidelines. As the designated point person, AF Central Brooklyn's Director of School Operations will work with the food services provider to arrange for the arrival, delivery, and disposal of all food. The Director of Operations will also work with the provider to handle food services logistics and weekly reporting and compliance. In planning for the school we have determined that a very high proportion of students in neighboring schools are eligible for free or reduced Lunch. Under the Provision II program of the National School Lunch and Breakfast Program, AF Central Brooklyn aims to provide free meals to all students regardless of their ability to pay. Students who are eligible for free lunch will not be required to pay for meals, students eligible for reduced lunch we will required to pay a fraction of the cost, and students ineligible altogether parents will be invoiced monthly for all meals.

## 20. Health Services

AF Central Brooklyn is committed to providing a learning environment where our students feel safe, supported and sustained, not only intellectually, but also physically and emotionally. We realize that a child who is hungry, cold, or ill will struggle to learn, no matter how motivated he/she is. To this end, we plan to take several steps to ensure the health and welfare of our students.

First and foremost, AF Central Brooklyn will provide the health services required by law. Pursuant to section 912 of the New York State Education Law, the school will look to New York City Department of Health & Mental Hygiene to provide a nurse to oversee the health services program and to ensure that the school complies with all state health services requirements including immunization and diagnostic testing requirements. AF Central Brooklyn will coordinate with the Department to ensure that there are nursing services available for our students; AF Central Brooklyn will also conduct reach out to community health services organizations so our students have access to healthcare. Students will have access to medications and treatment when they are ill or injured. The staff will be trained in first aid and CPR and will maintain student health records. In addition, hearing and vision testing will be conducted on all new students by a qualified individual.

AF Central Brooklyn will abide by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the 14th day of school. Student health forms will be provided to parents during AF Central Brooklyn's enrollment period, which immediately follows the school lottery. Prior to the start of the academic year, parents or guardians must present documentation that their child has received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. A nurse or an appropriate staff member will review this documentation to ensure that all mandated immunizations are administered before children are permitted to enter or attend the school. Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions from immunizations of the school's student population. Parents seeking to waive the immunization requirement will be required to submit their request in writing to the school nurse or a designated individual. This designee will review the request on behalf of AF Central Brooklyn and advise the principal, who will make the final decision on the waiver request.

At AF Central Brooklyn, we want our students to be successful people, not merely successful scholars. Toward this end, we know that our students must develop as healthy individuals and have the capacities to work and live well in groups and teams. AF Central Brooklyn will provide a school counselor (part-time during year one) to help develop and maintain the emotional and social well-being of our students. Specifically, this person will assist students with developing peer relationships, social skills and self-esteem; resisting peer pressure; and resolving conflict; and will provide educational resources on topics related to sex, drugs, managing anger, and better understanding themselves and others. These services will be an essential part of the AF Central Brooklyn program. In cases where a student needs additional counseling services, the school counselor will refer the student to an external social service agency, the school's child study team, or the CSE as appropriate.

## **21. Transportation**

The Office of Pupil Transportation Services (OPTS) and the New York City Department of Education are responsible for providing transportation services to eligible AF Central Brooklyn students. When AF Central Brooklyn opens an elementary school, students in grades K-2 will be eligible for bus services if they live more than a half mile (0.5mi) from the school. This, however, does not guarantee that busing will be provided. According to the OPTS, a single school bus can only travel a distance of five (5) miles. After grade 2, students residing more than one mile from the school may be eligible for busing. Eligible students who elect not to ride the school bus through OPTS may be eligible for reduced or full fare Metrocards, depending on their proximity to the school. AF Central Brooklyn will work with the school district to provide these services and with parents to make a determination of eligibility during the school's enrollment period. AF Central Brooklyn does not plan to provide supplemental transportation services to students ineligible for transportation under §3635 of the Education Law. Parents or guardians of students ineligible for transportation by their school district of residence are responsible for providing transportation for such students.

When AF Central Brooklyn is in session on days when the students' school districts of residence are not in session, the school shall seek arrangements with NYCDOE to provide transportation to eligible students, at cost, pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. The anticipated costs of such transportation are included in the attached budgets.

## 22. Insurance

Achievement First Central Brooklyn Charter School plans to develop a comprehensive plan for insurance coverage. The school's coverage will include:

- Commercial Automobile Coverage including non-owned and hired automobile insurance;
- Educators Legal Liability Insurance including Directors and Officers Insurance for officers and Board Trustees, Educators Legal Liability, Employee Benefits Errors & Omissions, and Employment Practices Coverage;
- Employee benefits such as health, dental, vision, and life insurance;
- Commercial General Liability insurance to protect the school against personal injury, bodily injury, property damage, and libel and slander claims;
- Commercial Property Insurance that protects the building, equipment, valuable documents, property of others on our premises, etc.;
- Umbrella liability insurance that provides excess protection and increases the limits of the Property and Directors and Officers policies; and
- Workman's Compensation insurance.

According to pre-existing insurance coverage for our other schools, AF Central Brooklyn expects to secure the following types of policies and coverage amounts:

Type	Limits	
General Liability	Each Occurance	\$1,000,000
	Damage to rented premises	\$500,000
	Medical Exp (Any one person)	\$10,000
	Personal & Adv Injury	\$1,000,000
	General Aggregate	\$1,000,000
	Products -Comp/Op Agg.	\$2,000,000
	Abuse/Molestation (each occurrence)	\$1,000,000
	Abuse/Molestation (aggregate)	\$2,000,000
	Employee Dishonesty/Crime	\$300,000
Automobile Liability (hired and non-owned autos)	Combined Single Limit (each accident)	\$1,000,000
Excess/Umbrella Liability (occurance)	Each Occurance	\$1,900,000
	Aggregate	\$19,000,000
Workers Compensation and Employers Liability	Each Accident	\$1,000,000
	Disease -- Each Employee	\$1,000,000
	Disease -- Policy Limit	\$1,000,000
Educators Legal Liability	Each Claim	\$1,000,000
Directors and Officers Liability	Aggregate (claim)	\$1,000,000

### **23. Programmatic Audits**

We acknowledge that our charter school is subject to the same programmatic audits required of other public schools in New York State. To ensure compliance with the New York State Charter Schools Act, the Board of Trustees for the Achievement First Central Brooklyn Charter School will conduct programmatic and fiscal audits annually. These audits will be produced in the school's annual report. Specifically, the annual report will include a school report card that highlights student achievement through city and state comparative data, attendance rates, discipline information, a student and staff profile, and fiscal performance data. This report will be made available to the public. Please find a description of the AF Report Card metrics attached in Response 26.

Achievement First Central Brooklyn Charter School will also develop a school accountability plan as part of our charter agreement with the SUNY Charter School Institute. This plan, outlining academic and fiscal goals for the school, as well as specific metrics by which progress towards these goals will be assessed, will be developed in conjunction with the Charter School Institute during our first year of operations. It will include academic performance measures—including comparative measures, criterion-referenced measures, and value-added measures—and measures of the school's organizational viability.

Each year, Achievement First Central Brooklyn Charter School will submit an annual report to the SUNY Charter School Institute and the New York Board of Regents in accordance with the New York State Charter Schools Law. This report will include all information on the comparative academic and fiscal performance of the school required in the School Report Card mandated under New York State Education Law (8 NYCRR 119.3). At a minimum, this information will include the following:

- The school's federal and state revenue sources
- Expenditures for salaries, capital expenses, student services, and other categories
- Graduation and drop-out rates
- Student suspensions
- Standardized test data
- Student enrollment data including departures
- Data on students with limited English proficiency

In addition, the annual report will include a discussion of progress made towards the school's academic goals.

## 24. Fiscal Soundness

### (a) Budget

The approach to budgeting at Achievement First Central Brooklyn will be the same as Achievement First uses at Achievement First Brownsville, and for its five other New York Charters: Achievement First Crown Heights, Achievement First East New York, Achievement First Bushwick, Achievement First Endeavor, and Achievement First Apollo. The assumptions underlying the budget plan are based on seven years of actual performance across these Achievement First schools. We are confident that these assumptions are conservative and appropriate based on the fact that all Achievement First charters have experienced surpluses in each of the years they have been operating since 2005-2006. In addition, we have worked a contingency fund into the budgets to provide additional resources in case actual expenses exceed budgeted amounts. The network model at Achievement First allows schools to operate very efficiently, investing in great teachers and providing comprehensive instructional supports. By realizing economies of scale in shared services, we believe that AF Network Support provides back office and other services at an extremely high level of quality and cost-effectiveness, allowing the school to optimize its budgets to support teaching and learning.

Prior to start-up, every AF charter school has received significant private philanthropy and secured a line of credit from Bank of America, to ensure sufficient cash flow in the early years of operation before the school reaches full scale; we expect to receive the same for the new charter. The pre-operational startup costs for Achievement First Central Brooklyn will be borne by Achievement First. It has been the practice of Achievement First to provide all start-up services free of charge to the charter before public per-pupil funds are available. The financial obligations of the charter thus begin in year one, starting on July 1 of the year in which the charter will start operating. The services provided by Achievement First include hiring all personnel and paying the salary of anyone hired before July 1 of the year the charter will start operating. Additionally, it includes locating and securing a facility, performing student recruitment, and developing the first year curriculum. During the early years of the charter, public revenue will be supplemented by philanthropy secured by the network, until the school reaches scale. Because the school will use an all-funds budgeting approach, specific line items are not allocated to private funds. However, if there were to be any potential shortfall in fundraising dollars, the parameters guiding the budgeting process would be revised, while maintaining the focus on supporting the core elements of the academic program.

Please note that in Response 24(f), the Year 1 Cash Flow tab includes accrued expenses for FY2015, based on 12-month salaries for teachers that begin on August 1, 2013.

In Response 24(f)(1), we have provided an alternate budget should a DOE facility be unavailable. Achievement First's history of collaboration with the DOE on facilities gives us confidence that a public facility will be available, meaning that the need to lease and renovate a new facility is highly unlikely. However, we are aware of the legal challenges to co-location, and the possibility that rent may begin to be charged. Either event would increase the start-up costs of the school (potentially significantly), which in the early years would be covered by additional philanthropy. Because Achievement First must bear the facilities costs of Connecticut schools, and because the facilities team has executed multiple capital projects, we are well aware of the additional financial burden that would be created, and the level of philanthropic support and program modifications that would be required. If facilities costs were to significantly increase, additional philanthropic dollars would be raised in the early years, and

programmatic changes would be made as the school approached full scale. These programmatic changes would protect core teaching and leadership spending as much as possible, focusing on reductions in expenses related to field trips, technology, and supplies, and other areas where economies may be able to be found.

**(b) Financial Planning**

Explain the process the school will use to develop its annual budget. This response should address:

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

Financial planning at Achievement First Central Brooklyn will be guided by the imperative of building a program that ensures all scholars are prepared for success in college, while also establishing a financially viable and sustainable organization. The network support finance team works closely with principals and directors of school operations to understand the educational needs and build a budget to meet these needs, while at the same time setting budget parameters designed to ensure sound long term financial viability. The budgeting process runs in tandem with the “readiness planning” process at each school, beginning in January for the upcoming fiscal year. As described in Response 9(b), the readiness planning process is the process by which crucial academic and school culture systems are designed and/or refined each year. The budgeting process takes place in parallel, so that programmatic needs can be identified and prioritized. Once a final budget is agreed upon between the principal, director of school operations, and the Network Support finance team, the budget is presented to the Board finance subcommittee for initial review. Based on this review, the finance subcommittee then makes a recommendation to the full Board at the May meeting regarding budget approval.

Achievement First plays an important role in ensuring the fiscal soundness of all schools in the AF Network. By implementing consistent financial management services, including: collaborative preparation of the annual budget; providing training of operations staff in financial procedures; overseeing monthly and annual financial reporting; and implementing and supporting the system’s financial systems, AF staff ensures sound fiscal processes both at Achievement First itself and at the schools in the network. The Network Support finance team brings years of fiscal management and charter school financial expertise to the oversight of financial operations at our schools and at the central organization. The Finance team has implemented scalable fiscal policies and systems that have supported the growth of the network thus far and are capable of supporting the additional schools expected in Achievement First’s strategic plan. They provide a standard set of accounts, the same set of financial practices, and easy third party oversight to all entities within the network.

**(c) Fiscal Impact**

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

- Enrollment expectations (which should be consistent with Responses 4(a-b) and the 5-year budget projection);
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);

- Projected Budget for the school district of location; and
- Projected impact as a percentage of dollars of each sending district’s budget (with more than 10 students projected to attend the charter school) for each year.

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District’s Overall Funding) (F / G = H)
2013 – 2014	93	\$13,527	\$1,258,011	\$93,720	\$1,351,731	\$19,500,000,000	0.007%
2014 – 2015	360	\$13,527	\$4,991,463	\$273,157	\$5,264,620	\$19,792,500,000	0.027%
2015 – 2016	531	\$13,527	\$7,546,468	\$410,449	\$7,956,917	\$20,089,387,500	0.040%
2016 – 2017	689	\$13,527	\$10,036,732	\$544,361	\$10,581,093	\$20,390,728,313	0.052%
2017 – 2018	816	\$13,527	\$12,183,922	\$665,651	\$12,849,573	\$20,696,589,237	0.062%

**(d) 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.

The Board of Achievement First Central Brooklyn will ensure that an annual fiscal audit is conducted in compliance with state laws. We will conduct audits for the first fiscal year and subsequent fiscal years, and they will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards. We will select a recognized audit firm through an RFP process, with the final decisions on which firm to select to be made by the charter's finance committee. The current auditors used for Achievement First schools in New York is ERE, LLP. Achievement First Inc. conducts internal audits of the charter as part of the internal control policies and to prepare for the annual external audit. To ensure fiscal compliance, Achievement First Central Brooklyn Charter School will retain an independent, certified public accounting firm to conduct a rigorous and in-depth annual audit of all our financial records pursuant to the New York State Charter School Law. The Audit & Finance Committee of the Board of Trustees will interview and make a recommendation to the full board for decision. Once the audit is complete, the Board will publish the results in the school’s annual report. All information reported will adhere to generally accepted accounting procedures (GAAP) and will be in compliance with applicable Government Accounting standards. Funding for this audit is included in the school’s financial plan.

**(e) Dissolution Procedures**

In the event of closure or dissolution of Central Brooklyn, the Board of Trustees shall manage the dissolution process in accordance with Education Law § 2851(2(t)), the school’s charter and any closure plans of the authorizer including the most recent dissolution plan provided by the Charter Schools Institute. In anticipation of dissolution, the school is committed to establishing an escrow in the amount of \$75,000 to pay for audit and legal expenses that could potentially be associated with any dissolution that could occur. This process shall commence with a meeting of Board representatives and the Charter Schools Institute or other appropriate staff at the State University of New York to discuss and finalize a 30-day timeline for dissolution that is based on the following template:

Days 1-5

1. AF Central Brooklyn shall deliver the current list of students attending the school to the regional superintendent and to school district central offices.
2. The Principal of Central Brooklyn shall conduct a meeting with the regional superintendent to discuss openings and availability for students being displaced by the closure or dissolution.
3. Board Representatives of AF Central Brooklyn shall conduct a meeting with the school manager and auditors to begin process of identifying assets required for transfer.

Days 5-15

4. AF Central Brooklyn shall transfer student records to:

New York City Department of Education  
52 Chambers Street  
New York, New York 10007

5. AF Central Brooklyn shall provide written notice of the closure to key NYCDOE central office departments such as transportation, food services, and school safety in order to ensure adequate time for modifications to existing bus routes, school safety procedures regarding ingress and egress to a new building for a large number of relocating students, or other support services required for current students of AF Central Brooklyn being relocated into other school buildings.
6. AF Central Brooklyn shall notify all parents in writing of the closure of the school, and explain possible relocation options including contact information, basic school facts, and maps displaying locations of possible relocation schools targeted by the Regional superintendent's office for transfer.
7. AF Central Brooklyn shall notify school principals in surrounding schools in writing of the closure and provide contact information for school personnel handling transfer.

Days 15-30

8. AF Central Brooklyn shall host an information session for families and introduce them to personnel from receiving schools and assist with all transfer processes.
9. A list of students attending the school and their known preferences for relocation will be sent to the school district offices.
10. Parents of the enrolled students shall be notified of the transfer of their student's records to the Department of Education.
11. AF Central Brooklyn shall conduct a final meeting with the Charter School Institute or the appropriate State University of New York personnel to ensure that each child has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

Pursuant to Education Code § 220, the remaining assets of AF Central Brooklyn, and after satisfaction of outstanding debts and liquidation of assets, shall be transferred to another charter school within the school district where the school is located or secondarily directly to the New York City Department of Education.



Charter Schools Institute  
*The State University of New York*

General Instructions and Notes for New Application Budgets and Cash Flows

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

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

**Charter Funding By NYS School District**  
Sorted by District Code

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
1	10100	ALBANY	14,072	14,072
2	10201	BERNE KNOX	13,371	13,371
3	10306	BETHLEHEM	12,513	12,513
4	10402	RAVENA COEYMAN	13,365	13,365
5	10500	COHOES	11,791	11,791
6	10601	SOUTH COLONIE	12,137	12,137
7	10605	NORTH COLONIE	10,708	10,708
8	10615	MENANDS	15,870	15,870
9	10622	MAPLEWOOD	N/A	N/A
10	10623	NORTH COLONIE	10,708	10,708
11	10701	GREEN ISLAND	12,662	12,662
12	10802	GUILDERLAND	11,356	11,356
13	11003	VOORHEESVILLE	12,742	12,742
14	11200	WATERVLIET	9,404	9,404
15	20101	ALFRED ALMOND	10,628	10,628
16	20601	ANDOVER	12,353	12,353
17	20702	GENESEE VALLEY	11,013	11,013
18	20801	BELFAST	11,619	11,619
19	21102	CANASERAGA	12,329	12,329
20	21601	FRIENDSHIP	12,385	12,385
21	22001	FILLMORE	9,156	9,156
22	22101	WHITESVILLE	10,904	10,904
23	22302	CUBA-RUSHFORD	12,488	12,488
24	22401	SCIO	11,968	11,968
25	22601	WELLSVILLE	11,681	11,681
26	22902	BOLIVAR-RICHBG	10,885	10,885
27	30101	CHENANGO FORKS	10,503	10,503
28	30200	BINGHAMTON	10,244	10,244
29	30501	HARPURSVILLE	9,877	9,877
30	30601	SUSQUEHANNA VA	12,156	12,156
31	30701	CHENANGO VALLE	10,665	10,665
32	31101	MAINE ENDWELL	10,197	10,197
33	31301	DEPOSIT	14,304	14,304
34	31401	WHITNEY POINT	11,324	11,324
35	31501	UNION-ENDICOTT	11,048	11,048
36	31502	JOHNSON CITY	12,050	12,050
37	31601	VESTAL	12,166	12,166
38	31701	WINDSOR	10,115	10,115
39	40204	WEST VALLEY	13,623	13,623
40	40302	ALLEGANY-LIMES	10,362	10,362
41	40901	ELLICOTTVILLE	11,491	11,491
42	41101	FRANKLINVILLE	11,351	11,351
43	41401	HINSDALE	9,952	9,952
44	42302	CATTARAUGUS-LI	11,368	11,368
45	42400	OLEAN	10,976	10,976
46	42801	GOWANDA	11,326	11,326
47	42901	PORTVILLE	10,058	10,058
48	43001	RANDOLPH	10,720	10,720
49	43200	SALAMANCA	11,582	11,582
50	43501	YORKSHRE-PIONE	11,406	11,406

**Charter Funding By NYS School District**  
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	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
51	50100	AUBURN	10,495	10,495
52	50301	WEEDSPORT	11,820	11,820
53	50401	CATO MERIDIAN	10,653	10,653
54	50701	SOUTHERN CAYUG	13,419	13,419
55	51101	PORT BYRON	10,865	10,865
56	51301	MORAVIA	10,202	10,202
57	51901	UNION SPRINGS	12,059	12,059
58	60201	SOUTHWESTERN	10,202	10,202
59	60301	FREWSBURG	10,206	10,206
60	60401	CASSADAGA VALL	11,359	11,359
61	60503	CHAUTAUQUA	14,457	14,457
62	60601	PINE VALLEY	11,589	11,589
63	60701	CLYMER	14,425	14,425
64	60800	DUNKIRK	12,985	12,985
65	61001	BEMUS POINT	11,810	11,810
66	61101	FALCONER	9,522	9,522
67	61501	SILVER CREEK	11,223	11,223
68	61503	FORESTVILLE	10,484	10,484
69	61601	PANAMA	11,826	11,826
70	61700	JAMESTOWN	10,164	10,164
71	62201	FREDONIA	12,037	12,037
72	62301	BROCTON	12,437	12,437
73	62401	RIPLEY	15,941	15,941
74	62601	SHERMAN	10,196	10,196
75	62901	WESTFIELD	11,891	11,891
76	70600	ELMIRA	11,012	11,012
77	70901	HORSEHEADS	10,196	10,196
78	70902	ELMIRA HEIGHTS	10,136	10,136
79	80101	AFTON	13,800	13,800
80	80201	BAINBRIDGE GUI	11,434	11,434
81	80601	GREENE	10,565	10,565
82	81003	UNADILLA	11,393	11,393
83	81200	NORWICH	9,956	9,956
84	81401	GRGETWN-SO OTS	12,871	12,871
85	81501	OXFORD	11,858	11,858
86	82001	SHERBURNE EARL	10,707	10,707
87	90201	AUSABLE VALLEY	13,185	13,185
88	90301	BEEKMANTOWN	11,708	11,708
89	90501	NORTHEASTERN	11,543	11,543
90	90601	CHAZY	11,716	11,716
91	90901	NORTHRN ADIRON	12,585	12,585
92	91101	PERU	11,849	11,849
93	91200	PLATTSBURGH	13,607	13,607
94	91402	SARANAC	11,333	11,333
95	100501	COPAKE-TACONIC	13,622	13,622
96	100902	GERMANTOWN	14,614	14,614
97	101001	CHATHAM	12,977	12,977
98	101300	HUDSON	13,401	13,401
99	101401	KINDERHOOK	11,239	11,239
100	101601	NEW LEBANON	15,792	15,792

**Charter Funding By NYS School District**  
Sorted by District Code

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
101	110101	CINCINNATUS	12,691	12,691
102	110200	CORTLAND	10,142	10,142
103	110304	MCGRAW	11,248	11,248
104	110701	HOMER	11,092	11,092
105	110901	MARATHON	11,911	11,911
106	120102	ANDES	21,107	21,107
107	120301	DOWNSVILLE	17,143	17,143
108	120401	CHARLOTTE VALL	10,907	10,907
109	120501	DELHI	13,930	13,930
110	120701	FRANKLIN	13,106	13,106
111	120906	HANCOCK	14,267	14,267
112	121401	MARGARETVILLE	13,376	13,376
113	121502	ROXBURY	16,963	16,963
114	121601	SIDNEY	11,628	11,628
115	121701	STAMFORD	13,915	13,915
116	121702	S. KORTRIGHT	13,381	13,381
117	121901	WALTON	10,718	10,718
118	130200	BEACON	11,093	11,093
119	130502	DOVER	11,245	11,245
120	130801	HYDE PARK	12,052	12,052
121	131101	NORTHEAST	15,342	15,342
122	131201	PAWLING	15,571	15,571
123	131301	PINE PLAINS	14,565	14,565
124	131500	POUGHKEEPSIE	12,524	12,524
125	131601	ARLINGTON	11,469	11,469
126	131602	SPACKENKILL	16,018	16,018
127	131701	RED HOOK	13,202	13,202
128	131801	RHINEBECK	16,681	16,681
129	132101	WAPPINGERS	10,887	10,887
130	132201	MILLBROOK	12,902	12,902
131	140101	ALDEN	9,862	9,862
132	140201	AMHERST	10,721	10,721
133	140203	WILLIAMSVILLE	10,904	10,904
134	140207	SWEET HOME	11,954	11,954
135	140301	EAST AURORA	10,210	10,210
136	140600	BUFFALO	12,005	12,005
137	140701	CHEEKTOWAGA	10,235	10,235
138	140702	MARYVALE	10,433	10,433
139	140703	CLEVELAND HILL	10,428	10,428
140	140707	DEPEW	10,409	10,409
141	140709	SLOAN	11,946	11,946
142	140801	CLARENCE	9,001	9,001
143	141101	SPRINGVILLE-GR	11,347	11,347
144	141201	EDEN	9,674	9,674
145	141301	IROQUOIS	9,751	9,751
146	141401	EVANS-BRANT	11,618	11,618
147	141501	GRAND ISLAND	9,915	9,915
148	141601	HAMBURG	9,716	9,716
149	141604	FRONTIER	8,759	8,759
150	141701	HOLLAND	11,032	11,032

**Charter Funding By NYS School District**  
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	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
151	141800	LACKAWANNA	11,964	11,964
152	141901	LANCASTER	8,449	8,449
153	142101	AKRON	10,134	10,134
154	142201	NORTH COLLINS	13,023	13,023
155	142301	ORCHARD PARK	10,523	10,523
156	142500	TONAWANDA	10,051	10,051
157	142601	KENMORE	9,477	9,477
158	142801	WEST SENECA	10,179	10,179
159	150203	CROWN POINT	15,649	15,649
160	150301	ELIZABETHTOWN	13,358	13,358
161	150601	KEENE	19,701	19,701
162	150801	MINERVA	25,637	25,637
163	150901	MORIAH	11,855	11,855
164	151001	NEWCOMB	43,580	43,580
165	151102	LAKE PLACID	14,929	14,929
166	151401	SCHROON LAKE	15,368	15,368
167	151501	TICONDEROGA	13,455	13,455
168	151601	WESTPORT	13,649	13,649
169	151701	WILLSBORO	15,355	15,355
170	160101	TUPPER LAKE	11,474	11,474
171	160801	CHATEAUGAY	10,879	10,879
172	161201	SALMON RIVER	13,576	13,576
173	161401	SARANAC LAKE	13,999	13,999
174	161501	MALONE	10,520	10,520
175	161601	BRUSHTON MOIRA	11,399	11,399
176	161801	ST REGIS FALLS	13,886	13,886
177	170301	WHEELERVILLE	18,435	18,435
178	170500	GLOVERSVILLE	9,865	9,865
179	170600	JOHNSTOWN	10,408	10,408
180	170801	MAYFIELD	10,112	10,112
181	170901	NORTHVILLE	13,440	13,440
182	171001	OPPENHEIM EPHR	13,204	13,204
183	171102	BROADALBIN-PER	8,636	8,636
184	180202	ALEXANDER	11,325	11,325
185	180300	BATAVIA	12,293	12,293
186	180701	BYRON BERGEN	11,339	11,339
187	180901	ELBA	11,423	11,423
188	181001	LE ROY	10,757	10,757
189	181101	OAKFIELD ALABA	9,994	9,994
190	181201	PAVILION	10,682	10,682
191	181302	PEMBROKE	11,828	11,828
192	190301	CAIRO-DURHAM	10,345	10,345
193	190401	CATSKILL	14,130	14,130
194	190501	COXSACKIE ATHE	11,888	11,888
195	190701	GREENVILLE	13,454	13,454
196	190901	HUNTER TANNERS	16,482	16,482
197	191401	WINDHAM ASHLAN	18,838	18,838
198	200101	PISECO	26,047	26,047
199	200401	INDIAN LAKE	24,054	24,054
200	200501	INLET	26,047	26,047

**Charter Funding By NYS School District**  
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	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
201	200601	LAKE PLEASANT	25,331	25,331
202	200701	LONG LAKE	42,198	42,198
203	200901	WELLS	21,823	21,823
204	210302	WEST CANADA VA	11,723	11,723
205	210402	FRANKFORT-SCHU	9,210	9,210
206	210501	ILION	8,450	8,450
207	210502	MOHAWK	10,758	10,758
208	210601	HERKIMER	9,525	9,525
209	210800	LITTLE FALLS	11,471	11,471
210	211003	DOLGEVILLE	10,527	10,527
211	211103	POLAND	11,690	11,690
212	211701	VAN HORNSVILLE	11,991	11,991
213	211901	TOWN OF WEBB	20,143	20,143
214	212001	MT MARKHAM CSD	11,231	11,231
215	220101	S. JEFFERSON	9,183	9,183
216	220202	ALEXANDRIA	12,100	12,100
217	220301	INDIAN RIVER	6,996	6,996
218	220401	GENERAL BROWN	8,580	8,580
219	220701	THOUSAND ISLAND	12,027	12,027
220	220909	BELLEVILLE-HEN	10,030	10,030
221	221001	SACKETS HARBOR	10,104	10,104
222	221301	LYME	13,021	13,021
223	221401	LA FARGEVILLE	9,458	9,458
224	222000	WATERTOWN	8,985	8,985
225	222201	CARTHAGE	8,557	8,557
226	230201	COPENHAGEN	9,935	9,935
227	230301	HARRISVILLE	12,372	12,372
228	230901	LOWVILLE	9,602	9,602
229	231101	SOUTH LEWIS	13,513	13,513
230	231301	BEAVER RIVER	9,873	9,873
231	240101	AVON	10,465	10,465
232	240201	CALEDONIA MUMF	10,218	10,218
233	240401	GENESE0	12,257	12,257
234	240801	LIVONIA	11,356	11,356
235	240901	MOUNT MORRIS	12,120	12,120
236	241001	DANSVILLE	10,313	10,313
237	241101	DALTON-NUNDA	13,107	13,107
238	241701	YORK	10,694	10,694
239	250109	BROOKFIELD	11,171	11,171
240	250201	CAZENOVIA	10,613	10,613
241	250301	DE RUYTER	13,049	13,049
242	250401	MORRISVILLE EA	12,114	12,114
243	250701	HAMILTON	12,897	12,897
244	250901	CANASTOTA	9,837	9,837
245	251101	MADISON	10,079	10,079
246	251400	ONEIDA CITY	11,079	11,079
247	251501	STOCKBRIDGE VA	10,638	10,638
248	251601	CHITTENANGO	10,983	10,983
249	260101	BRIGHTON	12,448	12,448
250	260401	GATES CHILI	12,359	12,359

**Charter Funding By NYS School District**  
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251	260501	GREECE	11,252	11,252
252	260801	E. IRONDEQUOIT	11,557	11,557
253	260803	W. IRONDEQUOIT	10,413	10,413
254	260901	HONEOYE FALLS	10,435	10,435
255	261001	SPENCERPORT	10,533	10,533
256	261101	HILTON	10,202	10,202
257	261201	PENFIELD	12,346	12,346
258	261301	FAIRPORT	10,647	10,647
259	261313	EAST ROCHESTER	12,585	12,585
260	261401	PITTSFORD	12,722	12,722
261	261501	CHURCHVILLE CH	10,122	10,122
262	261600	ROCHESTER	12,426	12,426
263	261701	RUSH HENRIETTA	12,330	12,330
264	261801	BROCKPORT	10,745	10,745
265	261901	WEBSTER	10,872	10,872
266	262001	WHEATLAND CHIL	15,259	15,259
267	270100	AMSTERDAM	9,443	9,443
268	270301	CANAJOHARIE	10,768	10,768
269	270601	FONDA FULTONVI	11,108	11,108
270	270701	FORT PLAIN	12,840	12,840
271	271102	ST JOHNSVILLE	11,910	11,910
272	280100	GLEN COVE	18,368	18,368
273	280201	HEMPSTEAD	18,202	18,202
274	280202	UNIONDALE	19,864	19,864
275	280203	EAST MEADOW	15,722	15,722
276	280204	NORTH BELLMORE	17,500	17,500
277	280205	LEVITTOWN	17,280	17,280
278	280206	SEAFORD	15,660	15,660
279	280207	BELLMORE	19,638	19,638
280	280208	ROOSEVELT	16,939	16,939
281	280209	FREEPORT	15,703	15,703
282	280210	BALDWIN	15,658	15,658
283	280211	OCEANSIDE	16,067	16,067
284	280212	MALVERNE	19,705	19,705
285	280213	V STR THIRTEEN	15,487	15,487
286	280214	HEWLETT WOODME	22,408	22,408
287	280215	LAWRENCE	23,002	23,002
288	280216	ELMONT	14,397	14,397
289	280217	FRANKLIN SQUAR	13,412	13,412
290	280218	GARDEN CITY	17,620	17,620
291	280219	EAST ROCKAWAY	18,375	18,375
292	280220	LYNBROOK	17,680	17,680
293	280221	ROCKVILLE CENT	18,767	18,767
294	280222	FLORAL PARK	14,937	14,937
295	280223	WANTAGH	13,593	13,593
296	280224	V STR TWENTY-F	19,237	19,237
297	280225	MERRICK	17,936	17,936
298	280226	ISLAND TREES	15,505	15,505
299	280227	WEST HEMPSTEAD	16,755	16,755
300	280229	NORTH MERRICK	17,825	17,825

**Charter Funding By NYS School District**  
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	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
301	280230	VALLEY STR UF	19,277	19,277
302	280231	ISLAND PARK	27,985	27,985
303	280251	VALLEY STR CHS	14,838	14,838
304	280252	SEWANHAKA	12,522	12,522
305	280253	BELLMORE-MERRI	13,768	13,768
306	280300	LONG BEACH	22,042	22,042
307	280401	WESTBURY	18,224	18,224
308	280402	EAST WILLISTON	20,780	20,780
309	280403	ROSLYN	20,898	20,898
310	280404	PORT WASHINGTO	20,028	20,028
311	280405	NEW HYDE PARK	14,771	14,771
312	280406	MANHASSET	21,235	21,235
313	280407	GREAT NECK	22,466	22,466
314	280409	HERRICKS	17,029	17,029
315	280410	MINEOLA	23,709	23,709
316	280411	CARLE PLACE	20,187	20,187
317	280501	NORTH SHORE	23,323	23,323
318	280502	SYOSSET	20,242	20,242
319	280503	LOCUST VALLEY	22,507	22,507
320	280504	PLAINVIEW	17,945	17,945
321	280506	OYSTER BAY	22,533	22,533
322	280515	JERICO	23,911	23,911
323	280517	HICKSVILLE	14,942	14,942
324	280518	PLAINEDGE	15,701	15,701
325	280521	BETHPAGE	17,350	17,350
326	280522	FARMINGDALE	16,831	16,831
327	280523	MASSAPEQUA	16,052	16,052
328	300000	NEW YORK CITY	13,527	13,527
329	400301	LEWISTON PORTE	12,229	12,229
330	400400	LOCKPORT	9,912	9,912
331	400601	NEWFANE	10,086	10,086
332	400701	NIAGARA WHEATF	10,443	10,443
333	400800	NIAGARA FALLS	10,911	10,911
334	400900	N. TONAWANDA	10,593	10,593
335	401001	STARPOINT	9,789	9,789
336	401201	ROYALTON HARTL	10,207	10,207
337	401301	BARKER	12,895	12,895
338	401501	WILSON	10,386	10,386
339	410401	ADIRONDACK	11,668	11,668
340	410601	CAMDEN	10,655	10,655
341	411101	CLINTON	11,529	11,529
342	411501	NEW HARTFORD	11,431	11,431
343	411504	NEW YORK MILLS	11,834	11,834
344	411603	SAUQUOIT VALLE	10,956	10,956
345	411701	REMSEN	14,790	14,790
346	411800	ROME	11,413	11,413
347	411902	WATERVILLE	10,900	10,900
348	412000	SHERRILL	9,651	9,651
349	412201	HOLLAND PATENT	10,388	10,388
350	412300	UTICA	9,280	9,280

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351	412801	WESTMORELAND	11,938	11,938
352	412901	ORISKANY	10,992	10,992
353	412902	WHITESBORO	9,886	9,886
354	420101	WEST GENESEE	10,199	10,199
355	420303	NORTH SYRACUSE	10,709	10,709
356	420401	E SYRACUSE-MIN	13,674	13,674
357	420411	JAMESVILLE-DEW	10,944	10,944
358	420501	JORDAN ELBRIDG	11,623	11,623
359	420601	FABIUS-POMPEY	12,479	12,479
360	420701	WESTHILL	10,634	10,634
361	420702	SOLVAY	11,760	11,760
362	420807	LA FAYETTE	15,766	15,766
363	420901	BALDWINVILLE	10,724	10,724
364	421001	FAYETTEVILLE	10,653	10,653
365	421101	MARCELLUS	9,775	9,775
366	421201	ONONDAGA	12,132	12,132
367	421501	LIVERPOOL	12,529	12,529
368	421504	LYNCOURT	15,497	15,497
369	421601	SKANEATELES	12,337	12,337
370	421800	SYRACUSE	11,933	11,933
371	421902	TULLY	10,036	10,036
372	430300	CANANDAIGUA	10,828	10,828
373	430501	EAST BLOOMFIEL	11,116	11,116
374	430700	GENEVA	12,688	12,688
375	430901	GORHAM-MIDDLES	11,875	11,875
376	431101	MANCHSTR-SHRTS	10,420	10,420
377	431201	NAPLES	13,183	13,183
378	431301	PHELPS-CLIFTON	11,376	11,376
379	431401	HONEOYE	12,141	12,141
380	431701	VICTOR	9,518	9,518
381	440102	WASHINGTONVILL	11,931	11,931
382	440201	CHESTER	13,170	13,170
383	440301	CORNWALL	11,262	11,262
384	440401	PINE BUSH	11,570	11,570
385	440601	GOSHEN	12,773	12,773
386	440901	HIGHLAND FALLS	14,580	14,580
387	441000	MIDDLETOWN	12,759	12,759
388	441101	MINISINK VALLE	10,552	10,552
389	441201	MONROE WOODBUR	13,089	13,089
390	441202	KIRYAS JOEL	33,354	33,354
391	441301	VALLEY-MONTGMR	11,222	11,222
392	441600	NEWBURGH	14,796	14,796
393	441800	PORT JERVIS	11,904	11,904
394	441903	TUXEDO	17,470	17,470
395	442101	WARWICK VALLEY	12,198	12,198
396	442111	GREENWOOD LAKE	18,307	18,307
397	442115	FLORIDA	14,001	14,001
398	450101	ALBION	10,580	10,580
399	450607	KENDALL	12,590	12,590
400	450704	HOLLEY	10,275	10,275

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401	450801	MEDINA	10,826	10,826
402	451001	LYNDONVILLE	10,519	10,519
403	460102	ALTMAR PARISH	11,295	11,295
404	460500	FULTON	11,616	11,616
405	460701	HANNIBAL	10,178	10,178
406	460801	CENTRAL SQUARE	9,571	9,571
407	460901	MEXICO	11,702	11,702
408	461300	OSWEGO	12,263	12,263
409	461801	PULASKI	11,580	11,580
410	461901	SANDY CREEK	12,911	12,911
411	462001	PHOENIX	12,226	12,226
412	470202	GLBTSVLLE-MT U	11,319	11,319
413	470501	EDMESTON	11,243	11,243
414	470801	LAURENS	10,634	10,634
415	470901	SCHENEVUS	12,566	12,566
416	471101	MILFORD	12,217	12,217
417	471201	MORRIS	10,436	10,436
418	471400	ONEONTA	11,790	11,790
419	471601	OTEGO-UNADILLA	11,481	11,481
420	471701	COOPERSTOWN	11,917	11,917
421	472001	RICHFIELD SPRI	10,916	10,916
422	472202	CHERRY VLY-SPR	12,674	12,674
423	472506	WORCESTER	12,352	12,352
424	480101	MAHOPAC	13,924	13,924
425	480102	CARMEL	15,409	15,409
426	480401	HALDANE	16,483	16,483
427	480404	GARRISON	21,676	21,676
428	480503	PUTNAM VALLEY	16,888	16,888
429	480601	BREWSTER	16,808	16,808
430	490101	BERLIN	12,890	12,890
431	490202	BRUNSWICK CENT	10,501	10,501
432	490301	EAST GREENBUSH	11,659	11,659
433	490501	HOOSICK FALLS	11,782	11,782
434	490601	LANSINGBURGH	9,352	9,352
435	490801	NORTH GREENBUSH	11,741	11,741
436	490804	WYNANTSKILL	11,243	11,243
437	491200	RENSSELAER	8,883	8,883
438	491302	AVERILL PARK	10,036	10,036
439	491401	HOOSIC VALLEY	10,338	10,338
440	491501	SCHODACK	12,169	12,169
441	491700	TROY	15,986	15,986
442	500101	CLARKSTOWN	13,310	13,310
443	500108	NANUET	18,531	18,531
444	500201	HAYERSTRAW-ST	17,121	17,121
445	500301	S. ORANGETOWN	15,503	15,503
446	500304	NYACK	18,240	18,240
447	500308	PEARL RIVER	14,854	14,854
448	500401	RAMAPO	16,919	16,919
449	500402	EAST RAMAPO	16,555	16,555
450	510101	BRASHER FALLS	10,172	10,172

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451	510201	CANTON	11,252	11,252
452	510401	CLIFTON FINE	17,107	17,107
453	510501	COLTON PIERREP	18,381	18,381
454	511101	GOUVERNEUR	10,255	10,255
455	511201	HAMMOND	12,727	12,727
456	511301	HERMON DEKALB	12,646	12,646
457	511602	LISBON	12,322	12,322
458	511901	MADRID WADDING	10,491	10,491
459	512001	MASSENA	10,197	10,197
460	512101	MORRISTOWN	13,655	13,655
461	512201	NORWOOD NORFOL	10,652	10,652
462	512300	OGDENSBURG	13,953	13,953
463	512404	HEUVELTON	10,704	10,704
464	512501	PARISHVILLE	10,609	10,609
465	512902	POTSDAM	11,390	11,390
466	513102	EDWARDS-KNOX	10,536	10,536
467	520101	BURNT HILLS	10,168	10,168
468	520302	SHENENDEHOWA	11,060	11,060
469	520401	CORINTH	10,919	10,919
470	520601	EDINBURG	20,896	20,896
471	520701	GALWAY	10,157	10,157
472	521200	MECHANICVILLE	10,377	10,377
473	521301	BALLSTON SPA	11,797	11,797
474	521401	S. GLENS FALLS	10,667	10,667
475	521701	SCHUYLERVILLE	11,472	11,472
476	521800	SARATOGA SPRIN	10,532	10,532
477	522001	STILLWATER	9,269	9,269
478	522101	WATERFORD	12,844	12,844
479	530101	DUANESBURG	9,234	9,234
480	530202	SCOTIA GLENVIL	11,013	11,013
481	530301	NISKAYUNA	11,790	11,790
482	530501	SCHALMONT	13,862	13,862
483	530515	MOHONASEN	8,989	8,989
484	530600	SCHENECTADY	12,014	12,014
485	540801	GILBOA CONESVI	15,707	15,707
486	540901	JEFFERSON	12,445	12,445
487	541001	MIDDLEBURGH	12,453	12,453
488	541102	COBLESKL-RICHM	10,802	10,802
489	541201	SCHOHARIE	12,138	12,138
490	541401	SHARON SPRINGS	14,154	14,154
491	550101	ODESSA MONTOUR	11,363	11,363
492	550301	WATKINS GLEN	10,489	10,489
493	560501	SOUTH SENECA	13,574	13,574
494	560603	ROMULUS	14,567	14,567
495	560701	SENECA FALLS	11,016	11,016
496	561006	WATERLOO CENT	10,263	10,263
497	570101	ADDISON	11,263	11,263
498	570201	AVOCA	13,201	13,201
499	570302	BATH	9,780	9,780
500	570401	BRADFORD	13,266	13,266

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501	570603	CAMPBELL-SAVON	10,531	10,531
502	571000	CORNING	10,637	10,637
503	571502	CANISTEO-GREEN	13,788	13,788
504	571800	HORNELL	9,858	9,858
505	571901	ARKPORT	9,666	9,666
506	572301	PRATTSBURG	10,626	10,626
507	572702	JASPER-TRPSBRG	10,590	10,590
508	572901	HAMMONDSPOINT	14,766	14,766
509	573002	WAYLAND-COHOCT	10,796	10,796
510	580101	BABYLON	16,928	16,928
511	580102	WEST BABYLON	14,848	14,848
512	580103	NORTH BABYLON	14,290	14,290
513	580104	LINDENHURST	14,253	14,253
514	580105	COPIAGUE	15,369	15,369
515	580106	AMITYVILLE	17,777	17,777
516	580107	DEER PARK	15,685	15,685
517	580109	WYANDANCH	16,666	16,666
518	580201	THREE VILLAGE	15,887	15,887
519	580203	COMSEWOGUE	13,498	13,498
520	580205	SACHEM	13,251	13,251
521	580206	PORT JEFFERSON	21,199	21,199
522	580207	MOUNT SINAI	14,841	14,841
523	580208	MILLER PLACE	12,922	12,922
524	580209	ROCKY POINT	12,823	12,823
525	580211	MIDDLE COUNTRY	13,107	13,107
526	580212	LONGWOOD	14,380	14,380
527	580224	PATCHOGUE-MEDF	12,814	12,814
528	580232	WILLIAM FLOYD	14,168	14,168
529	580233	CENTER MORICHE	14,847	14,847
530	580234	EAST MORICHES	17,372	17,372
531	580235	SOUTH COUNTRY	15,951	15,951
532	580301	EAST HAMPTON	23,725	23,725
533	580302	WAINSCOTT	15,281	15,281
534	580303	AMAGANSETT	57,648	57,648
535	580304	SPRINGS	21,775	21,775
536	580305	SAG HARBOR	24,716	24,716
537	580306	MONTAUK	31,259	31,259
538	580401	ELWOOD	14,485	14,485
539	580402	COLD SPRING HA	20,586	20,586
540	580403	HUNTINGTON	17,512	17,512
541	580404	NORTHPORT	18,014	18,014
542	580405	HALF HOLLOW HI	14,873	14,873
543	580406	HARBORFIELDS	13,773	13,773
544	580410	COMMACK	15,572	15,572
545	580413	S. HUNTINGTON	15,758	15,758
546	580501	BAY SHORE	15,355	15,355
547	580502	ISLIP	14,285	14,285
548	580503	EAST ISLIP	14,659	14,659
549	580504	SAYVILLE	16,460	16,460
550	580505	BAYPORT BLUE P	17,566	17,566

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551	580506	HAUPPAUGE	16,435	16,435
552	580507	CONNETQUOT	15,947	15,947
553	580509	WEST ISLIP	13,799	13,799
554	580512	BRENTWOOD	13,488	13,488
555	580513	CENTRAL ISLIP	19,614	19,614
556	580514	FIRE ISLAND	107,803	107,803
557	580601	SHOREHAM-WADIN	15,726	15,726
558	580602	RIVERHEAD	16,076	16,076
559	580701	SHELTER ISLAND	27,980	27,980
560	580801	SMITHTOWN	13,969	13,969
561	580805	KINGS PARK	13,928	13,928
562	580901	REMSENBURG	36,414	36,414
563	580902	WESTHAMPTON BE	18,354	18,354
564	580903	QUOGUE	46,916	46,916
565	580905	HAMPTON BAYS	16,093	16,093
566	580906	SOUTHAMPTON	23,414	23,414
567	580909	BRIDGEHAMPTON	53,186	53,186
568	580910	SAGAPONACK	15,281	15,281
569	580912	EASTPORT-SOUTH	13,276	13,276
570	580913	TUCKAHOE COMMO	28,200	28,200
571	580917	EAST QUOGUE	22,116	22,116
572	581002	OYSTERPONDS	32,931	32,931
573	581004	FISHERS ISLAND	42,471	42,471
574	581005	SOUTHOLD	17,390	17,390
575	581010	GREENPORT	16,696	16,696
576	581012	MATTITUCK-CUTC	15,967	15,967
577	581015	NEW SUFFOLK	15,281	15,281
578	590501	FALLSBURGH	19,402	19,402
579	590801	ELDRED	13,570	13,570
580	590901	LIBERTY	17,552	17,552
581	591201	TRI VALLEY	18,324	18,324
582	591301	ROSCOE	17,826	17,826
583	591302	LIVINGSTON MAN	16,085	16,085
584	591401	MONTICELLO	14,106	14,106
585	591502	SULLIVAN WEST	15,001	15,001
586	600101	WAVERLY	9,059	9,059
587	600301	CANDOR	11,287	11,287
588	600402	NEWARK VALLEY	10,287	10,287
589	600601	OWEGO-APALACHI	11,452	11,452
590	600801	SPENCER VAN ET	10,808	10,808
591	600903	TIOGA	9,445	9,445
592	610301	DRYDEN	11,011	11,011
593	610501	GROTON	10,405	10,405
594	610600	ITHACA	12,670	12,670
595	610801	LANSING	10,855	10,855
596	610901	NEWFIELD	9,830	9,830
597	611001	TRUMANSBURG	10,222	10,222
598	620600	KINGSTON	14,461	14,461
599	620803	HIGHLAND	12,457	12,457
600	620901	RONDOUT VALLEY	17,586	17,586

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601	621001	MARLBORO	15,483	15,483
602	621101	NEW PALTZ	13,284	13,284
603	621201	ONTEORA	18,571	18,571
604	621601	SAUGERTIES	11,825	11,825
605	621801	WALLKILL	10,997	10,997
606	622002	ELLENVILLE	15,150	15,150
607	630101	BOLTON	20,535	20,535
608	630202	NORTH WARREN	15,458	15,458
609	630300	GLENS FALLS	11,469	11,469
610	630601	JOHNSBURG	18,339	18,339
611	630701	LAKE GEORGE	12,521	12,521
612	630801	HADLEY LUZERNE	13,748	13,748
613	630902	QUEENSBURY	9,538	9,538
614	630918	GLENS FALLS CO	12,000	12,000
615	631201	WARRENSBURG	14,836	14,836
616	640101	ARGYLE	11,402	11,402
617	640502	FORT ANN	13,847	13,847
618	640601	FORT EDWARD	11,493	11,493
619	640701	GRANVILLE	10,360	10,360
620	640801	GREENWICH	12,131	12,131
621	641001	HARTFORD	12,205	12,205
622	641301	HUDSON FALLS	10,021	10,021
623	641401	PUTNAM	23,966	23,966
624	641501	SALEM	13,082	13,082
625	641610	CAMBRIDGE	12,350	12,350
626	641701	WHITEHALL	12,236	12,236
627	650101	NEWARK	11,100	11,100
628	650301	CLYDE-SAVANNAH	13,326	13,326
629	650501	LYONS	10,690	10,690
630	650701	MARION	11,418	11,418
631	650801	WAYNE	11,034	11,034
632	650901	PALMYRA-MACEDO	10,506	10,506
633	650902	GANANDA	9,757	9,757
634	651201	SODUS	12,623	12,623
635	651402	WILLIAMSON	12,113	12,113
636	651501	N. ROSE-WOLCOT	12,030	12,030
637	651503	RED CREEK	10,909	10,909
638	660101	KATONAH LEWISB	20,507	20,507
639	660102	BEDFORD	20,556	20,556
640	660202	CROTON HARMON	15,733	15,733
641	660203	HENDRICK HUDSO	18,174	18,174
642	660301	EASTCHESTER	17,827	17,827
643	660302	TUCKAHOE	20,009	20,009
644	660303	BRONXVILLE	22,099	22,099
645	660401	TARRYTOWN	16,449	16,449
646	660402	IRVINGTON	20,150	20,150
647	660403	DOBBS FERRY	18,927	18,927
648	660404	HASTINGS ON HU	19,404	19,404
649	660405	ARDSLEY	20,471	20,471
650	660406	EDGEMONT	17,819	17,819

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651	660407	GREENBURGH	22,343	22,343
652	660409	ELMSFORD	22,211	22,211
653	660501	HARRISON	23,457	23,457
654	660701	MAMARONECK	18,416	18,416
655	660801	MT PLEAS CENT	18,590	18,590
656	660802	POCANTICO HILL	46,333	46,333
657	660805	VALHALLA	20,983	20,983
658	660809	PLEASANTVILLE	16,558	16,558
659	660900	MOUNT VERNON	16,794	16,794
660	661004	CHAPPAQUA	19,041	19,041
661	661100	NEW ROCHELLE	16,138	16,138
662	661201	BYRAM HILLS	20,054	20,054
663	661301	NORTH SALEM	20,273	20,273
664	661401	OSSINING	18,293	18,293
665	661402	BRIARCLIFF MAN	22,861	22,861
666	661500	PEEKSKILL	16,431	16,431
667	661601	PELHAM	16,187	16,187
668	661800	RYE	18,927	18,927
669	661901	RYE NECK	18,340	18,340
670	661904	PORT CHESTER	13,413	13,413
671	661905	BLIND BROOK-RY	20,318	20,318
672	662001	SCARSDALE	22,148	22,148
673	662101	SOMERS	16,825	16,825
674	662200	WHITE PLAINS	19,443	19,443
675	662300	YONKERS	14,520	14,520
676	662401	LAKELAND	14,999	14,999
677	662402	YORKTOWN	16,743	16,743
678	670201	ATTICA	9,552	9,552
679	670401	LETCHWORTH	11,337	11,337
680	671002	WYOMING	15,376	15,376
681	671201	PERRY	11,041	11,041
682	671501	WARSAW	11,643	11,643
683	680601	PENN YAN	11,554	11,554
684	680801	DUNDEE	9,998	9,998

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1	10100	ALBANY	14,072	14,072
2	570101	ADDISON	11,263	11,263
3	410401	ADIRONDACK	11,668	11,668
4	80101	AFTON	13,800	13,800
5	142101	AKRON	10,134	10,134
6	450101	ALBION	10,580	10,580
7	140101	ALDEN	9,862	9,862
8	180202	ALEXANDER	11,325	11,325
9	220202	ALEXANDRIA	12,100	12,100
10	20101	ALFRED ALMOND	10,628	10,628
11	40302	ALLEGANY-LIMES	10,362	10,362
12	460102	ALTMAR PARISH	11,295	11,295
13	580303	AMAGANSETT	57,648	57,648
14	140201	AMHERST	10,721	10,721
15	580106	AMITYVILLE	17,777	17,777
16	270100	AMSTERDAM	9,443	9,443
17	120102	ANDES	21,107	21,107
18	20601	ANDOVER	12,353	12,353
19	660405	ARDSLEY	20,471	20,471
20	640101	ARGYLE	11,402	11,402
21	571901	ARKPORT	9,666	9,666
22	131601	ARLINGTON	11,469	11,469
23	670201	ATTICA	9,552	9,552
24	50100	AUBURN	10,495	10,495
25	90201	AUSABLE VALLEY	13,185	13,185
26	491302	AVERILL PARK	10,036	10,036
27	570201	AVOCA	13,201	13,201
28	240101	AVON	10,465	10,465
29	580101	BABYLON	16,928	16,928
30	80201	BAINBRIDGE GUI	11,434	11,434
31	280210	BALDWIN	15,658	15,658
32	420901	BALDWINSVILLE	10,724	10,724
33	521301	BALLSTON SPA	11,797	11,797
34	401301	BARKER	12,895	12,895
35	180300	BATAVIA	12,293	12,293
36	570302	BATH	9,780	9,780
37	580501	BAY SHORE	15,355	15,355
38	580505	BAYPORT BLUE P	17,566	17,566
39	130200	BEACON	11,093	11,093
40	231301	BEAVER RIVER	9,873	9,873
41	660102	BEDFORD	20,556	20,556
42	90301	BEEKMANTOWN	11,708	11,708
43	20801	BELFAST	11,619	11,619
44	220909	BELLEVILLE-HEN	10,030	10,030
45	280207	BELLMORE	19,638	19,638
46	280253	BELLMORE-MERRI	13,768	13,768
47	61001	BEMUS POINT	11,810	11,810
48	490101	BERLIN	12,890	12,890
49	10201	BERNE KNOX	13,371	13,371
50	10306	BETHLEHEM	12,513	12,513

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51	280521	BETHPAGE	17,350	17,350
52	30200	BINGHAMTON	10,244	10,244
53	661905	BLIND BROOK-RY	20,318	20,318
54	22902	BOLIVAR-RICHBG	10,885	10,885
55	630101	BOLTON	20,535	20,535
56	570401	BRADFORD	13,266	13,266
57	510101	BRASHER FALLS	10,172	10,172
58	580512	BRENTWOOD	13,488	13,488
59	480601	BREWSTER	16,808	16,808
60	661402	BRIARCLIFF MAN	22,861	22,861
61	580909	BRIDGEHAMPTON	53,186	53,186
62	260101	BRIGHTON	12,448	12,448
63	171102	BROADALBIN-PER	8,636	8,636
64	261801	BROCKPORT	10,745	10,745
65	62301	BROCTON	12,437	12,437
66	660303	BRONXVILLE	22,099	22,099
67	250109	BROOKFIELD	11,171	11,171
68	490202	BRUNSWICK CENT	10,501	10,501
69	161601	BRUSHTON MOIRA	11,399	11,399
70	140600	BUFFALO	12,005	12,005
71	520101	BURNT HILLS	10,168	10,168
72	661201	BYRAM HILLS	20,054	20,054
73	180701	BYRON BERGEN	11,339	11,339
74	190301	CAIRO-DURHAM	10,345	10,345
75	240201	CALEDONIA MUMF	10,218	10,218
76	641610	CAMBRIDGE	12,350	12,350
77	410601	CAMDEN	10,655	10,655
78	570603	CAMPBELL-SAVON	10,531	10,531
79	270301	CANAJOHARIE	10,768	10,768
80	430300	CANANDAIGUA	10,828	10,828
81	21102	CANASERAGA	12,329	12,329
82	250901	CANASTOTA	9,837	9,837
83	600301	CANDOR	11,287	11,287
84	571502	CANISTEO-GREEN	13,788	13,788
85	510201	CANTON	11,252	11,252
86	280411	CARLE PLACE	20,187	20,187
87	480102	CARMEL	15,409	15,409
88	222201	CARTHAGE	8,557	8,557
89	60401	CASSADAGA VALL	11,359	11,359
90	50401	CATO MERIDIAN	10,653	10,653
91	190401	CATSKILL	14,130	14,130
92	42302	CATTARAUGUS-LI	11,368	11,368
93	250201	CAZENOVIA	10,613	10,613
94	580233	CENTER MORICHE	14,847	14,847
95	580513	CENTRAL ISLIP	19,614	19,614
96	460801	CENTRAL SQUARE	9,571	9,571
97	661004	CHAPPAQUA	19,041	19,041
98	120401	CHARLOTTE VALL	10,907	10,907
99	160801	CHATEAUGAY	10,879	10,879
100	101001	CHATHAM	12,977	12,977

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101	60503	CHAUTAUQUA	14,457	14,457
102	90601	CHAZY	11,716	11,716
103	140701	CHEEKTOWAGA	10,235	10,235
104	30101	CHENANGO FORKS	10,503	10,503
105	30701	CHENANGO VALLE	10,665	10,665
106	472202	CHERRY VLY-SPR	12,674	12,674
107	440201	CHESTER	13,170	13,170
108	251601	CHITTENANGO	10,983	10,983
109	261501	CHURCHVILLE CH	10,122	10,122
110	110101	CINCINNATUS	12,691	12,691
111	140801	CLARENCE	9,001	9,001
112	500101	CLARKSTOWN	13,310	13,310
113	140703	CLEVELAND HILL	10,428	10,428
114	510401	CLIFTON FINE	17,107	17,107
115	411101	CLINTON	11,529	11,529
116	650301	CLYDE-SAVANNAH	13,326	13,326
117	60701	CLYMER	14,425	14,425
118	541102	COBLESKL-RICHM	10,802	10,802
119	10500	COHOES	11,791	11,791
120	580402	COLD SPRING HA	20,586	20,586
121	510501	COLTON PIERREP	18,381	18,381
122	580410	COMMACK	15,572	15,572
123	580203	COMSEWOGUE	13,498	13,498
124	580507	CONNETQUOT	15,947	15,947
125	471701	COOPERSTOWN	11,917	11,917
126	100501	COPAKE-TACONIC	13,622	13,622
127	230201	COPENHAGEN	9,935	9,935
128	580105	COPIAGUE	15,369	15,369
129	520401	CORINTH	10,919	10,919
130	571000	CORNING	10,637	10,637
131	440301	CORNWALL	11,262	11,262
132	110200	CORTLAND	10,142	10,142
133	190501	COXSACKIE ATHE	11,888	11,888
134	660202	CROTON HARMON	15,733	15,733
135	150203	CROWN POINT	15,649	15,649
136	22302	CUBA-RUSHFORD	12,488	12,488
137	241101	DALTON-NUNDA	13,107	13,107
138	241001	DANSVILLE	10,313	10,313
139	250301	DE RUYTER	13,049	13,049
140	580107	DEER PARK	15,685	15,685
141	120501	DELHI	13,930	13,930
142	140707	DEPEW	10,409	10,409
143	31301	DEPOSIT	14,304	14,304
144	660403	DOBBS FERRY	18,927	18,927
145	211003	DOLGEVILLE	10,527	10,527
146	130502	DOVER	11,245	11,245
147	120301	DOWNSVILLE	17,143	17,143
148	610301	DRYDEN	11,011	11,011
149	530101	DUANESBURG	9,234	9,234
150	680801	DUNDEE	9,998	9,998

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151	60800	DUNKIRK	12,985	12,985
152	420401	E SYRACUSE-MIN	13,674	13,674
153	260801	E. IRONDEQUOIT	11,557	11,557
154	140301	EAST AURORA	10,210	10,210
155	430501	EAST BLOOMFIEL	11,116	11,116
156	490301	EAST GREENBUSH	11,659	11,659
157	580301	EAST HAMPTON	23,725	23,725
158	580503	EAST ISLIP	14,659	14,659
159	280203	EAST MEADOW	15,722	15,722
160	580234	EAST MORICHES	17,372	17,372
161	580917	EAST QUOGUE	22,116	22,116
162	500402	EAST RAMAPO	16,555	16,555
163	261313	EAST ROCHESTER	12,585	12,585
164	280219	EAST ROCKAWAY	18,375	18,375
165	280402	EAST WILLISTON	20,780	20,780
166	660301	EASTCHESTER	17,827	17,827
167	580912	EASTPORT-SOUTH	13,276	13,276
168	141201	EDEN	9,674	9,674
169	660406	EDGEMONT	17,819	17,819
170	520601	EDINBURG	20,896	20,896
171	470501	EDMESTON	11,243	11,243
172	513102	EDWARDS-KNOX	10,536	10,536
173	180901	ELBA	11,423	11,423
174	590801	ELDRED	13,570	13,570
175	150301	ELIZABETHTOWN	13,358	13,358
176	622002	ELLENVILLE	15,150	15,150
177	40901	ELLCOTTVILLE	11,491	11,491
178	70600	ELMIRA	11,012	11,012
179	70902	ELMIRA HEIGHTS	10,136	10,136
180	280216	ELMONT	14,397	14,397
181	660409	ELMSFORD	22,211	22,211
182	580401	ELWOOD	14,485	14,485
183	141401	EVANS-BRANT	11,618	11,618
184	420601	FABIUS-POMPEY	12,479	12,479
185	261301	FAIRPORT	10,647	10,647
186	61101	FALCONER	9,522	9,522
187	590501	FALLSBURGH	19,402	19,402
188	280522	FARMINGDALE	16,831	16,831
189	421001	FAYETTEVILLE	10,653	10,653
190	22001	FILLMORE	9,156	9,156
191	580514	FIRE ISLAND	107,803	107,803
192	581004	FISHERS ISLAND	42,471	42,471
193	280222	FLORAL PARK	14,937	14,937
194	442115	FLORIDA	14,001	14,001
195	270601	FONDA FULTONVI	11,108	11,108
196	61503	FORESTVILLE	10,484	10,484
197	640502	FORT ANN	13,847	13,847
198	640601	FORT EDWARD	11,493	11,493
199	270701	FORT PLAIN	12,840	12,840
200	210402	FRANKFORT-SCHU	9,210	9,210

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201	120701	FRANKLIN	13,106	13,106
202	280217	FRANKLIN SQUAR	13,412	13,412
203	41101	FRANKLINVILLE	11,351	11,351
204	62201	FREDONIA	12,037	12,037
205	280209	FREEMPORT	15,703	15,703
206	60301	FREWSBURG	10,206	10,206
207	21601	FRIENDSHIP	12,385	12,385
208	141604	FRONTIER	8,759	8,759
209	460500	FULTON	11,616	11,616
210	520701	GALWAY	10,157	10,157
211	650902	GANANDA	9,757	9,757
212	280218	GARDEN CITY	17,620	17,620
213	480404	GARRISON	21,676	21,676
214	260401	GATES CHILI	12,359	12,359
215	220401	GENERAL BROWN	8,580	8,580
216	20702	GENESEE VALLEY	11,013	11,013
217	240401	GENESEO	12,257	12,257
218	430700	GENEVA	12,688	12,688
219	100902	GERMANTOWN	14,614	14,614
220	540801	GILBOA CONESVI	15,707	15,707
221	470202	GLBTSVLLE-MT U	11,319	11,319
222	280100	GLEN COVE	18,368	18,368
223	630300	GLENS FALLS	11,469	11,469
224	630918	GLENS FALLS CO	12,000	12,000
225	170500	GLOVERSVILLE	9,865	9,865
226	430901	GORHAM-MIDDLES	11,875	11,875
227	440601	GOSHEN	12,773	12,773
228	511101	GOUVERNEUR	10,255	10,255
229	42801	GOWANDA	11,326	11,326
230	141501	GRAND ISLAND	9,915	9,915
231	640701	GRANVILLE	10,360	10,360
232	280407	GREAT NECK	22,466	22,466
233	260501	GREECE	11,252	11,252
234	10701	GREEN ISLAND	12,662	12,662
235	660407	GREENBURGH	22,343	22,343
236	80601	GREENE	10,565	10,565
237	581010	GREENPORT	16,696	16,696
238	190701	GREENVILLE	13,454	13,454
239	640801	GREENWICH	12,131	12,131
240	442111	GREENWOOD LAKE	18,307	18,307
241	81401	GRGETWN-SO OTS	12,871	12,871
242	610501	GROTON	10,405	10,405
243	10802	GUILDERLAND	11,356	11,356
244	630801	HADLEY LUZERNE	13,748	13,748
245	480401	HALDANE	16,483	16,483
246	580405	HALF HOLLOW HI	14,873	14,873
247	141601	HAMBURG	9,716	9,716
248	250701	HAMILTON	12,897	12,897
249	511201	HAMMOND	12,727	12,727
250	572901	HAMMONDSPORT	14,766	14,766

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251	580905	HAMPTON BAYS	16,093	16,093
252	120906	HANCOCK	14,267	14,267
253	460701	HANNIBAL	10,178	10,178
254	580406	HARBORFIELDS	13,773	13,773
255	30501	HARPURSVILLE	9,877	9,877
256	660501	HARRISON	23,457	23,457
257	230301	HARRISVILLE	12,372	12,372
258	641001	HARTFORD	12,205	12,205
259	660404	HASTINGS ON HU	19,404	19,404
260	580506	HAUPPAUGE	16,435	16,435
261	500201	HAVERSTRAW-ST	17,121	17,121
262	280201	HEMPSTEAD	18,202	18,202
263	660203	HENDRICK HUDSO	18,174	18,174
264	210601	HERKIMER	9,525	9,525
265	511301	HERMON DEKALB	12,646	12,646
266	280409	HERRICKS	17,029	17,029
267	512404	HEUVELTON	10,704	10,704
268	280214	HEWLETT WOODME	22,408	22,408
269	280517	HICKSVILLE	14,942	14,942
270	620803	HIGHLAND	12,457	12,457
271	440901	HIGHLAND FALLS	14,580	14,580
272	261101	HILTON	10,202	10,202
273	41401	HINSDALE	9,952	9,952
274	141701	HOLLAND	11,032	11,032
275	412201	HOLLAND PATENT	10,388	10,388
276	450704	HOLLEY	10,275	10,275
277	110701	HOMER	11,092	11,092
278	431401	HONEOYE	12,141	12,141
279	260901	HONEOYE FALLS	10,435	10,435
280	491401	HOOSIC VALLEY	10,338	10,338
281	490501	HOOSICK FALLS	11,782	11,782
282	571800	HORNELL	9,858	9,858
283	70901	HORSEHEADS	10,196	10,196
284	101300	HUDSON	13,401	13,401
285	641301	HUDSON FALLS	10,021	10,021
286	190901	HUNTER TANNERS	16,482	16,482
287	580403	HUNTINGTON	17,512	17,512
288	130801	HYDE PARK	12,052	12,052
289	210501	ILION	8,450	8,450
290	200401	INDIAN LAKE	24,054	24,054
291	220301	INDIAN RIVER	6,996	6,996
292	200501	INLET	26,047	26,047
293	141301	IROQUOIS	9,751	9,751
294	660402	IRVINGTON	20,150	20,150
295	280231	ISLAND PARK	27,985	27,985
296	280226	ISLAND TREES	15,505	15,505
297	580502	ISLIP	14,285	14,285
298	610600	ITHACA	12,670	12,670
299	61700	JAMESTOWN	10,164	10,164
300	420411	JAMESVILLE-DEW	10,944	10,944

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301	572702	JASPER-TRPSBRG	10,590	10,590
302	540901	JEFFERSON	12,445	12,445
303	280515	JERICO	23,911	23,911
304	630601	JOHNSBURG	18,339	18,339
305	31502	JOHNSON CITY	12,050	12,050
306	170600	JOHNSTOWN	10,408	10,408
307	420501	JORDAN ELBRIDG	11,623	11,623
308	660101	KATONAH LEWISB	20,507	20,507
309	150601	KEENE	19,701	19,701
310	450607	KENDALL	12,590	12,590
311	142601	KENMORE	9,477	9,477
312	101401	KINDERHOOK	11,239	11,239
313	580805	KINGS PARK	13,928	13,928
314	620600	KINGSTON	14,461	14,461
315	441202	KIRYAS JOEL	33,354	33,354
316	221401	LA FARGEVILLE	9,458	9,458
317	420807	LA FAYETTE	15,766	15,766
318	141800	LACKAWANNA	11,964	11,964
319	630701	LAKE GEORGE	12,521	12,521
320	151102	LAKE PLACID	14,929	14,929
321	200601	LAKE PLEASANT	25,331	25,331
322	662401	LAKELAND	14,999	14,999
323	141901	LANCASTER	8,449	8,449
324	610801	LANSING	10,855	10,855
325	490601	LANSINGBURGH	9,352	9,352
326	470801	LAURENS	10,634	10,634
327	280215	LAWRENCE	23,002	23,002
328	181001	LE ROY	10,757	10,757
329	670401	LETCHWORTH	11,337	11,337
330	280205	LEVITTOWN	17,280	17,280
331	400301	LEWISTON PORTE	12,229	12,229
332	590901	LIBERTY	17,552	17,552
333	580104	LINDENHURST	14,253	14,253
334	511602	LISBON	12,322	12,322
335	210800	LITTLE FALLS	11,471	11,471
336	421501	LIVERPOOL	12,529	12,529
337	591302	LIVINGSTON MAN	16,085	16,085
338	240801	LIVONIA	11,356	11,356
339	400400	LOCKPORT	9,912	9,912
340	280503	LOCUST VALLEY	22,507	22,507
341	280300	LONG BEACH	22,042	22,042
342	200701	LONG LAKE	42,198	42,198
343	580212	LONGWOOD	14,380	14,380
344	230901	LOWVILLE	9,602	9,602
345	221301	LYME	13,021	13,021
346	280220	LYNBROOK	17,680	17,680
347	421504	LYNCOURT	15,497	15,497
348	451001	LYNDONVILLE	10,519	10,519
349	650501	LYONS	10,690	10,690
350	251101	MADISON	10,079	10,079

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351	511901	MADRID WADDING	10,491	10,491
352	480101	MAHOPAC	13,924	13,924
353	31101	MAINE ENDWELL	10,197	10,197
354	161501	MALONE	10,520	10,520
355	280212	MALVERNE	19,705	19,705
356	660701	MAMARONECK	18,416	18,416
357	431101	MANCHSTR-SHRTS	10,420	10,420
358	280406	MANHASSET	21,235	21,235
359	10622	MAPLEWOOD	N/A	N/A
360	110901	MARATHON	11,911	11,911
361	421101	MARCELLUS	9,775	9,775
362	121401	MARGARETVILLE	13,376	13,376
363	650701	MARION	11,418	11,418
364	621001	MARLBORO	15,483	15,483
365	140702	MARYVALE	10,433	10,433
366	280523	MASSAPEQUA	16,052	16,052
367	512001	MASSENA	10,197	10,197
368	581012	MATTITUCK-CUTC	15,967	15,967
369	170801	MAYFIELD	10,112	10,112
370	110304	MCGRAW	11,248	11,248
371	521200	MECHANICVILLE	10,377	10,377
372	450801	MEDINA	10,826	10,826
373	10615	MENANDS	15,870	15,870
374	280225	MERRICK	17,936	17,936
375	460901	MEXICO	11,702	11,702
376	580211	MIDDLE COUNTRY	13,107	13,107
377	541001	MIDDLEBURGH	12,453	12,453
378	441000	MIDDLETOWN	12,759	12,759
379	471101	MILFORD	12,217	12,217
380	132201	MILLBROOK	12,902	12,902
381	580208	MILLER PLACE	12,922	12,922
382	280410	MINEOLA	23,709	23,709
383	150801	MINERVA	25,637	25,637
384	441101	MINISINK VALLE	10,552	10,552
385	210502	MOHAWK	10,758	10,758
386	530515	MOHONASEN	8,989	8,989
387	441201	MONROE WOODBUR	13,089	13,089
388	580306	MONTAUK	31,259	31,259
389	591401	MONTICELLO	14,106	14,106
390	51301	MORAVIA	10,202	10,202
391	150901	MORIAH	11,855	11,855
392	471201	MORRIS	10,436	10,436
393	512101	MORRISTOWN	13,655	13,655
394	250401	MORRISVILLE EA	12,114	12,114
395	240901	MOUNT MORRIS	12,120	12,120
396	580207	MOUNT SINAI	14,841	14,841
397	660900	MOUNT VERNON	16,794	16,794
398	212001	MT MARKHAM CSD	11,231	11,231
399	660801	MT PLEAS CENT	18,590	18,590
400	651501	N. ROSE-WOLCOT	12,030	12,030

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401	400900	N. TONAWANDA	10,593	10,593
402	500108	NANUET	18,531	18,531
403	431201	NAPLES	13,183	13,183
404	411501	NEW HARTFORD	11,431	11,431
405	280405	NEW HYDE PARK	14,771	14,771
406	101601	NEW LEBANON	15,792	15,792
407	621101	NEW PALTZ	13,284	13,284
408	661100	NEW ROCHELLE	16,138	16,138
409	581015	NEW SUFFOLK	15,281	15,281
410	300000	NEW YORK CITY	13,527	13,527
411	411504	NEW YORK MILLS	11,834	11,834
412	650101	NEWARK	11,100	11,100
413	600402	NEWARK VALLEY	10,287	10,287
414	441600	NEWBURGH	14,796	14,796
415	151001	NEWCOMB	43,580	43,580
416	400601	NEWFANE	10,086	10,086
417	610901	NEWFIELD	9,830	9,830
418	400800	NIAGARA FALLS	10,911	10,911
419	400701	NIAGARA WHEATF	10,443	10,443
420	530301	NISKAYUNA	11,790	11,790
421	580103	NORTH BABYLON	14,290	14,290
422	280204	NORTH BELLMORE	17,500	17,500
423	142201	NORTH COLLINS	13,023	13,023
424	10605	NORTH COLONIE	10,708	10,708
425	10623	NORTH COLONIE	10,708	10,708
426	490801	NORTH GREENBUSH	11,741	11,741
427	280229	NORTH MERRICK	17,825	17,825
428	661301	NORTH SALEM	20,273	20,273
429	280501	NORTH SHORE	23,323	23,323
430	420303	NORTH SYRACUSE	10,709	10,709
431	630202	NORTH WARREN	15,458	15,458
432	131101	NORTHEAST	15,342	15,342
433	90501	NORTHEASTERN	11,543	11,543
434	580404	NORTHPORT	18,014	18,014
435	90901	NORTHRN ADIRON	12,585	12,585
436	170901	NORTHVILLE	13,440	13,440
437	81200	NORWICH	9,956	9,956
438	512201	NORWOOD NORFOL	10,652	10,652
439	500304	NYACK	18,240	18,240
440	181101	OAKFIELD ALABA	9,994	9,994
441	280211	OCEANSIDE	16,067	16,067
442	550101	ODESSA MONTOUR	11,363	11,363
443	512300	OGDENSBURG	13,953	13,953
444	42400	OLEAN	10,976	10,976
445	251400	ONEIDA CITY	11,079	11,079
446	471400	ONEONTA	11,790	11,790
447	421201	ONONDAGA	12,132	12,132
448	621201	ONTEORA	18,571	18,571
449	171001	OPPENHEIM EPHR	13,204	13,204
450	142301	ORCHARD PARK	10,523	10,523

**Charter Funding By NYS School District**  
Sorted by District Name

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
451	412901	ORISKANY	10,992	10,992
452	661401	OSSINING	18,293	18,293
453	461300	OSWEGO	12,263	12,263
454	471601	OTEGO-UNADILLA	11,481	11,481
455	600601	OWEGO-APALACHI	11,452	11,452
456	81501	OXFORD	11,858	11,858
457	280506	OYSTER BAY	22,533	22,533
458	581002	OYSTERPONDS	32,931	32,931
459	650901	PALMYRA-MACEDO	10,506	10,506
460	61601	PANAMA	11,826	11,826
461	512501	PARISHVILLE	10,609	10,609
462	580224	PATCHOGUE-MEDF	12,814	12,814
463	181201	PAVILION	10,682	10,682
464	131201	PAWLING	15,571	15,571
465	500308	PEARL RIVER	14,854	14,854
466	661500	PEEKSKILL	16,431	16,431
467	661601	PELHAM	16,187	16,187
468	181302	PEMBROKE	11,828	11,828
469	261201	PENFIELD	12,346	12,346
470	680601	PENN YAN	11,554	11,554
471	671201	PERRY	11,041	11,041
472	91101	PERU	11,849	11,849
473	431301	PHELPS-CLIFTON	11,376	11,376
474	462001	PHOENIX	12,226	12,226
475	440401	PINE BUSH	11,570	11,570
476	131301	PINE PLAINS	14,565	14,565
477	60601	PINE VALLEY	11,589	11,589
478	200101	PISECO	26,047	26,047
479	261401	PITTSFORD	12,722	12,722
480	280518	PLAINEDGE	15,701	15,701
481	280504	PLAINVIEW	17,945	17,945
482	91200	PLATTSBURGH	13,607	13,607
483	660809	PLEASANTVILLE	16,558	16,558
484	660802	POCANTICO HILL	46,333	46,333
485	211103	POLAND	11,690	11,690
486	51101	PORT BYRON	10,865	10,865
487	661904	PORT CHESTER	13,413	13,413
488	580206	PORT JEFFERSON	21,199	21,199
489	441800	PORT JERVIS	11,904	11,904
490	280404	PORT WASHINGTO	20,028	20,028
491	42901	PORTVILLE	10,058	10,058
492	512902	POTSDAM	11,390	11,390
493	131500	POUGHKEEPSIE	12,524	12,524
494	572301	PRATTSBURG	10,626	10,626
495	461801	PULASKI	11,580	11,580
496	641401	PUTNAM	23,966	23,966
497	480503	PUTNAM VALLEY	16,888	16,888
498	630902	QUEENSBURY	9,538	9,538
499	580903	QUOGUE	46,916	46,916
500	500401	RAMAPO	16,919	16,919

**Charter Funding By NYS School District**  
Sorted by District Name

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
501	43001	RANDOLPH	10,720	10,720
502	10402	RAVENA COEYMAN	13,365	13,365
503	651503	RED CREEK	10,909	10,909
504	131701	RED HOOK	13,202	13,202
505	411701	REMSEN	14,790	14,790
506	580901	REMSENBURG	36,414	36,414
507	491200	RENSSELAER	8,883	8,883
508	131801	RHINEBECK	16,681	16,681
509	472001	RICHFIELD SPRI	10,916	10,916
510	62401	RIPLEY	15,941	15,941
511	580602	RIVERHEAD	16,076	16,076
512	261600	ROCHESTER	12,426	12,426
513	280221	ROCKVILLE CENT	18,767	18,767
514	580209	ROCKY POINT	12,823	12,823
515	411800	ROME	11,413	11,413
516	560603	ROMULUS	14,567	14,567
517	620901	RONDOUT VALLEY	17,586	17,586
518	280208	ROOSEVELT	16,939	16,939
519	591301	ROSCOE	17,826	17,826
520	280403	ROSLYN	20,898	20,898
521	121502	ROXBURY	16,963	16,963
522	401201	ROYALTON HARTL	10,207	10,207
523	261701	RUSH HENRIETTA	12,330	12,330
524	661800	RYE	18,927	18,927
525	661901	RYE NECK	18,340	18,340
526	521401	S. GLENS FALLS	10,667	10,667
527	580413	S. HUNTINGTON	15,758	15,758
528	220101	S. JEFFERSON	9,183	9,183
529	121702	S. KORTRIGHT	13,381	13,381
530	500301	S. ORANGETOWN	15,503	15,503
531	580205	SACHEM	13,251	13,251
532	221001	SACKETS HARBOR	10,104	10,104
533	580305	SAG HARBOR	24,716	24,716
534	580910	SAGAPONACK	15,281	15,281
535	43200	SALAMANCA	11,582	11,582
536	641501	SALEM	13,082	13,082
537	161201	SALMON RIVER	13,576	13,576
538	461901	SANDY CREEK	12,911	12,911
539	91402	SARANAC	11,333	11,333
540	161401	SARANAC LAKE	13,999	13,999
541	521800	SARATOGA SPRIN	10,532	10,532
542	621601	SAUGERTIES	11,825	11,825
543	411603	SAUQUOIT VALLE	10,956	10,956
544	580504	SAYVILLE	16,460	16,460
545	662001	SCARSDALE	22,148	22,148
546	530501	SCHALMONT	13,862	13,862
547	530600	SCHENECTADY	12,014	12,014
548	470901	SCHENEVUS	12,566	12,566
549	491501	SCHODACK	12,169	12,169
550	541201	SCHOHARIE	12,138	12,138

**Charter Funding By NYS School District**  
Sorted by District Name

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
551	151401	SCHROON LAKE	15,368	15,368
552	521701	SCHUYLERVILLE	11,472	11,472
553	22401	SCIO	11,968	11,968
554	530202	SCOTIA GLENVIL	11,013	11,013
555	280206	SEAFORD	15,660	15,660
556	560701	SENECA FALLS	11,016	11,016
557	280252	SEWANHAKA	12,522	12,522
558	541401	SHARON SPRINGS	14,154	14,154
559	580701	SHELTER ISLAND	27,980	27,980
560	520302	SHENENDEHOWA	11,060	11,060
561	82001	SHERBURNE EARL	10,707	10,707
562	62601	SHERMAN	10,196	10,196
563	412000	SHERRILL	9,651	9,651
564	580601	SHOREHAM-WADIN	15,726	15,726
565	121601	SIDNEY	11,628	11,628
566	61501	SILVER CREEK	11,223	11,223
567	421601	SKANEATELES	12,337	12,337
568	140709	SLOAN	11,946	11,946
569	580801	SMITHTOWN	13,969	13,969
570	651201	SODUS	12,623	12,623
571	420702	SOLVAY	11,760	11,760
572	662101	SOMERS	16,825	16,825
573	10601	SOUTH COLONIE	12,137	12,137
574	580235	SOUTH COUNTRY	15,951	15,951
575	231101	SOUTH LEWIS	13,513	13,513
576	560501	SOUTH SENECA	13,574	13,574
577	580906	SOUTHAMPTON	23,414	23,414
578	50701	SOUTHERN CAYUG	13,419	13,419
579	581005	SOUTHOLD	17,390	17,390
580	60201	SOUTHWESTERN	10,202	10,202
581	131602	SPACKENKILL	16,018	16,018
582	600801	SPENCER VAN ET	10,808	10,808
583	261001	SPENCERPORT	10,533	10,533
584	580304	SPRINGS	21,775	21,775
585	141101	SPRINGVILLE-GR	11,347	11,347
586	271102	ST JOHNSVILLE	11,910	11,910
587	161801	ST REGIS FALLS	13,886	13,886
588	121701	STAMFORD	13,915	13,915
589	401001	STARPOINT	9,789	9,789
590	522001	STILLWATER	9,269	9,269
591	251501	STOCKBRIDGE VA	10,638	10,638
592	591502	SULLIVAN WEST	15,001	15,001
593	30601	SUSQUEHANNA VA	12,156	12,156
594	140207	SWEET HOME	11,954	11,954
595	280502	SYOSSET	20,242	20,242
596	421800	SYRACUSE	11,933	11,933
597	660401	TARRYTOWN	16,449	16,449
598	220701	THOUSAND ISLAND	12,027	12,027
599	580201	THREE VILLAGE	15,887	15,887
600	151501	TICONDEROGA	13,455	13,455

**Charter Funding By NYS School District**  
Sorted by District Name

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
601	600903	TIOGA	9,445	9,445
602	142500	TONAWANDA	10,051	10,051
603	211901	TOWN OF WEBB	20,143	20,143
604	591201	TRI VALLEY	18,324	18,324
605	491700	TROY	15,986	15,986
606	611001	TRUMANSBURG	10,222	10,222
607	660302	TUCKAHOE	20,009	20,009
608	580913	TUCKAHOE COMMO	28,200	28,200
609	421902	TULLY	10,036	10,036
610	160101	TUPPER LAKE	11,474	11,474
611	441903	TUXEDO	17,470	17,470
612	81003	UNADILLA	11,393	11,393
613	51901	UNION SPRINGS	12,059	12,059
614	280202	UNIONDALE	19,864	19,864
615	31501	UNION-ENDICOTT	11,048	11,048
616	412300	UTICA	9,280	9,280
617	280213	V STR THIRTEEN	15,487	15,487
618	280224	V STR TWENTY-F	19,237	19,237
619	660805	VALHALLA	20,983	20,983
620	280251	VALLEY STR CHS	14,838	14,838
621	280230	VALLEY STR UF	19,277	19,277
622	441301	VALLEY-MONTGMR	11,222	11,222
623	211701	VAN HORNSVILLE	11,991	11,991
624	31601	VESTAL	12,166	12,166
625	431701	VICTOR	9,518	9,518
626	11003	VOORHEESVILLE	12,742	12,742
627	260803	W. IRONDEQUOIT	10,413	10,413
628	580302	WAINSCOTT	15,281	15,281
629	621801	WALLKILL	10,997	10,997
630	121901	WALTON	10,718	10,718
631	280223	WANTAGH	13,593	13,593
632	132101	WAPPINGERS	10,887	10,887
633	631201	WARRENSBURG	14,836	14,836
634	671501	WARSAW	11,643	11,643
635	442101	WARWICK VALLEY	12,198	12,198
636	440102	WASHINGTONVILL	11,931	11,931
637	522101	WATERFORD	12,844	12,844
638	561006	WATERLOO CENT	10,263	10,263
639	222000	WATERTOWN	8,985	8,985
640	411902	WATERVILLE	10,900	10,900
641	11200	WATERVLIET	9,404	9,404
642	550301	WATKINS GLEN	10,489	10,489
643	600101	WAVERLY	9,059	9,059
644	573002	WAYLAND-COHOCT	10,796	10,796
645	650801	WAYNE	11,034	11,034
646	261901	WEBSTER	10,872	10,872
647	50301	WEEDSPORT	11,820	11,820
648	200901	WELLS	21,823	21,823
649	22601	WELLSVILLE	11,681	11,681
650	580102	WEST BABYLON	14,848	14,848

**Charter Funding By NYS School District**  
Sorted by District Name

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
651	210302	WEST CANADA VA	11,723	11,723
652	420101	WEST GENESEE	10,199	10,199
653	280227	WEST HEMPSTEAD	16,755	16,755
654	580509	WEST ISLIP	13,799	13,799
655	142801	WEST SENECA	10,179	10,179
656	40204	WEST VALLEY	13,623	13,623
657	280401	WESTBURY	18,224	18,224
658	62901	WESTFIELD	11,891	11,891
659	580902	WESTHAMPTON BE	18,354	18,354
660	420701	WESTHILL	10,634	10,634
661	412801	WESTMORELAND	11,938	11,938
662	151601	WESTPORT	13,649	13,649
663	262001	WHEATLAND CHIL	15,259	15,259
664	170301	WHEELERVILLE	18,435	18,435
665	662200	WHITE PLAINS	19,443	19,443
666	641701	WHITEHALL	12,236	12,236
667	412902	WHITESBORO	9,886	9,886
668	22101	WHITESVILLE	10,904	10,904
669	31401	WHITNEY POINT	11,324	11,324
670	580232	WILLIAM FLOYD	14,168	14,168
671	651402	WILLIAMSON	12,113	12,113
672	140203	WILLIAMSVILLE	10,904	10,904
673	151701	WILLSBORO	15,355	15,355
674	401501	WILSON	10,386	10,386
675	191401	WINDHAM ASHLAN	18,838	18,838
676	31701	WINDSOR	10,115	10,115
677	472506	WORCESTER	12,352	12,352
678	580109	WYANDANCH	16,666	16,666
679	490804	WYNANTSKILL	11,243	11,243
680	671002	WYOMING	15,376	15,376
681	662300	YONKERS	14,520	14,520
682	241701	YORK	10,694	10,694
683	43501	YORKSHRE-PIONE	11,406	11,406
684	662402	YORKTOWN	16,743	16,743



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

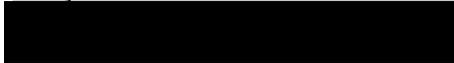
**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

**Charter School Name Here**

Contact Name:

Tony Siddall

Contact Email:



Contact Phone:

Examples

Pre-Opening Period

January 1, 2013 to June 30, 2013

Operational Year ONE

July 1, 2013 to June 30, 2014

**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2013 to June 30, 2013**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

**START-UP  
PERIOD**

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

**CY** Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-

Grants

Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-

TOTAL REVENUE FROM STATE SOURCES

-

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-

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**

-

**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2013 to June 30, 2013**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

**START-UP  
PERIOD**

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

-	-
---	---

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-

**TOTAL PERSONNEL SERVICE COSTS**

-	-
---	---

**CONTRACTED SERVICES**

Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
<b>TOTAL CONTRACTED SERVICES</b>	-

**SCHOOL OPERATIONS**

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
<b>TOTAL SCHOOL OPERATIONS</b>	-

**FACILITY OPERATION & MAINTENANCE**

Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-

**DEPRECIATION & AMORTIZATION**

-
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**DISSOLUTION ESCROW & RESERVES / CONTIGENCY**

-
---

**TOTAL EXPENSES**

-
---

**NET INCOME**

-
---

**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2013 to June 30, 2013**

<b>Total Revenue</b>	-	<b>DESCRIPTION OF ASSUMPTIONS</b>
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	

<b>START-UP PERIOD</b>
----------------------------

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
<b>TOTAL ENROLLMENT</b>	-

<b>REVENUE PER PUPIL</b>	-
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<b>EXPENSES PER PUPIL</b>	-
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**Charter School Name Here**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2013 to June 30, 2013

<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-

	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-

**Charter School Name Here**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2013 to June 30, 2013

		January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>		-	-	-	-	-	-	-
<b>Total Expenses</b>		-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-
		<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>TOTAL</b>
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		<b>No. of Positions</b>						
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	-	-	-	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		-	-	-	-	-	-	-
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		-	-	-	-	-	-	-
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		-	-	-	-	-	-	-
<b>PAYROLL TAXES AND BENEFITS</b>		-	-	-	-	-	-	-
Payroll Taxes	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	-	-	-	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		-	-	-	-	-	-	-
<b>CONTRACTED SERVICES</b>		-	-	-	-	-	-	-
Accounting / Audit	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	-	-	-	-	-
<b>SCHOOL OPERATIONS</b>		-	-	-	-	-	-	-
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	-	-	-	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		-	-	-	-	-	-	-
Insurance	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>		-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>		-	-	-	-	-	-	-
<b>NET INCOME</b>		-	-	-	-	-	-	-
<b>CASH FLOW ADJUSTMENTS</b>								
<b>OPERATING ACTIVITIES</b>		-	-	-	-	-	-	-
Example - Add Back Depreciation	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>		-	-	-	-	-	-	-
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>		-	-	-	-	-	-	-
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>		-	-	-	-	-	-	-
<b>NET INCOME</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>		-	-	-	-	-	-	-





**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2013 to June 30, 2014

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	1,460,826	124,960	-	230,000	-	1,815,786
<b>Total Expenses</b>	1,445,667	138,672	-	230,000	-	1,814,339
<b>Net Income</b>	15,159	(13,712)	-	-	-	1,447
<b>Actual Student Enrollment</b>	93	-				93
<b>Total Paid Student Enrollment</b>	93	-				93

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 New York City	13,527	1,258,011	-	-	-	1,258,011
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	<b>13,527</b>	<b>1,258,011</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,258,011</b>
Special Education Revenue			9,372			9,372
Grants						
Stimulus						
DYCD (Department of Youth and Community Developmt.)						
Other						
Other						
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>1,258,011</b>	<b>9,372</b>	<b>-</b>	<b>-</b>	<b>1,351,731</b>
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		3,124				3,124
Title I		43,032				43,032
Title Funding - Other		4,961				4,961
School Food Service (Free Lunch)						
Grants						
Charter School Program (CSP) Planning & Implementation		123,550				123,550
Other						
Other						
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>171,543</b>	<b>3,124</b>	<b>-</b>	<b>-</b>	<b>202,783</b>
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations						
Fundraising				230,000		230,000
Erate Reimbursement		27,505				27,505
Earnings on Investments						
Interest Income						
Food Service (Income from meals)						
Text Book						
OTHER		3,767				3,767
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>31,272</b>	<b>-</b>	<b>230,000</b>	<b>-</b>	<b>261,272</b>
<b>TOTAL REVENUE</b>		<b>1,460,826</b>	<b>124,960</b>	<b>-</b>	<b>230,000</b>	<b>1,815,786</b>

**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
**July 1, 2013 to June 30, 2014**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	1,460,826	124,960	-	230,000	-	1,815,786
<b>Total Expenses</b>	1,445,667	138,672	-	230,000	-	1,814,339
<b>Net Income</b>	15,159	(13,712)	-	-	-	1,447
<b>Actual Student Enrollment</b>	93	-	-	-	-	93
<b>Total Paid Student Enrollment</b>	93	-	-	-	-	93

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**EXPENSES**

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	1.00	142,299	-	-	-	-	142,299
Deans, Directors & Coordinators	2.00	179,948	-	-	-	-	179,948
CFO / Director of Finance	1.00	78,797	-	-	-	-	78,797
Operation / Business Manager	1.00	42,025	-	-	-	-	42,025
Administrative Staff	2.00	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	7.00	443,069	-	-	-	-	443,069
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	6.00	412,515	-	-	-	-	412,515
Teachers - SPED	2.00	-	130,458	-	-	-	130,458
Substitute Teachers	-	2,206	-	-	-	-	2,206
Teaching Assistants	-	18,018	-	-	-	-	18,018
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	8,400	-	-	-	-	8,400
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	14,709	-	-	-	-	14,709
<b>TOTAL INSTRUCTIONAL</b>	8.00	455,848	130,458	-	-	-	586,306
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	582	-	-	-	-	582
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	6,177	-	-	-	-	6,177
<b>TOTAL NON-INSTRUCTIONAL</b>	-	6,759	-	-	-	-	6,759
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	15.00	905,676	130,458	-	-	-	1,036,134
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	81,161	-	-	-	-	81,161
Fringe / Employee Benefits	-	82,086	-	-	-	-	82,086
Retirement / Pension	-	12,829	-	-	-	-	12,829
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	176,076	-	-	-	-	176,076
<b>TOTAL PERSONNEL SERVICE COSTS</b>	15.00	1,081,752	130,458	-	-	-	1,212,210
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	4,707	-	-	-	-	4,707
Legal	-	1,471	-	-	-	-	1,471
Management Company Fee	-	-	-	145,847	-	-	145,847
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	15,634	-	-	-	-	15,634
Payroll Services	-	2,574	-	-	-	-	2,574
Special Ed Services	-	-	5,283	-	-	-	5,283
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	64,176	-	-	64,176
<b>TOTAL CONTRACTED SERVICES</b>	-	24,386	5,283	-	210,023	-	239,692
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	37,618	-	-	-	-	37,618
Special Ed Supplies & Materials	-	-	2,931	-	-	-	2,931
Textbooks / Workbooks	-	25,404	-	-	-	-	25,404
Supplies & Materials other	-	489	-	-	-	-	489
Equipment / Furniture	-	24,427	-	-	-	-	24,427
Telephone	-	21,769	-	-	-	-	21,769
Technology	-	79,458	-	-	19,977	-	99,435
Student Testing & Assessment	-	14,215	-	-	-	-	14,215
Field Trips	-	26,870	-	-	-	-	26,870
Transportation (student)	-	5,862	-	-	-	-	5,862
Student Services - other	-	4,885	-	-	-	-	4,885
Office Expense	-	32,280	-	-	-	-	32,280
Staff Development	-	18,885	-	-	-	-	18,885
Staff Recruitment	-	5,148	-	-	-	-	5,148
Student Recruitment / Marketing	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	368	-	-	-	-	368
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	297,678	2,931	-	19,977	-	320,586
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	5,148	-	-	-	-	5,148
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	8,810	-	-	-	-	8,810
Repairs & Maintenance	-	5,493	-	-	-	-	5,493
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	19,451	-	-	-	-	19,451
<b>DEPRECIATION &amp; AMORTIZATION</b>							
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	22,400	-	-	-	-	22,400
<b>TOTAL EXPENSES</b>	-	1,445,667	138,672	-	230,000	-	1,814,339
<b>NET INCOME</b>	-	15,159	(13,712)	-	-	-	1,447

Assumes average teacher salary of ~\$67,000, increasing by 2.5% annually.

based on \$180 per staff member  
school academic staff- \$196/student

\$90/student for bus monitors and non-academic afterschool staff

Approximately \$1000/teacher

\$6/student

Includes Temp Staff for Admin/Operations and IT

Based on network avg yr one expenditures  
10% public revenue

\$87/student lunch; \$81/student snack  
\$184/staff

fee.

fund

\$273/student based on network expenditures

Includes equipment & furniture (\$19,542), Signage (\$4,885)  
Includes landline & cell phone service; \$129/month/staff  
internet service (\$19,121), classroom tech, and tech infrastructure.  
equipment (\$278/staff), \$77/student external assessment fees & materials.  
~\$280/student

Based on NY avg transportation costs  
Includes student uniforms & afterschool programming. Based on NY avg costs.  
Based on NY avg transportation costs  
\$1350/staff  
TFA fees

Based on NY actual expenditures

Facilities Permits  
Based on NY actual expenditures

**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2013 to June 30, 2014

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	1,460,826	124,960	-	230,000	-	1,815,786
<b>Total Expenses</b>	1,445,667	138,672	-	230,000	-	1,814,339
<b>Net Income</b>	15,159	(13,712)	-	-	-	1,447
<b>Actual Student Enrollment</b>	93	-				93
<b>Total Paid Student Enrollment</b>	93	-				93

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
School District 1 New York City	93	-	-			93
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
<b>TOTAL ENROLLMENT</b>	<b>93</b>	<b>-</b>	<b>-</b>			<b>93</b>

<b>REVENUE PER PUPIL</b>	<b>15,708</b>	<b>-</b>	<b>-</b>			<b>19,525</b>
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<b>EXPENSES PER PUPIL</b>	<b>15,545</b>	<b>-</b>	<b>-</b>			<b>19,509</b>
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**Charter School Name Here**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
 July 1, 2013 to June 30, 2014

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	345,288	10,000	235,288	115,018	235,288	57,993	253,821	10,000	235,289	41,240	235,289	37,505	1,812,019
<b>Total Expenses</b>	129,165	166,081	179,178	124,744	179,178	154,870	149,052	124,744	149,052	124,744	149,052	128,744	1,758,604
<b>Net Income</b>	216,123	(156,081)	56,110	(9,726)	56,110	(96,877)	104,769	(114,744)	86,237	(83,504)	86,237	(91,239)	53,415
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	216,123	60,041	116,151	106,425	162,535	65,658	170,427	55,683	141,920	58,417	144,654	-
<b>Net Income</b>	216,123	60,041	116,151	106,425	162,535	65,658	170,427	55,683	141,920	58,417	144,654	53,415	53,415
<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>													
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 New York City	209,668	-	209,668	-	209,668	-	209,669	-	209,669	-	209,669	-	1,258,011
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	209,668	-	209,668	-	209,668	-	209,669	-	209,669	-	209,669	-	1,258,011
Special Education Revenue	15,620	-	15,620	-	15,620	-	15,620	-	15,620	-	15,620	-	93,720
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	225,288	-	225,288	-	225,288	-	225,289	-	225,289	-	225,289	-	1,351,731
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	3,124	-	-	-	3,124
Title I	-	-	-	-	-	43,032	-	-	-	-	-	-	43,032
Title Funding - Other	-	-	-	-	-	4,961	-	-	-	-	-	-	4,961
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	105,018	-	-	18,532	-	-	-	-	-	123,550
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	105,018	-	47,993	18,532	-	-	3,124	-	-	202,783
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	230,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	27,505	27,505
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	37,505	257,505
<b>TOTAL REVENUE</b>	345,288	10,000	235,288	115,018	235,288	57,993	253,821	10,000	235,289	41,240	235,289	37,505	1,812,019

**Charter School Name Here**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
 July 1, 2013 to June 30, 2014

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	345,288	10,000	235,288	115,018	235,288	57,993	253,821	10,000	235,289	41,240	235,289	37,505	1,812,019
<b>Total Expenses</b>	129,165	166,081	179,178	124,744	179,178	154,870	149,052	124,744	149,052	124,744	149,052	128,744	1,758,604
<b>Net Income</b>	216,123	(156,081)	56,110	(9,726)	56,110	(96,877)	104,769	(114,744)	86,237	(83,504)	86,237	(91,239)	53,415
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	216,123	60,041	116,151	106,425	162,535	65,658	170,427	55,683	141,920	58,417	144,654	-
<b>Net Income</b>	216,123	60,041	116,151	106,425	162,535	65,658	170,427	55,683	141,920	58,417	144,654	53,415	53,415
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858	142,299
Deans, Directors & Coordinators	2.00	14,996	14,996	14,996	14,996	14,996	14,996	14,996	14,996	14,996	14,996	14,996	179,948
CFO / Director of Finance	1.00	6,566	6,566	6,566	6,566	6,566	6,566	6,566	6,566	6,566	6,566	6,566	78,797
Operation / Business Manager	1.00	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	42,025
Administrative Staff	2.00	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	7.00	36,922	36,922	36,922	36,922	36,922	36,922	36,922	36,922	36,922	36,922	36,922	443,069
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	6.00	-	34,376	34,376	34,376	34,376	34,376	34,376	34,376	34,376	34,376	34,376	378,139
Teachers - SPED	2.00	-	5,253	5,253	5,253	5,253	5,253	5,253	5,253	5,253	5,253	5,253	57,785
Substitute Teachers	-	-	184	184	184	184	184	184	184	184	184	184	2,022
Teaching Assistants	-	-	1,501	1,501	1,501	1,501	1,501	1,501	1,501	1,501	1,501	1,501	16,513
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	700	700	700	700	700	700	700	700	700	700	7,700
Therapists & Counselors	-	-	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	61,802
Other	-	-	1,226	1,226	1,226	1,226	1,226	1,226	1,226	1,226	1,226	1,226	13,483
<b>TOTAL INSTRUCTIONAL</b>	8.00	-	48,859	48,859	48,859	48,859	48,859	48,859	48,859	48,859	48,859	48,859	537,444
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	49	49	49	49	49	49	49	49	49	49	534
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	515	515	515	515	515	515	515	515	515	515	5,662
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	563	563	563	563	563	563	563	563	563	563	6,196
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	15.00	36,922	86,344	86,344	86,344	86,344	86,344	86,344	86,344	86,344	86,344	86,344	986,708
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	3,855	6,763	6,763	6,763	6,763	6,763	6,763	6,763	6,763	6,763	6,763	78,253
Fringe / Employee Benefits	-	3,899	6,841	6,841	6,841	6,841	6,841	6,841	6,841	6,841	6,841	6,841	79,145
Retirement / Pension	-	609	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	12,369
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	8,364	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	169,767
<b>TOTAL PERSONNEL SERVICE COSTS</b>	15.00	45,286	101,017	101,017	101,017	101,017	101,017	101,017	101,017	101,017	101,017	101,017	1,156,475
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	59	59	59	59	59	59	59	59	59	59	59	4,059
Legal	-	123	123	123	123	123	123	123	123	123	123	123	1,471
Management Company Fee	-	24,308	-	24,308	-	24,308	-	24,308	-	24,308	-	24,308	145,847
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	1,563	1,563	1,563	1,563	1,563	1,563	1,563	1,563	1,563	1,563	15,634
Payroll Services	-	215	215	215	215	215	215	215	215	215	215	215	2,574
Special Ed Services	-	-	528	528	528	528	528	528	528	528	528	528	5,283
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	64,176
<b>TOTAL CONTRACTED SERVICES</b>	-	30,052	5,744	32,144	7,836	32,144	7,836	32,144	7,836	32,144	7,836	32,144	239,692
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	12,539	-	12,539	12,539	-	-	-	-	-	-	37,618
Special Ed Supplies & Materials	-	-	977	-	977	977	-	-	-	-	-	-	2,931
Textbooks / Workbooks	-	-	8,468	-	8,468	8,468	-	-	-	-	-	-	25,404
Supplies & Materials other	-	-	49	49	49	49	49	49	49	49	49	49	489
Equipment / Furniture	-	-	8,142	-	8,142	8,142	-	-	-	-	-	-	24,427
Telephone	-	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	21,769
Technology	-	49,718	49,718	-	-	-	-	-	-	-	-	-	99,435
Student Testing & Assessment	-	-	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	14,215
Field Trips	-	-	2,687	2,687	2,687	2,687	2,687	2,687	2,687	2,687	2,687	2,687	26,870
Transportation (student)	-	-	586	586	586	586	586	586	586	586	586	586	5,862
Student Services - other	-	-	489	489	489	489	489	489	489	489	489	489	4,885
Office Expense	-	-	3,228	3,228	3,228	3,228	3,228	3,228	3,228	3,228	3,228	3,228	32,280
Staff Development	-	-	1,889	1,889	1,889	1,889	1,889	1,889	1,889	1,889	1,889	1,889	18,885
Staff Recruitment	-	-	515	515	515	515	515	515	515	515	515	515	5,148
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	37	37	37	37	37	37	37	37	37	37	368
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	51,532	5,1532	42,841	12,714	42,841	42,841	12,714	12,714	12,714	12,714	12,714	320,586
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	429	429	429	429	429	429	429	429	429	429	429	5,148
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	881	881	881	881	881	881	881	881	881	881	8,810
Repairs & Maintenance	-	5,493	-	-	-	-	-	-	-	-	-	-	5,493
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	429	5,922	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	19,451
<b>DEPRECIATION &amp; AMORTIZATION</b>													
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	22,400
<b>TOTAL EXPENSES</b>	129,165	166,081	179,178	124,744	179,178	154,870	149,052	124,744	149,052	124,744	149,052	128,744	1,758,604
<b>NET INCOME</b>	216,123	(156,081)	56,110	(9,726)	56,110	(96,877)	104,769	(114,744)	86,237	(83,504)	86,237	(91,239)	53,415
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	216,123	(156,081)	56,110	(9,726)	56,110	(96,877)	104,769	(114,744)	86,237	(83,504)	86,237	(91,239)	53,415
<b>Beginning Cash Balance</b>	-	216,123	60,041	116,151	106,425	162,535	65,658	170,427	55,683	141,920	58,417	144,654	-
<b>ENDING CASH BALANCE</b>													

**Charter School Name Here**

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

**DESCRIPTION OF ASSUMPTIONS**

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

	1,815,785	6,113,176	8,973,962	11,629,437	13,873,850
<b>Total Revenue</b>					
<b>Total Expenses</b>	1,814,596	6,107,379	8,934,764	11,451,575	13,764,446
<b>Net Income (Before Cash Flow Adjustments)</b>	1,190	5,797	39,198	177,862	109,404
<b>Actual Student Enrollment</b>	93	360	531	689	816
<b>Total Paid Student Enrollment</b>	93	360	531	689	816
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
	<b>Per Pupil Revenue Percentage Increase</b>				
	<b>2.5%</b>	<b>2.5%</b>	<b>2.5%</b>	<b>2.5%</b>	<b>2.5%</b>
<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue		<b>CY Per Pupil Rate</b>			
School District 1 New York City	13,527				
School District 2 (Enter Name)	-				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
School District 6 (Enter Name)	-				
School District 7 (Enter Name)	-				
School District 8 (Enter Name)	-				
School District 9 (Enter Name)	-				
School District 10 (Enter Name)	-				
School District 11 (Enter Name)	-				
School District 12 (Enter Name)	-				
School District 13 (Enter Name)	-				
School District 14 (Enter Name)	-				
School District 15 (Enter Name)	-				
School District - ALL OTHER	-				
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527				
Special Education Revenue	93,720	273,157	410,449	544,361	665,651
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	1,351,731	5,264,620	7,956,918	10,581,092	12,849,573
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	31,240	91,052	136,816	181,454	221,884
Title I	43,032	175,034	264,740	352,168	425,214
Title Funding - Other	4,961	20,483	30,988	41,226	49,950
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	123,550	295,264	385,352	256,680	38,887
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	202,782	581,833	817,896	831,527	735,935
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	-	-	-	-	-
Fundraising	230,000	130,000	50,000	-	-
Erate Reimbursement	27,505	93,497	140,955	187,226	237,319
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	3,767	43,226	8,194	29,591	51,023
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	261,272	266,723	199,149	216,817	288,342
<b>TOTAL REVENUE</b>	<b>1,815,785</b>	<b>6,113,176</b>	<b>8,973,962</b>	<b>11,629,437</b>	<b>13,873,850</b>

Charter School Name Here						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
<b>Total Revenue</b>		1,815,785	6,113,176	8,973,962	11,629,437	13,873,850
<b>Total Expenses</b>		1,814,596	6,107,379	8,934,764	11,451,575	13,764,446
<b>Net Income (Before Cash Flow Adjustments)</b>		1,190	5,797	39,198	177,862	109,404
<b>Actual Student Enrollment</b>		93	360	531	689	816
<b>Total Paid Student Enrollment</b>		93	360	531	689	816
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
		<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
	No. of Positions					
Executive Management	-					
Instructional Management	1.00	142,299	291,712	299,005	306,480	333,392
Deans, Directors & Coordinators	2.00	179,949	368,895	567,176	775,140	893,833
CFO / Director of Finance	1.00	78,797	161,534	165,572	169,711	173,954
Operation / Business Manager	1.00	42,025	86,151	185,441	190,077	239,283
Administrative Staff	2.00	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>7.00</b>	<b>443,069</b>	<b>908,292</b>	<b>1,217,193</b>	<b>1,441,408</b>	<b>1,640,463</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	6.00	412,515	2,051,640	3,190,785	4,236,969	5,105,226
Teachers - SPED	1.00	63,038	129,227	209,724	254,567	359,505
Substitute Teachers	-	2,206	8,454	13,135	16,858	20,063
Teaching Assistants	-	18,019	69,714	105,353	140,091	169,841
Specialty Teachers	-	-	-	-	-	-
Aides	-	8,657	31,335	47,298	62,859	90,665
Therapists & Counselors	1.00	67,420	146,457	304,652	391,467	425,994
Other	-	14,709	68,177	139,772	194,617	240,911
<b>TOTAL INSTRUCTIONAL</b>	<b>8.00</b>	<b>586,563</b>	<b>2,505,004</b>	<b>4,010,719</b>	<b>5,297,427</b>	<b>6,412,205</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	582	1,827	2,750	3,650	4,044
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	6,178	21,064	32,651	41,851	49,797
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>6,759</b>	<b>22,891</b>	<b>35,401</b>	<b>45,501</b>	<b>53,841</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>15.00</b>	<b>1,036,392</b>	<b>3,436,187</b>	<b>5,263,313</b>	<b>6,784,336</b>	<b>8,106,509</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		81,161	265,415	411,029	526,584	629,183
Fringe / Employee Benefits		82,085	271,766	420,983	539,416	645,545
Retirement / Pension		12,829	43,093	66,776	85,576	103,187
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>176,075</b>	<b>580,275</b>	<b>898,788</b>	<b>1,151,576</b>	<b>1,377,915</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>15.00</b>	<b>1,212,467</b>	<b>4,016,462</b>	<b>6,162,101</b>	<b>7,935,912</b>	<b>9,484,424</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		4,707	15,507	24,019	30,774	36,615
Legal		1,471	4,846	7,506	9,617	11,442
Management Company Fee		145,847	564,469	853,042	1,134,317	1,378,394
Nurse Services		-	-	-	-	-
Food Service / School Lunch		15,633	62,029	93,780	124,726	148,093
Payroll Services		2,574	8,481	13,135	16,830	20,024
Special Ed Services		5,283	13,936	20,890	27,674	29,916
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		64,176	131,671	135,116	138,609	212,910
<b>TOTAL CONTRACTED SERVICES</b>		<b>239,691</b>	<b>800,939</b>	<b>1,147,487</b>	<b>1,482,547</b>	<b>1,837,395</b>
<b>SCHOOL OPERATIONS</b>						
Board Expenses		-	-	-	-	-
Classroom / Teaching Supplies & Materials		37,618	131,731	156,118	196,791	238,871
Special Ed Supplies & Materials		2,931	11,630	17,584	23,386	28,389
Textbooks / Workbooks		25,404	127,046	122,589	146,365	175,618
Supplies & Materials other		489	1,938	2,931	3,898	4,732
Equipment / Furniture		24,427	77,391	69,043	77,733	80,767
Telephone		21,769	53,145	54,793	70,204	89,327
Technology		99,435	365,178	410,583	475,333	533,745
Student Testing & Assessment		14,215	52,095	79,541	104,197	125,479
Field Trips		26,870	62,029	92,637	122,515	149,090
Transportation (student)		5,862	23,261	35,167	46,772	56,779
Student Services - other		4,885	15,507	23,346	34,846	88,735
Office Expense		32,280	111,943	172,167	223,018	266,946
Staff Development		18,885	80,228	123,434	163,121	195,544
Staff Recruitment		5,148	16,961	26,271	33,659	40,048
Student Recruitment / Marketing		-	-	-	-	1,508
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		368	1,212	1,876	2,404	2,861
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>		<b>320,586</b>	<b>1,131,294</b>	<b>1,388,081</b>	<b>1,724,242</b>	<b>2,078,437</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance		5,148	16,961	26,271	33,659	40,048
Janitorial		-	-	-	-	-
Building and Land Rent / Lease		8,810	30,060	45,321	60,201	67,352
Repairs & Maintenance		5,493	36,264	55,197	73,636	86,859
Equipment / Furniture		-	-	-	-	-
Security		-	-	-	-	-
Utilities		-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		<b>19,452</b>	<b>83,285</b>	<b>126,789</b>	<b>167,497</b>	<b>194,258</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>						
		-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		<b>22,400</b>	<b>75,400</b>	<b>110,306</b>	<b>141,378</b>	<b>169,932</b>
<b>TOTAL EXPENSES</b>		<b>1,814,596</b>	<b>6,107,379</b>	<b>8,934,764</b>	<b>11,451,575</b>	<b>13,764,446</b>
<b>NET INCOME</b>		<b>1,190</b>	<b>5,797</b>	<b>39,198</b>	<b>177,862</b>	<b>109,404</b>

between feeder schools.

Teaching staff reflects staffing plan.

Note: specialty teacher salaries are included in Teachers-Regular line.

specialist starting in year 2 of each academy, and an additional learning Bonuses per teacher expand based on TCP schoolwide bonus structure.

Includes Admin and IT temp staff; based on network expenditures.

Building Use Permits

Charter School Name Here						DESCRIPTION OF ASSUMPTIONS
<b>PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD</b>						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. <b>Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.</b>						
<b>Total Revenue</b>	1,815,785	6,113,176	8,973,962	11,629,437	13,873,850	
<b>Total Expenses</b>	1,814,596	6,107,379	8,934,764	11,451,575	13,764,446	
<b>Net Income (Before Cash Flow Adjustments)</b>	1,190	5,797	39,198	177,862	109,404	
<b>Actual Student Enrollment</b>	93	360	531	689	816	
<b>Total Paid Student Enrollment</b>	93	360	531	689	816	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 New York City	93	360	531	689	816	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>93</b>	<b>360</b>	<b>531</b>	<b>689</b>	<b>816</b>	
<b>REVENUE PER PUPIL</b>	<b>19,525</b>	<b>16,981</b>	<b>16,900</b>	<b>16,879</b>	<b>17,002</b>	
<b>EXPENSES PER PUPIL</b>	<b>19,512</b>	<b>16,965</b>	<b>16,826</b>	<b>16,621</b>	<b>16,868</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>1,190</b>	<b>5,797</b>	<b>39,198</b>	<b>177,862</b>	<b>109,404</b>	
<b>Beginning Cash Balance</b>	<b>-</b>	<b>1,190</b>	<b>6,987</b>	<b>46,185</b>	<b>224,047</b>	
<b>ENDING CASH BALANCE</b>	<b>1,190</b>	<b>6,987</b>	<b>46,185</b>	<b>224,047</b>	<b>333,451</b>	



Charter Schools Institute  
*The State University of New York*

General Instructions and Notes for New Application Budgets and Cash Flows

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

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

**Charter Funding By NYS School District**  
Sorted by District Code

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
1	10100	ALBANY	14,072	14,072
2	10201	BERNE KNOX	13,371	13,371
3	10306	BETHLEHEM	12,513	12,513
4	10402	RAVENA COEYMAN	13,365	13,365
5	10500	COHOES	11,791	11,791
6	10601	SOUTH COLONIE	12,137	12,137
7	10605	NORTH COLONIE	10,708	10,708
8	10615	MENANDS	15,870	15,870
9	10622	MAPLEWOOD	N/A	N/A
10	10623	NORTH COLONIE	10,708	10,708
11	10701	GREEN ISLAND	12,662	12,662
12	10802	GUILDERLAND	11,356	11,356
13	11003	VOORHEESVILLE	12,742	12,742
14	11200	WATERVLIET	9,404	9,404
15	20101	ALFRED ALMOND	10,628	10,628
16	20601	ANDOVER	12,353	12,353
17	20702	GENESEE VALLEY	11,013	11,013
18	20801	BELFAST	11,619	11,619
19	21102	CANASERAGA	12,329	12,329
20	21601	FRIENDSHIP	12,385	12,385
21	22001	FILLMORE	9,156	9,156
22	22101	WHITESVILLE	10,904	10,904
23	22302	CUBA-RUSHFORD	12,488	12,488
24	22401	SCIO	11,968	11,968
25	22601	WELLSVILLE	11,681	11,681
26	22902	BOLIVAR-RICHBG	10,885	10,885
27	30101	CHENANGO FORKS	10,503	10,503
28	30200	BINGHAMTON	10,244	10,244
29	30501	HARPURSVILLE	9,877	9,877
30	30601	SUSQUEHANNA VA	12,156	12,156
31	30701	CHENANGO VALLE	10,665	10,665
32	31101	MAINE ENDWELL	10,197	10,197
33	31301	DEPOSIT	14,304	14,304
34	31401	WHITNEY POINT	11,324	11,324
35	31501	UNION-ENDICOTT	11,048	11,048
36	31502	JOHNSON CITY	12,050	12,050
37	31601	VESTAL	12,166	12,166
38	31701	WINDSOR	10,115	10,115
39	40204	WEST VALLEY	13,623	13,623
40	40302	ALLEGANY-LIMES	10,362	10,362
41	40901	ELLCOTTVILLE	11,491	11,491
42	41101	FRANKLINVILLE	11,351	11,351
43	41401	HINSDALE	9,952	9,952
44	42302	CATTARAUGUS-LI	11,368	11,368
45	42400	OLEAN	10,976	10,976
46	42801	GOWANDA	11,326	11,326
47	42901	PORTVILLE	10,058	10,058
48	43001	RANDOLPH	10,720	10,720
49	43200	SALAMANCA	11,582	11,582
50	43501	YORKSHRE-PIONE	11,406	11,406

**Charter Funding By NYS School District**  
Sorted by District Code

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
51	50100	AUBURN	10,495	10,495
52	50301	WEEDSPORT	11,820	11,820
53	50401	CATO MERIDIAN	10,653	10,653
54	50701	SOUTHERN CAYUG	13,419	13,419
55	51101	PORT BYRON	10,865	10,865
56	51301	MORAVIA	10,202	10,202
57	51901	UNION SPRINGS	12,059	12,059
58	60201	SOUTHWESTERN	10,202	10,202
59	60301	FREWSBURG	10,206	10,206
60	60401	CASSADAGA VALL	11,359	11,359
61	60503	CHAUTAUQUA	14,457	14,457
62	60601	PINE VALLEY	11,589	11,589
63	60701	CLYMER	14,425	14,425
64	60800	DUNKIRK	12,985	12,985
65	61001	BEMUS POINT	11,810	11,810
66	61101	FALCONER	9,522	9,522
67	61501	SILVER CREEK	11,223	11,223
68	61503	FORESTVILLE	10,484	10,484
69	61601	PANAMA	11,826	11,826
70	61700	JAMESTOWN	10,164	10,164
71	62201	FREDONIA	12,037	12,037
72	62301	BROCTON	12,437	12,437
73	62401	RIPLEY	15,941	15,941
74	62601	SHERMAN	10,196	10,196
75	62901	WESTFIELD	11,891	11,891
76	70600	ELMIRA	11,012	11,012
77	70901	HORSEHEADS	10,196	10,196
78	70902	ELMIRA HEIGHTS	10,136	10,136
79	80101	AFTON	13,800	13,800
80	80201	BAINBRIDGE GUI	11,434	11,434
81	80601	GREENE	10,565	10,565
82	81003	UNADILLA	11,393	11,393
83	81200	NORWICH	9,956	9,956
84	81401	GRGETWN-SO OTS	12,871	12,871
85	81501	OXFORD	11,858	11,858
86	82001	SHERBURNE EARL	10,707	10,707
87	90201	AUSABLE VALLEY	13,185	13,185
88	90301	BEEKMANTOWN	11,708	11,708
89	90501	NORTHEASTERN	11,543	11,543
90	90601	CHAZY	11,716	11,716
91	90901	NORTHRN ADIRON	12,585	12,585
92	91101	PERU	11,849	11,849
93	91200	PLATTSBURGH	13,607	13,607
94	91402	SARANAC	11,333	11,333
95	100501	COPAKE-TACONIC	13,622	13,622
96	100902	GERMANTOWN	14,614	14,614
97	101001	CHATHAM	12,977	12,977
98	101300	HUDSON	13,401	13,401
99	101401	KINDERHOOK	11,239	11,239
100	101601	NEW LEBANON	15,792	15,792

**Charter Funding By NYS School District**  
Sorted by District Code

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
101	110101	CINCINNATUS	12,691	12,691
102	110200	CORTLAND	10,142	10,142
103	110304	MCGRAW	11,248	11,248
104	110701	HOMER	11,092	11,092
105	110901	MARATHON	11,911	11,911
106	120102	ANDES	21,107	21,107
107	120301	DOWNSVILLE	17,143	17,143
108	120401	CHARLOTTE VALL	10,907	10,907
109	120501	DELHI	13,930	13,930
110	120701	FRANKLIN	13,106	13,106
111	120906	HANCOCK	14,267	14,267
112	121401	MARGARETVILLE	13,376	13,376
113	121502	ROXBURY	16,963	16,963
114	121601	SIDNEY	11,628	11,628
115	121701	STAMFORD	13,915	13,915
116	121702	S. KORTRIGHT	13,381	13,381
117	121901	WALTON	10,718	10,718
118	130200	BEACON	11,093	11,093
119	130502	DOVER	11,245	11,245
120	130801	HYDE PARK	12,052	12,052
121	131101	NORTHEAST	15,342	15,342
122	131201	PAWLING	15,571	15,571
123	131301	PINE PLAINS	14,565	14,565
124	131500	POUGHKEEPSIE	12,524	12,524
125	131601	ARLINGTON	11,469	11,469
126	131602	SPACKENKILL	16,018	16,018
127	131701	RED HOOK	13,202	13,202
128	131801	RHINEBECK	16,681	16,681
129	132101	WAPPINGERS	10,887	10,887
130	132201	MILLBROOK	12,902	12,902
131	140101	ALDEN	9,862	9,862
132	140201	AMHERST	10,721	10,721
133	140203	WILLIAMSVILLE	10,904	10,904
134	140207	SWEET HOME	11,954	11,954
135	140301	EAST AURORA	10,210	10,210
136	140600	BUFFALO	12,005	12,005
137	140701	CHEEKTOWAGA	10,235	10,235
138	140702	MARYVALE	10,433	10,433
139	140703	CLEVELAND HILL	10,428	10,428
140	140707	DEPEW	10,409	10,409
141	140709	SLOAN	11,946	11,946
142	140801	CLARENCE	9,001	9,001
143	141101	SPRINGVILLE-GR	11,347	11,347
144	141201	EDEN	9,674	9,674
145	141301	IROQUOIS	9,751	9,751
146	141401	EVANS-BRANT	11,618	11,618
147	141501	GRAND ISLAND	9,915	9,915
148	141601	HAMBURG	9,716	9,716
149	141604	FRONTIER	8,759	8,759
150	141701	HOLLAND	11,032	11,032

**Charter Funding By NYS School District**  
Sorted by District Code

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
151	141800	LACKAWANNA	11,964	11,964
152	141901	LANCASTER	8,449	8,449
153	142101	AKRON	10,134	10,134
154	142201	NORTH COLLINS	13,023	13,023
155	142301	ORCHARD PARK	10,523	10,523
156	142500	TONAWANDA	10,051	10,051
157	142601	KENMORE	9,477	9,477
158	142801	WEST SENECA	10,179	10,179
159	150203	CROWN POINT	15,649	15,649
160	150301	ELIZABETHTOWN	13,358	13,358
161	150601	KEENE	19,701	19,701
162	150801	MINERVA	25,637	25,637
163	150901	MORIAH	11,855	11,855
164	151001	NEWCOMB	43,580	43,580
165	151102	LAKE PLACID	14,929	14,929
166	151401	SCHROON LAKE	15,368	15,368
167	151501	TICONDEROGA	13,455	13,455
168	151601	WESTPORT	13,649	13,649
169	151701	WILLSBORO	15,355	15,355
170	160101	TUPPER LAKE	11,474	11,474
171	160801	CHATEAUGAY	10,879	10,879
172	161201	SALMON RIVER	13,576	13,576
173	161401	SARANAC LAKE	13,999	13,999
174	161501	MALONE	10,520	10,520
175	161601	BRUSHTON MOIRA	11,399	11,399
176	161801	ST REGIS FALLS	13,886	13,886
177	170301	WHEELERVILLE	18,435	18,435
178	170500	GLOVERSVILLE	9,865	9,865
179	170600	JOHNSTOWN	10,408	10,408
180	170801	MAYFIELD	10,112	10,112
181	170901	NORTHVILLE	13,440	13,440
182	171001	OPPENHEIM EPHR	13,204	13,204
183	171102	BROADALBIN-PER	8,636	8,636
184	180202	ALEXANDER	11,325	11,325
185	180300	BATAVIA	12,293	12,293
186	180701	BYRON BERGEN	11,339	11,339
187	180901	ELBA	11,423	11,423
188	181001	LE ROY	10,757	10,757
189	181101	OAKFIELD ALABA	9,994	9,994
190	181201	PAVILION	10,682	10,682
191	181302	PEMBROKE	11,828	11,828
192	190301	CAIRO-DURHAM	10,345	10,345
193	190401	CATSKILL	14,130	14,130
194	190501	COXSACKIE ATHE	11,888	11,888
195	190701	GREENVILLE	13,454	13,454
196	190901	HUNTER TANNERS	16,482	16,482
197	191401	WINDHAM ASHLAN	18,838	18,838
198	200101	PISECO	26,047	26,047
199	200401	INDIAN LAKE	24,054	24,054
200	200501	INLET	26,047	26,047

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201	200601	LAKE PLEASANT	25,331	25,331
202	200701	LONG LAKE	42,198	42,198
203	200901	WELLS	21,823	21,823
204	210302	WEST CANADA VA	11,723	11,723
205	210402	FRANKFORT-SCHU	9,210	9,210
206	210501	ILION	8,450	8,450
207	210502	MOHAWK	10,758	10,758
208	210601	HERKIMER	9,525	9,525
209	210800	LITTLE FALLS	11,471	11,471
210	211003	DOLGEVILLE	10,527	10,527
211	211103	POLAND	11,690	11,690
212	211701	VAN HORNSVILLE	11,991	11,991
213	211901	TOWN OF WEBB	20,143	20,143
214	212001	MT MARKHAM CSD	11,231	11,231
215	220101	S. JEFFERSON	9,183	9,183
216	220202	ALEXANDRIA	12,100	12,100
217	220301	INDIAN RIVER	6,996	6,996
218	220401	GENERAL BROWN	8,580	8,580
219	220701	THOUSAND ISLAND	12,027	12,027
220	220909	BELLEVILLE-HEN	10,030	10,030
221	221001	SACKETS HARBOR	10,104	10,104
222	221301	LYME	13,021	13,021
223	221401	LA FARGEVILLE	9,458	9,458
224	222000	WATERTOWN	8,985	8,985
225	222201	CARTHAGE	8,557	8,557
226	230201	COPENHAGEN	9,935	9,935
227	230301	HARRISVILLE	12,372	12,372
228	230901	LOWVILLE	9,602	9,602
229	231101	SOUTH LEWIS	13,513	13,513
230	231301	BEAVER RIVER	9,873	9,873
231	240101	AVON	10,465	10,465
232	240201	CALEDONIA MUMF	10,218	10,218
233	240401	GENESE0	12,257	12,257
234	240801	LIVONIA	11,356	11,356
235	240901	MOUNT MORRIS	12,120	12,120
236	241001	DANSVILLE	10,313	10,313
237	241101	DALTON-NUNDA	13,107	13,107
238	241701	YORK	10,694	10,694
239	250109	BROOKFIELD	11,171	11,171
240	250201	CAZENOVIA	10,613	10,613
241	250301	DE RUYTER	13,049	13,049
242	250401	MORRISVILLE EA	12,114	12,114
243	250701	HAMILTON	12,897	12,897
244	250901	CANASTOTA	9,837	9,837
245	251101	MADISON	10,079	10,079
246	251400	ONEIDA CITY	11,079	11,079
247	251501	STOCKBRIDGE VA	10,638	10,638
248	251601	CHITTENANGO	10,983	10,983
249	260101	BRIGHTON	12,448	12,448
250	260401	GATES CHILI	12,359	12,359

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251	260501	GREECE	11,252	11,252
252	260801	E. IRONDEQUOIT	11,557	11,557
253	260803	W. IRONDEQUOIT	10,413	10,413
254	260901	HONEOYE FALLS	10,435	10,435
255	261001	SPENCERPORT	10,533	10,533
256	261101	HILTON	10,202	10,202
257	261201	PENFIELD	12,346	12,346
258	261301	FAIRPORT	10,647	10,647
259	261313	EAST ROCHESTER	12,585	12,585
260	261401	PITTSFORD	12,722	12,722
261	261501	CHURCHVILLE CH	10,122	10,122
262	261600	ROCHESTER	12,426	12,426
263	261701	RUSH HENRIETTA	12,330	12,330
264	261801	BROCKPORT	10,745	10,745
265	261901	WEBSTER	10,872	10,872
266	262001	WHEATLAND CHIL	15,259	15,259
267	270100	AMSTERDAM	9,443	9,443
268	270301	CANAJOHARIE	10,768	10,768
269	270601	FONDA FULTONVI	11,108	11,108
270	270701	FORT PLAIN	12,840	12,840
271	271102	ST JOHNSVILLE	11,910	11,910
272	280100	GLEN COVE	18,368	18,368
273	280201	HEMPSTEAD	18,202	18,202
274	280202	UNIONDALE	19,864	19,864
275	280203	EAST MEADOW	15,722	15,722
276	280204	NORTH BELLMORE	17,500	17,500
277	280205	LEVITTOWN	17,280	17,280
278	280206	SEAFORD	15,660	15,660
279	280207	BELLMORE	19,638	19,638
280	280208	ROOSEVELT	16,939	16,939
281	280209	FREERPORT	15,703	15,703
282	280210	BALDWIN	15,658	15,658
283	280211	OCEANSIDE	16,067	16,067
284	280212	MALVERNE	19,705	19,705
285	280213	V STR THIRTEEN	15,487	15,487
286	280214	HEWLETT WOODME	22,408	22,408
287	280215	LAWRENCE	23,002	23,002
288	280216	ELMONT	14,397	14,397
289	280217	FRANKLIN SQUAR	13,412	13,412
290	280218	GARDEN CITY	17,620	17,620
291	280219	EAST ROCKAWAY	18,375	18,375
292	280220	LYNBROOK	17,680	17,680
293	280221	ROCKVILLE CENT	18,767	18,767
294	280222	FLORAL PARK	14,937	14,937
295	280223	WANTAGH	13,593	13,593
296	280224	V STR TWENTY-F	19,237	19,237
297	280225	MERRICK	17,936	17,936
298	280226	ISLAND TREES	15,505	15,505
299	280227	WEST HEMPSTEAD	16,755	16,755
300	280229	NORTH MERRICK	17,825	17,825

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301	280230	VALLEY STR UF	19,277	19,277
302	280231	ISLAND PARK	27,985	27,985
303	280251	VALLEY STR CHS	14,838	14,838
304	280252	SEWANHAKA	12,522	12,522
305	280253	BELLMORE-MERRI	13,768	13,768
306	280300	LONG BEACH	22,042	22,042
307	280401	WESTBURY	18,224	18,224
308	280402	EAST WILLISTON	20,780	20,780
309	280403	ROSLYN	20,898	20,898
310	280404	PORT WASHINGTO	20,028	20,028
311	280405	NEW HYDE PARK	14,771	14,771
312	280406	MANHASSET	21,235	21,235
313	280407	GREAT NECK	22,466	22,466
314	280409	HERRICKS	17,029	17,029
315	280410	MINEOLA	23,709	23,709
316	280411	CARLE PLACE	20,187	20,187
317	280501	NORTH SHORE	23,323	23,323
318	280502	SYOSSET	20,242	20,242
319	280503	LOCUST VALLEY	22,507	22,507
320	280504	PLAINVIEW	17,945	17,945
321	280506	OYSTER BAY	22,533	22,533
322	280515	JERICHO	23,911	23,911
323	280517	HICKSVILLE	14,942	14,942
324	280518	PLAINEDGE	15,701	15,701
325	280521	BETHPAGE	17,350	17,350
326	280522	FARMINGDALE	16,831	16,831
327	280523	MASSAPEQUA	16,052	16,052
328	300000	NEW YORK CITY	13,527	13,527
329	400301	LEWISTON PORTE	12,229	12,229
330	400400	LOCKPORT	9,912	9,912
331	400601	NEWFANE	10,086	10,086
332	400701	NIAGARA WHEATF	10,443	10,443
333	400800	NIAGARA FALLS	10,911	10,911
334	400900	N. TONAWANDA	10,593	10,593
335	401001	STARPOINT	9,789	9,789
336	401201	ROYALTON HARTL	10,207	10,207
337	401301	BARKER	12,895	12,895
338	401501	WILSON	10,386	10,386
339	410401	ADIRONDACK	11,668	11,668
340	410601	CAMDEN	10,655	10,655
341	411101	CLINTON	11,529	11,529
342	411501	NEW HARTFORD	11,431	11,431
343	411504	NEW YORK MILLS	11,834	11,834
344	411603	SAUQUOIT VALLE	10,956	10,956
345	411701	REMSEN	14,790	14,790
346	411800	ROME	11,413	11,413
347	411902	WATERVILLE	10,900	10,900
348	412000	SHERRILL	9,651	9,651
349	412201	HOLLAND PATENT	10,388	10,388
350	412300	UTICA	9,280	9,280

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351	412801	WESTMORELAND	11,938	11,938
352	412901	ORISKANY	10,992	10,992
353	412902	WHITESBORO	9,886	9,886
354	420101	WEST GENESEE	10,199	10,199
355	420303	NORTH SYRACUSE	10,709	10,709
356	420401	E SYRACUSE-MIN	13,674	13,674
357	420411	JAMESVILLE-DEW	10,944	10,944
358	420501	JORDAN ELBRIDG	11,623	11,623
359	420601	FABIUS-POMPEY	12,479	12,479
360	420701	WESTHILL	10,634	10,634
361	420702	SOLVAY	11,760	11,760
362	420807	LA FAYETTE	15,766	15,766
363	420901	BALDWINVILLE	10,724	10,724
364	421001	FAYETTEVILLE	10,653	10,653
365	421101	MARCELLUS	9,775	9,775
366	421201	ONONDAGA	12,132	12,132
367	421501	LIVERPOOL	12,529	12,529
368	421504	LYNCOURT	15,497	15,497
369	421601	SKANEATELES	12,337	12,337
370	421800	SYRACUSE	11,933	11,933
371	421902	TULLY	10,036	10,036
372	430300	CANANDAIGUA	10,828	10,828
373	430501	EAST BLOOMFIEL	11,116	11,116
374	430700	GENEVA	12,688	12,688
375	430901	GORHAM-MIDDLES	11,875	11,875
376	431101	MANCHSTR-SHRTS	10,420	10,420
377	431201	NAPLES	13,183	13,183
378	431301	PHELPS-CLIFTON	11,376	11,376
379	431401	HONEOYE	12,141	12,141
380	431701	VICTOR	9,518	9,518
381	440102	WASHINGTONVILL	11,931	11,931
382	440201	CHESTER	13,170	13,170
383	440301	CORNWALL	11,262	11,262
384	440401	PINE BUSH	11,570	11,570
385	440601	GOSHEN	12,773	12,773
386	440901	HIGHLAND FALLS	14,580	14,580
387	441000	MIDDLETOWN	12,759	12,759
388	441101	MINISINK VALLE	10,552	10,552
389	441201	MONROE WOODBUR	13,089	13,089
390	441202	KIRYAS JOEL	33,354	33,354
391	441301	VALLEY-MONTGMR	11,222	11,222
392	441600	NEWBURGH	14,796	14,796
393	441800	PORT JERVIS	11,904	11,904
394	441903	TUXEDO	17,470	17,470
395	442101	WARWICK VALLEY	12,198	12,198
396	442111	GREENWOOD LAKE	18,307	18,307
397	442115	FLORIDA	14,001	14,001
398	450101	ALBION	10,580	10,580
399	450607	KENDALL	12,590	12,590
400	450704	HOLLEY	10,275	10,275

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401	450801	MEDINA	10,826	10,826
402	451001	LYNDONVILLE	10,519	10,519
403	460102	ALTMAR PARISH	11,295	11,295
404	460500	FULTON	11,616	11,616
405	460701	HANNIBAL	10,178	10,178
406	460801	CENTRAL SQUARE	9,571	9,571
407	460901	MEXICO	11,702	11,702
408	461300	OSWEGO	12,263	12,263
409	461801	PULASKI	11,580	11,580
410	461901	SANDY CREEK	12,911	12,911
411	462001	PHOENIX	12,226	12,226
412	470202	GLBTSVLLE-MT U	11,319	11,319
413	470501	EDMESTON	11,243	11,243
414	470801	LAURENS	10,634	10,634
415	470901	SCHENEVUS	12,566	12,566
416	471101	MILFORD	12,217	12,217
417	471201	MORRIS	10,436	10,436
418	471400	ONEONTA	11,790	11,790
419	471601	OTEGO-UNADILLA	11,481	11,481
420	471701	COOPERSTOWN	11,917	11,917
421	472001	RICHFIELD SPRI	10,916	10,916
422	472202	CHERRY VLY-SPR	12,674	12,674
423	472506	WORCESTER	12,352	12,352
424	480101	MAHOPAC	13,924	13,924
425	480102	CARMEL	15,409	15,409
426	480401	HALDANE	16,483	16,483
427	480404	GARRISON	21,676	21,676
428	480503	PUTNAM VALLEY	16,888	16,888
429	480601	BREWSTER	16,808	16,808
430	490101	BERLIN	12,890	12,890
431	490202	BRUNSWICK CENT	10,501	10,501
432	490301	EAST GREENBUSH	11,659	11,659
433	490501	HOOSICK FALLS	11,782	11,782
434	490601	LANSINGBURGH	9,352	9,352
435	490801	NORTH GREENBUSH	11,741	11,741
436	490804	WYNANTSKILL	11,243	11,243
437	491200	RENSSELAER	8,883	8,883
438	491302	AVERILL PARK	10,036	10,036
439	491401	HOOSIC VALLEY	10,338	10,338
440	491501	SCHODACK	12,169	12,169
441	491700	TROY	15,986	15,986
442	500101	CLARKSTOWN	13,310	13,310
443	500108	NANUET	18,531	18,531
444	500201	HAVERSTRAW-ST	17,121	17,121
445	500301	S. ORANGETOWN	15,503	15,503
446	500304	NYACK	18,240	18,240
447	500308	PEARL RIVER	14,854	14,854
448	500401	RAMAPO	16,919	16,919
449	500402	EAST RAMAPO	16,555	16,555
450	510101	BRASHER FALLS	10,172	10,172

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451	510201	CANTON	11,252	11,252
452	510401	CLIFTON FINE	17,107	17,107
453	510501	COLTON PIERREP	18,381	18,381
454	511101	GOUVERNEUR	10,255	10,255
455	511201	HAMMOND	12,727	12,727
456	511301	HERMON DEKALB	12,646	12,646
457	511602	LISBON	12,322	12,322
458	511901	MADRID WADDING	10,491	10,491
459	512001	MASSENA	10,197	10,197
460	512101	MORRISTOWN	13,655	13,655
461	512201	NORWOOD NORFOL	10,652	10,652
462	512300	OGDENSBURG	13,953	13,953
463	512404	HEUVELTON	10,704	10,704
464	512501	PARISHVILLE	10,609	10,609
465	512902	POTSDAM	11,390	11,390
466	513102	EDWARDS-KNOX	10,536	10,536
467	520101	BURNT HILLS	10,168	10,168
468	520302	SHENENDEHOWA	11,060	11,060
469	520401	CORINTH	10,919	10,919
470	520601	EDINBURG	20,896	20,896
471	520701	GALWAY	10,157	10,157
472	521200	MECHANICVILLE	10,377	10,377
473	521301	BALLSTON SPA	11,797	11,797
474	521401	S. GLENS FALLS	10,667	10,667
475	521701	SCHUYLERVILLE	11,472	11,472
476	521800	SARATOGA SPRIN	10,532	10,532
477	522001	STILLWATER	9,269	9,269
478	522101	WATERFORD	12,844	12,844
479	530101	DUANESBURG	9,234	9,234
480	530202	SCOTIA GLENVIL	11,013	11,013
481	530301	NISKAYUNA	11,790	11,790
482	530501	SCHALMONT	13,862	13,862
483	530515	MOHONASEN	8,989	8,989
484	530600	SCHENECTADY	12,014	12,014
485	540801	GILBOA CONESVI	15,707	15,707
486	540901	JEFFERSON	12,445	12,445
487	541001	MIDDLEBURGH	12,453	12,453
488	541102	COBLESKL-RICHM	10,802	10,802
489	541201	SCHOHARIE	12,138	12,138
490	541401	SHARON SPRINGS	14,154	14,154
491	550101	ODESSA MONTOUR	11,363	11,363
492	550301	WATKINS GLEN	10,489	10,489
493	560501	SOUTH SENECA	13,574	13,574
494	560603	ROMULUS	14,567	14,567
495	560701	SENECA FALLS	11,016	11,016
496	561006	WATERLOO CENT	10,263	10,263
497	570101	ADDISON	11,263	11,263
498	570201	AVOCA	13,201	13,201
499	570302	BATH	9,780	9,780
500	570401	BRADFORD	13,266	13,266

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501	570603	CAMPBELL-SAVON	10,531	10,531
502	571000	CORNING	10,637	10,637
503	571502	CANISTEO-GREEN	13,788	13,788
504	571800	HORNELL	9,858	9,858
505	571901	ARKPORT	9,666	9,666
506	572301	PRATTSBURG	10,626	10,626
507	572702	JASPER-TRPSBRG	10,590	10,590
508	572901	HAMMONDSPORT	14,766	14,766
509	573002	WAYLAND-COHOCT	10,796	10,796
510	580101	BABYLON	16,928	16,928
511	580102	WEST BABYLON	14,848	14,848
512	580103	NORTH BABYLON	14,290	14,290
513	580104	LINDENHURST	14,253	14,253
514	580105	COPIAGUE	15,369	15,369
515	580106	AMITYVILLE	17,777	17,777
516	580107	DEER PARK	15,685	15,685
517	580109	WYANDANCH	16,666	16,666
518	580201	THREE VILLAGE	15,887	15,887
519	580203	COMSEWOGUE	13,498	13,498
520	580205	SACHEM	13,251	13,251
521	580206	PORT JEFFERSON	21,199	21,199
522	580207	MOUNT SINAI	14,841	14,841
523	580208	MILLER PLACE	12,922	12,922
524	580209	ROCKY POINT	12,823	12,823
525	580211	MIDDLE COUNTRY	13,107	13,107
526	580212	LONGWOOD	14,380	14,380
527	580224	PATCHOGUE-MEDF	12,814	12,814
528	580232	WILLIAM FLOYD	14,168	14,168
529	580233	CENTER MORICHE	14,847	14,847
530	580234	EAST MORICHES	17,372	17,372
531	580235	SOUTH COUNTRY	15,951	15,951
532	580301	EAST HAMPTON	23,725	23,725
533	580302	WAINSCOTT	15,281	15,281
534	580303	AMAGANSETT	57,648	57,648
535	580304	SPRINGS	21,775	21,775
536	580305	SAG HARBOR	24,716	24,716
537	580306	MONTAUK	31,259	31,259
538	580401	ELWOOD	14,485	14,485
539	580402	COLD SPRING HA	20,586	20,586
540	580403	HUNTINGTON	17,512	17,512
541	580404	NORTHPORT	18,014	18,014
542	580405	HALF HOLLOW HI	14,873	14,873
543	580406	HARBORFIELDS	13,773	13,773
544	580410	COMMACK	15,572	15,572
545	580413	S. HUNTINGTON	15,758	15,758
546	580501	BAY SHORE	15,355	15,355
547	580502	ISLIP	14,285	14,285
548	580503	EAST ISLIP	14,659	14,659
549	580504	SAYVILLE	16,460	16,460
550	580505	BAYPORT BLUE P	17,566	17,566

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551	580506	HAUPPAUGE	16,435	16,435
552	580507	CONNETQUOT	15,947	15,947
553	580509	WEST ISLIP	13,799	13,799
554	580512	BRENTWOOD	13,488	13,488
555	580513	CENTRAL ISLIP	19,614	19,614
556	580514	FIRE ISLAND	107,803	107,803
557	580601	SHOREHAM-WADIN	15,726	15,726
558	580602	RIVERHEAD	16,076	16,076
559	580701	SHELTER ISLAND	27,980	27,980
560	580801	SMITHTOWN	13,969	13,969
561	580805	KINGS PARK	13,928	13,928
562	580901	REMSENBURG	36,414	36,414
563	580902	WESTHAMPTON BE	18,354	18,354
564	580903	QUOGUE	46,916	46,916
565	580905	HAMPTON BAYS	16,093	16,093
566	580906	SOUTHAMPTON	23,414	23,414
567	580909	BRIDGEHAMPTON	53,186	53,186
568	580910	SAGAPONACK	15,281	15,281
569	580912	EASTPORT-SOUTH	13,276	13,276
570	580913	TUCKAHOE COMMO	28,200	28,200
571	580917	EAST QUOGUE	22,116	22,116
572	581002	OYSTERPONDS	32,931	32,931
573	581004	FISHERS ISLAND	42,471	42,471
574	581005	SOUTHOLD	17,390	17,390
575	581010	GREENPORT	16,696	16,696
576	581012	MATTITUCK-CUTC	15,967	15,967
577	581015	NEW SUFFOLK	15,281	15,281
578	590501	FALLSBURGH	19,402	19,402
579	590801	ELDRED	13,570	13,570
580	590901	LIBERTY	17,552	17,552
581	591201	TRI VALLEY	18,324	18,324
582	591301	ROSCOE	17,826	17,826
583	591302	LIVINGSTON MAN	16,085	16,085
584	591401	MONTICELLO	14,106	14,106
585	591502	SULLIVAN WEST	15,001	15,001
586	600101	WAVERLY	9,059	9,059
587	600301	CANDOR	11,287	11,287
588	600402	NEWARK VALLEY	10,287	10,287
589	600601	OWEGO-APALACHI	11,452	11,452
590	600801	SPENCER VAN ET	10,808	10,808
591	600903	TIOGA	9,445	9,445
592	610301	DRYDEN	11,011	11,011
593	610501	GROTON	10,405	10,405
594	610600	ITHACA	12,670	12,670
595	610801	LANSING	10,855	10,855
596	610901	NEWFIELD	9,830	9,830
597	611001	TRUMANSBURG	10,222	10,222
598	620600	KINGSTON	14,461	14,461
599	620803	HIGHLAND	12,457	12,457
600	620901	RONDOUT VALLEY	17,586	17,586

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601	621001	MARLBORO	15,483	15,483
602	621101	NEW PALTZ	13,284	13,284
603	621201	ONTEORA	18,571	18,571
604	621601	SAUGERTIES	11,825	11,825
605	621801	WALLKILL	10,997	10,997
606	622002	ELLENVILLE	15,150	15,150
607	630101	BOLTON	20,535	20,535
608	630202	NORTH WARREN	15,458	15,458
609	630300	GLENS FALLS	11,469	11,469
610	630601	JOHNSBURG	18,339	18,339
611	630701	LAKE GEORGE	12,521	12,521
612	630801	HADLEY LUZERNE	13,748	13,748
613	630902	QUEENSBURY	9,538	9,538
614	630918	GLENS FALLS CO	12,000	12,000
615	631201	WARRENSBURG	14,836	14,836
616	640101	ARGYLE	11,402	11,402
617	640502	FORT ANN	13,847	13,847
618	640601	FORT EDWARD	11,493	11,493
619	640701	GRANVILLE	10,360	10,360
620	640801	GREENWICH	12,131	12,131
621	641001	HARTFORD	12,205	12,205
622	641301	HUDSON FALLS	10,021	10,021
623	641401	PUTNAM	23,966	23,966
624	641501	SALEM	13,082	13,082
625	641610	CAMBRIDGE	12,350	12,350
626	641701	WHITEHALL	12,236	12,236
627	650101	NEWARK	11,100	11,100
628	650301	CLYDE-SAVANNAH	13,326	13,326
629	650501	LYONS	10,690	10,690
630	650701	MARION	11,418	11,418
631	650801	WAYNE	11,034	11,034
632	650901	PALMYRA-MACEDO	10,506	10,506
633	650902	GANANDA	9,757	9,757
634	651201	SODUS	12,623	12,623
635	651402	WILLIAMSON	12,113	12,113
636	651501	N. ROSE-WOLCOT	12,030	12,030
637	651503	RED CREEK	10,909	10,909
638	660101	KATONAH LEWISB	20,507	20,507
639	660102	BEDFORD	20,556	20,556
640	660202	CROTON HARMON	15,733	15,733
641	660203	HENDRICK HUDSO	18,174	18,174
642	660301	EASTCHESTER	17,827	17,827
643	660302	TUCKAHOE	20,009	20,009
644	660303	BRONXVILLE	22,099	22,099
645	660401	TARRYTOWN	16,449	16,449
646	660402	IRVINGTON	20,150	20,150
647	660403	DOBBS FERRY	18,927	18,927
648	660404	HASTINGS ON HU	19,404	19,404
649	660405	ARDSLEY	20,471	20,471
650	660406	EDGEMONT	17,819	17,819

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651	660407	GREENBURGH	22,343	22,343
652	660409	ELMSFORD	22,211	22,211
653	660501	HARRISON	23,457	23,457
654	660701	MAMARONECK	18,416	18,416
655	660801	MT PLEAS CENT	18,590	18,590
656	660802	POCANTICO HILL	46,333	46,333
657	660805	VALHALLA	20,983	20,983
658	660809	PLEASANTVILLE	16,558	16,558
659	660900	MOUNT VERNON	16,794	16,794
660	661004	CHAPPAQUA	19,041	19,041
661	661100	NEW ROCHELLE	16,138	16,138
662	661201	BYRAM HILLS	20,054	20,054
663	661301	NORTH SALEM	20,273	20,273
664	661401	OSSINING	18,293	18,293
665	661402	BRIARCLIFF MAN	22,861	22,861
666	661500	PEEKSKILL	16,431	16,431
667	661601	PELHAM	16,187	16,187
668	661800	RYE	18,927	18,927
669	661901	RYE NECK	18,340	18,340
670	661904	PORT CHESTER	13,413	13,413
671	661905	BLIND BROOK-RY	20,318	20,318
672	662001	SCARSDALE	22,148	22,148
673	662101	SOMERS	16,825	16,825
674	662200	WHITE PLAINS	19,443	19,443
675	662300	YONKERS	14,520	14,520
676	662401	LAKELAND	14,999	14,999
677	662402	YORKTOWN	16,743	16,743
678	670201	ATTICA	9,552	9,552
679	670401	LETCHWORTH	11,337	11,337
680	671002	WYOMING	15,376	15,376
681	671201	PERRY	11,041	11,041
682	671501	WARSAW	11,643	11,643
683	680601	PENN YAN	11,554	11,554
684	680801	DUNDEE	9,998	9,998

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1	10100	ALBANY	14,072	14,072
2	570101	ADDISON	11,263	11,263
3	410401	ADIRONDACK	11,668	11,668
4	80101	AFTON	13,800	13,800
5	142101	AKRON	10,134	10,134
6	450101	ALBION	10,580	10,580
7	140101	ALDEN	9,862	9,862
8	180202	ALEXANDER	11,325	11,325
9	220202	ALEXANDRIA	12,100	12,100
10	20101	ALFRED ALMOND	10,628	10,628
11	40302	ALLEGANY-LIMES	10,362	10,362
12	460102	ALTMAR PARISH	11,295	11,295
13	580303	AMAGANSETT	57,648	57,648
14	140201	AMHERST	10,721	10,721
15	580106	AMITYVILLE	17,777	17,777
16	270100	AMSTERDAM	9,443	9,443
17	120102	ANDES	21,107	21,107
18	20601	ANDOVER	12,353	12,353
19	660405	ARDSLEY	20,471	20,471
20	640101	ARGYLE	11,402	11,402
21	571901	ARKPORT	9,666	9,666
22	131601	ARLINGTON	11,469	11,469
23	670201	ATTICA	9,552	9,552
24	50100	AUBURN	10,495	10,495
25	90201	AUSABLE VALLEY	13,185	13,185
26	491302	AVERILL PARK	10,036	10,036
27	570201	AVOCA	13,201	13,201
28	240101	AVON	10,465	10,465
29	580101	BABYLON	16,928	16,928
30	80201	BAINBRIDGE GUI	11,434	11,434
31	280210	BALDWIN	15,658	15,658
32	420901	BALDWINSVILLE	10,724	10,724
33	521301	BALLSTON SPA	11,797	11,797
34	401301	BARKER	12,895	12,895
35	180300	BATAVIA	12,293	12,293
36	570302	BATH	9,780	9,780
37	580501	BAY SHORE	15,355	15,355
38	580505	BAYPORT BLUE P	17,566	17,566
39	130200	BEACON	11,093	11,093
40	231301	BEAVER RIVER	9,873	9,873
41	660102	BEDFORD	20,556	20,556
42	90301	BEEKMANTOWN	11,708	11,708
43	20801	BELFAST	11,619	11,619
44	220909	BELLEVILLE-HEN	10,030	10,030
45	280207	BELLMORE	19,638	19,638
46	280253	BELLMORE-MERRI	13,768	13,768
47	61001	BEMUS POINT	11,810	11,810
48	490101	BERLIN	12,890	12,890
49	10201	BERNE KNOX	13,371	13,371
50	10306	BETHLEHEM	12,513	12,513

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51	280521	BETHPAGE	17,350	17,350
52	30200	BINGHAMTON	10,244	10,244
53	661905	BLIND BROOK-RY	20,318	20,318
54	22902	BOLIVAR-RICHBG	10,885	10,885
55	630101	BOLTON	20,535	20,535
56	570401	BRADFORD	13,266	13,266
57	510101	BRASHER FALLS	10,172	10,172
58	580512	BRENTWOOD	13,488	13,488
59	480601	BREWSTER	16,808	16,808
60	661402	BRIARCLIFF MAN	22,861	22,861
61	580909	BRIDGEHAMPTON	53,186	53,186
62	260101	BRIGHTON	12,448	12,448
63	171102	BROADALBIN-PER	8,636	8,636
64	261801	BROCKPORT	10,745	10,745
65	62301	BROCTON	12,437	12,437
66	660303	BRONXVILLE	22,099	22,099
67	250109	BROOKFIELD	11,171	11,171
68	490202	BRUNSWICK CENT	10,501	10,501
69	161601	BRUSHTON MOIRA	11,399	11,399
70	140600	BUFFALO	12,005	12,005
71	520101	BURNT HILLS	10,168	10,168
72	661201	BYRAM HILLS	20,054	20,054
73	180701	BYRON BERGEN	11,339	11,339
74	190301	CAIRO-DURHAM	10,345	10,345
75	240201	CALEDONIA MUMF	10,218	10,218
76	641610	CAMBRIDGE	12,350	12,350
77	410601	CAMDEN	10,655	10,655
78	570603	CAMPBELL-SAVON	10,531	10,531
79	270301	CANAJOHARIE	10,768	10,768
80	430300	CANANDAIGUA	10,828	10,828
81	21102	CANASERAGA	12,329	12,329
82	250901	CANASTOTA	9,837	9,837
83	600301	CANDOR	11,287	11,287
84	571502	CANISTEO-GREEN	13,788	13,788
85	510201	CANTON	11,252	11,252
86	280411	CARLE PLACE	20,187	20,187
87	480102	CARMEL	15,409	15,409
88	222201	CARTHAGE	8,557	8,557
89	60401	CASSADAGA VALL	11,359	11,359
90	50401	CATO MERIDIAN	10,653	10,653
91	190401	CATSKILL	14,130	14,130
92	42302	CATTARAUGUS-LI	11,368	11,368
93	250201	CAZENOVIA	10,613	10,613
94	580233	CENTER MORICHE	14,847	14,847
95	580513	CENTRAL ISLIP	19,614	19,614
96	460801	CENTRAL SQUARE	9,571	9,571
97	661004	CHAPPAQUA	19,041	19,041
98	120401	CHARLOTTE VALL	10,907	10,907
99	160801	CHATEAUGAY	10,879	10,879
100	101001	CHATHAM	12,977	12,977

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101	60503	CHAUTAUQUA	14,457	14,457
102	90601	CHAZY	11,716	11,716
103	140701	CHEEKTOWAGA	10,235	10,235
104	30101	CHENANGO FORKS	10,503	10,503
105	30701	CHENANGO VALLE	10,665	10,665
106	472202	CHERRY VLY-SPR	12,674	12,674
107	440201	CHESTER	13,170	13,170
108	251601	CHITTENANGO	10,983	10,983
109	261501	CHURCHVILLE CH	10,122	10,122
110	110101	CINCINNATUS	12,691	12,691
111	140801	CLARENCE	9,001	9,001
112	500101	CLARKSTOWN	13,310	13,310
113	140703	CLEVELAND HILL	10,428	10,428
114	510401	CLIFTON FINE	17,107	17,107
115	411101	CLINTON	11,529	11,529
116	650301	CLYDE-SAVANNAH	13,326	13,326
117	60701	CLYMER	14,425	14,425
118	541102	COBLESKL-RICHM	10,802	10,802
119	10500	COHOES	11,791	11,791
120	580402	COLD SPRING HA	20,586	20,586
121	510501	COLTON PIERREP	18,381	18,381
122	580410	COMMACK	15,572	15,572
123	580203	COMSEWOGUE	13,498	13,498
124	580507	CONNETQUOT	15,947	15,947
125	471701	COOPERSTOWN	11,917	11,917
126	100501	COPAKE-TACONIC	13,622	13,622
127	230201	COPENHAGEN	9,935	9,935
128	580105	COPIAGUE	15,369	15,369
129	520401	CORINTH	10,919	10,919
130	571000	CORNING	10,637	10,637
131	440301	CORNWALL	11,262	11,262
132	110200	CORTLAND	10,142	10,142
133	190501	COXSACKIE ATHE	11,888	11,888
134	660202	CROTON HARMON	15,733	15,733
135	150203	CROWN POINT	15,649	15,649
136	22302	CUBA-RUSHFORD	12,488	12,488
137	241101	DALTON-NUNDA	13,107	13,107
138	241001	DANSVILLE	10,313	10,313
139	250301	DE RUYTER	13,049	13,049
140	580107	DEER PARK	15,685	15,685
141	120501	DELHI	13,930	13,930
142	140707	DEPEW	10,409	10,409
143	31301	DEPOSIT	14,304	14,304
144	660403	DOBBS FERRY	18,927	18,927
145	211003	DOLGEVILLE	10,527	10,527
146	130502	DOVER	11,245	11,245
147	120301	DOWNSVILLE	17,143	17,143
148	610301	DRYDEN	11,011	11,011
149	530101	DUANESBURG	9,234	9,234
150	680801	DUNDEE	9,998	9,998

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151	60800	DUNKIRK	12,985	12,985
152	420401	E SYRACUSE-MIN	13,674	13,674
153	260801	E. IRONDEQUOIT	11,557	11,557
154	140301	EAST AURORA	10,210	10,210
155	430501	EAST BLOOMFIEL	11,116	11,116
156	490301	EAST GREENBUSH	11,659	11,659
157	580301	EAST HAMPTON	23,725	23,725
158	580503	EAST ISLIP	14,659	14,659
159	280203	EAST MEADOW	15,722	15,722
160	580234	EAST MORICHES	17,372	17,372
161	580917	EAST QUOGUE	22,116	22,116
162	500402	EAST RAMAPO	16,555	16,555
163	261313	EAST ROCHESTER	12,585	12,585
164	280219	EAST ROCKAWAY	18,375	18,375
165	280402	EAST WILLISTON	20,780	20,780
166	660301	EASTCHESTER	17,827	17,827
167	580912	EASTPORT-SOUTH	13,276	13,276
168	141201	EDEN	9,674	9,674
169	660406	EDGEMONT	17,819	17,819
170	520601	EDINBURG	20,896	20,896
171	470501	EDMESTON	11,243	11,243
172	513102	EDWARDS-KNOX	10,536	10,536
173	180901	ELBA	11,423	11,423
174	590801	ELDRED	13,570	13,570
175	150301	ELIZABETHTOWN	13,358	13,358
176	622002	ELLENVILLE	15,150	15,150
177	40901	ELLCOTTVILLE	11,491	11,491
178	70600	ELMIRA	11,012	11,012
179	70902	ELMIRA HEIGHTS	10,136	10,136
180	280216	ELMONT	14,397	14,397
181	660409	ELMSFORD	22,211	22,211
182	580401	ELWOOD	14,485	14,485
183	141401	EVANS-BRANT	11,618	11,618
184	420601	FABIUS-POMPEY	12,479	12,479
185	261301	FAIRPORT	10,647	10,647
186	61101	FALCONER	9,522	9,522
187	590501	FALLSBURGH	19,402	19,402
188	280522	FARMINGDALE	16,831	16,831
189	421001	FAYETTEVILLE	10,653	10,653
190	22001	FILLMORE	9,156	9,156
191	580514	FIRE ISLAND	107,803	107,803
192	581004	FISHERS ISLAND	42,471	42,471
193	280222	FLORAL PARK	14,937	14,937
194	442115	FLORIDA	14,001	14,001
195	270601	FONDA FULTONVI	11,108	11,108
196	61503	FORESTVILLE	10,484	10,484
197	640502	FORT ANN	13,847	13,847
198	640601	FORT EDWARD	11,493	11,493
199	270701	FORT PLAIN	12,840	12,840
200	210402	FRANKFORT-SCHU	9,210	9,210

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201	120701	FRANKLIN	13,106	13,106
202	280217	FRANKLIN SQUAR	13,412	13,412
203	41101	FRANKLINVILLE	11,351	11,351
204	62201	FREDONIA	12,037	12,037
205	280209	FREEMPORT	15,703	15,703
206	60301	FREWSBURG	10,206	10,206
207	21601	FRIENDSHIP	12,385	12,385
208	141604	FRONTIER	8,759	8,759
209	460500	FULTON	11,616	11,616
210	520701	GALWAY	10,157	10,157
211	650902	GANANDA	9,757	9,757
212	280218	GARDEN CITY	17,620	17,620
213	480404	GARRISON	21,676	21,676
214	260401	GATES CHILI	12,359	12,359
215	220401	GENERAL BROWN	8,580	8,580
216	20702	GENESEE VALLEY	11,013	11,013
217	240401	GENESEO	12,257	12,257
218	430700	GENEVA	12,688	12,688
219	100902	GERMANTOWN	14,614	14,614
220	540801	GILBOA CONESVI	15,707	15,707
221	470202	GLBTSVILLE-MT U	11,319	11,319
222	280100	GLEN COVE	18,368	18,368
223	630300	GLENS FALLS	11,469	11,469
224	630918	GLENS FALLS CO	12,000	12,000
225	170500	GLOVERSVILLE	9,865	9,865
226	430901	GORHAM-MIDDLES	11,875	11,875
227	440601	GOSHEN	12,773	12,773
228	511101	GOUVERNEUR	10,255	10,255
229	42801	GOWANDA	11,326	11,326
230	141501	GRAND ISLAND	9,915	9,915
231	640701	GRANVILLE	10,360	10,360
232	280407	GREAT NECK	22,466	22,466
233	260501	GREECE	11,252	11,252
234	10701	GREEN ISLAND	12,662	12,662
235	660407	GREENBURGH	22,343	22,343
236	80601	GREENE	10,565	10,565
237	581010	GREENPORT	16,696	16,696
238	190701	GREENVILLE	13,454	13,454
239	640801	GREENWICH	12,131	12,131
240	442111	GREENWOOD LAKE	18,307	18,307
241	81401	GRGETWN-SO OTS	12,871	12,871
242	610501	GROTON	10,405	10,405
243	10802	GUILDERLAND	11,356	11,356
244	630801	HADLEY LUZERNE	13,748	13,748
245	480401	HALDANE	16,483	16,483
246	580405	HALF HOLLOW HI	14,873	14,873
247	141601	HAMBURG	9,716	9,716
248	250701	HAMILTON	12,897	12,897
249	511201	HAMMOND	12,727	12,727
250	572901	HAMMONDSPORT	14,766	14,766

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251	580905	HAMPTON BAYS	16,093	16,093
252	120906	HANCOCK	14,267	14,267
253	460701	HANNIBAL	10,178	10,178
254	580406	HARBORFIELDS	13,773	13,773
255	30501	HARPURSVILLE	9,877	9,877
256	660501	HARRISON	23,457	23,457
257	230301	HARRISVILLE	12,372	12,372
258	641001	HARTFORD	12,205	12,205
259	660404	HASTINGS ON HU	19,404	19,404
260	580506	HAUPPAUGE	16,435	16,435
261	500201	HAVERSTRAW-ST	17,121	17,121
262	280201	HEMPSTEAD	18,202	18,202
263	660203	HENDRICK HUDSO	18,174	18,174
264	210601	HERKIMER	9,525	9,525
265	511301	HERMON DEKALB	12,646	12,646
266	280409	HERRICKS	17,029	17,029
267	512404	HEUVELTON	10,704	10,704
268	280214	HEWLETT WOODME	22,408	22,408
269	280517	HICKSVILLE	14,942	14,942
270	620803	HIGHLAND	12,457	12,457
271	440901	HIGHLAND FALLS	14,580	14,580
272	261101	HILTON	10,202	10,202
273	41401	HINSDALE	9,952	9,952
274	141701	HOLLAND	11,032	11,032
275	412201	HOLLAND PATENT	10,388	10,388
276	450704	HOLLEY	10,275	10,275
277	110701	HOMER	11,092	11,092
278	431401	HONEOYE	12,141	12,141
279	260901	HONEOYE FALLS	10,435	10,435
280	491401	HOOSIC VALLEY	10,338	10,338
281	490501	HOOSICK FALLS	11,782	11,782
282	571800	HORNELL	9,858	9,858
283	70901	HORSEHEADS	10,196	10,196
284	101300	HUDSON	13,401	13,401
285	641301	HUDSON FALLS	10,021	10,021
286	190901	HUNTER TANNERS	16,482	16,482
287	580403	HUNTINGTON	17,512	17,512
288	130801	HYDE PARK	12,052	12,052
289	210501	ILION	8,450	8,450
290	200401	INDIAN LAKE	24,054	24,054
291	220301	INDIAN RIVER	6,996	6,996
292	200501	INLET	26,047	26,047
293	141301	IROQUOIS	9,751	9,751
294	660402	IRVINGTON	20,150	20,150
295	280231	ISLAND PARK	27,985	27,985
296	280226	ISLAND TREES	15,505	15,505
297	580502	ISLIP	14,285	14,285
298	610600	ITHACA	12,670	12,670
299	61700	JAMESTOWN	10,164	10,164
300	420411	JAMESVILLE-DEW	10,944	10,944

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301	572702	JASPER-TRPSBRG	10,590	10,590
302	540901	JEFFERSON	12,445	12,445
303	280515	JERICO	23,911	23,911
304	630601	JOHNSBURG	18,339	18,339
305	31502	JOHNSON CITY	12,050	12,050
306	170600	JOHNSTOWN	10,408	10,408
307	420501	JORDAN ELBRIDG	11,623	11,623
308	660101	KATONAH LEWISB	20,507	20,507
309	150601	KEENE	19,701	19,701
310	450607	KENDALL	12,590	12,590
311	142601	KENMORE	9,477	9,477
312	101401	KINDERHOOK	11,239	11,239
313	580805	KINGS PARK	13,928	13,928
314	620600	KINGSTON	14,461	14,461
315	441202	KIRYAS JOEL	33,354	33,354
316	221401	LA FARGEVILLE	9,458	9,458
317	420807	LA FAYETTE	15,766	15,766
318	141800	LACKAWANNA	11,964	11,964
319	630701	LAKE GEORGE	12,521	12,521
320	151102	LAKE PLACID	14,929	14,929
321	200601	LAKE PLEASANT	25,331	25,331
322	662401	LAKELAND	14,999	14,999
323	141901	LANCASTER	8,449	8,449
324	610801	LANSING	10,855	10,855
325	490601	LANSINGBURGH	9,352	9,352
326	470801	LAURENS	10,634	10,634
327	280215	LAWRENCE	23,002	23,002
328	181001	LE ROY	10,757	10,757
329	670401	LETCHWORTH	11,337	11,337
330	280205	LEVITTOWN	17,280	17,280
331	400301	LEWISTON PORTE	12,229	12,229
332	590901	LIBERTY	17,552	17,552
333	580104	LINDENHURST	14,253	14,253
334	511602	LISBON	12,322	12,322
335	210800	LITTLE FALLS	11,471	11,471
336	421501	LIVERPOOL	12,529	12,529
337	591302	LIVINGSTON MAN	16,085	16,085
338	240801	LIVONIA	11,356	11,356
339	400400	LOCKPORT	9,912	9,912
340	280503	LOCUST VALLEY	22,507	22,507
341	280300	LONG BEACH	22,042	22,042
342	200701	LONG LAKE	42,198	42,198
343	580212	LONGWOOD	14,380	14,380
344	230901	LOWVILLE	9,602	9,602
345	221301	LYME	13,021	13,021
346	280220	LYNBROOK	17,680	17,680
347	421504	LYNCOURT	15,497	15,497
348	451001	LYNDONVILLE	10,519	10,519
349	650501	LYONS	10,690	10,690
350	251101	MADISON	10,079	10,079

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351	511901	MADRID WADDING	10,491	10,491
352	480101	MAHOPAC	13,924	13,924
353	31101	MAINE ENDWELL	10,197	10,197
354	161501	MALONE	10,520	10,520
355	280212	MALVERNE	19,705	19,705
356	660701	MAMARONECK	18,416	18,416
357	431101	MANCHSTR-SHRTS	10,420	10,420
358	280406	MANHASSET	21,235	21,235
359	10622	MAPLEWOOD	N/A	N/A
360	110901	MARATHON	11,911	11,911
361	421101	MARCELLUS	9,775	9,775
362	121401	MARGARETVILLE	13,376	13,376
363	650701	MARION	11,418	11,418
364	621001	MARLBORO	15,483	15,483
365	140702	MARYVALE	10,433	10,433
366	280523	MASSAPEQUA	16,052	16,052
367	512001	MASSENA	10,197	10,197
368	581012	MATTITUCK-CUTC	15,967	15,967
369	170801	MAYFIELD	10,112	10,112
370	110304	MCGRAW	11,248	11,248
371	521200	MECHANICVILLE	10,377	10,377
372	450801	MEDINA	10,826	10,826
373	10615	MENANDS	15,870	15,870
374	280225	MERRICK	17,936	17,936
375	460901	MEXICO	11,702	11,702
376	580211	MIDDLE COUNTRY	13,107	13,107
377	541001	MIDDLEBURGH	12,453	12,453
378	441000	MIDDLETOWN	12,759	12,759
379	471101	MILFORD	12,217	12,217
380	132201	MILLBROOK	12,902	12,902
381	580208	MILLER PLACE	12,922	12,922
382	280410	MINEOLA	23,709	23,709
383	150801	MINERVA	25,637	25,637
384	441101	MINISINK VALLE	10,552	10,552
385	210502	MOHAWK	10,758	10,758
386	530515	MOHONASEN	8,989	8,989
387	441201	MONROE WOODBUR	13,089	13,089
388	580306	MONTAUK	31,259	31,259
389	591401	MONTICELLO	14,106	14,106
390	51301	MORAVIA	10,202	10,202
391	150901	MORIAH	11,855	11,855
392	471201	MORRIS	10,436	10,436
393	512101	MORRISTOWN	13,655	13,655
394	250401	MORRISVILLE EA	12,114	12,114
395	240901	MOUNT MORRIS	12,120	12,120
396	580207	MOUNT SINAI	14,841	14,841
397	660900	MOUNT VERNON	16,794	16,794
398	212001	MT MARKHAM CSD	11,231	11,231
399	660801	MT PLEAS CENT	18,590	18,590
400	651501	N. ROSE-WOLCOT	12,030	12,030

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401	400900	N. TONAWANDA	10,593	10,593
402	500108	NANUET	18,531	18,531
403	431201	NAPLES	13,183	13,183
404	411501	NEW HARTFORD	11,431	11,431
405	280405	NEW HYDE PARK	14,771	14,771
406	101601	NEW LEBANON	15,792	15,792
407	621101	NEW PALTZ	13,284	13,284
408	661100	NEW ROCHELLE	16,138	16,138
409	581015	NEW SUFFOLK	15,281	15,281
410	300000	NEW YORK CITY	13,527	13,527
411	411504	NEW YORK MILLS	11,834	11,834
412	650101	NEWARK	11,100	11,100
413	600402	NEWARK VALLEY	10,287	10,287
414	441600	NEWBURGH	14,796	14,796
415	151001	NEWCOMB	43,580	43,580
416	400601	NEWFANE	10,086	10,086
417	610901	NEWFIELD	9,830	9,830
418	400800	NIAGARA FALLS	10,911	10,911
419	400701	NIAGARA WHEATF	10,443	10,443
420	530301	NISKAYUNA	11,790	11,790
421	580103	NORTH BABYLON	14,290	14,290
422	280204	NORTH BELLMORE	17,500	17,500
423	142201	NORTH COLLINS	13,023	13,023
424	10605	NORTH COLONIE	10,708	10,708
425	10623	NORTH COLONIE	10,708	10,708
426	490801	NORTH GREENBUSH	11,741	11,741
427	280229	NORTH MERRICK	17,825	17,825
428	661301	NORTH SALEM	20,273	20,273
429	280501	NORTH SHORE	23,323	23,323
430	420303	NORTH SYRACUSE	10,709	10,709
431	630202	NORTH WARREN	15,458	15,458
432	131101	NORTHEAST	15,342	15,342
433	90501	NORTHEASTERN	11,543	11,543
434	580404	NORTHPORT	18,014	18,014
435	90901	NORTHRN ADIRON	12,585	12,585
436	170901	NORTHVILLE	13,440	13,440
437	81200	NORWICH	9,956	9,956
438	512201	NORWOOD NORFOL	10,652	10,652
439	500304	NYACK	18,240	18,240
440	181101	OAKFIELD ALABA	9,994	9,994
441	280211	OCEANSIDE	16,067	16,067
442	550101	ODESSA MONTOUR	11,363	11,363
443	512300	OGDENSBURG	13,953	13,953
444	42400	OLEAN	10,976	10,976
445	251400	ONEIDA CITY	11,079	11,079
446	471400	ONEONTA	11,790	11,790
447	421201	ONONDAGA	12,132	12,132
448	621201	ONTEORA	18,571	18,571
449	171001	OPPENHEIM EPHR	13,204	13,204
450	142301	ORCHARD PARK	10,523	10,523

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451	412901	ORISKANY	10,992	10,992
452	661401	OSSINING	18,293	18,293
453	461300	OSWEGO	12,263	12,263
454	471601	OTEGO-UNADILLA	11,481	11,481
455	600601	OWEGO-APALACHI	11,452	11,452
456	81501	OXFORD	11,858	11,858
457	280506	OYSTER BAY	22,533	22,533
458	581002	OYSTERPONDS	32,931	32,931
459	650901	PALMYRA-MACEDO	10,506	10,506
460	61601	PANAMA	11,826	11,826
461	512501	PARISHVILLE	10,609	10,609
462	580224	PATCHOGUE-MEDF	12,814	12,814
463	181201	PAVILION	10,682	10,682
464	131201	PAWLING	15,571	15,571
465	500308	PEARL RIVER	14,854	14,854
466	661500	PEEKSKILL	16,431	16,431
467	661601	PELHAM	16,187	16,187
468	181302	PEMBROKE	11,828	11,828
469	261201	PENFIELD	12,346	12,346
470	680601	PENN YAN	11,554	11,554
471	671201	PERRY	11,041	11,041
472	91101	PERU	11,849	11,849
473	431301	PHELPS-CLIFTON	11,376	11,376
474	462001	PHOENIX	12,226	12,226
475	440401	PINE BUSH	11,570	11,570
476	131301	PINE PLAINS	14,565	14,565
477	60601	PINE VALLEY	11,589	11,589
478	200101	PISECO	26,047	26,047
479	261401	PITTSFORD	12,722	12,722
480	280518	PLAINEDGE	15,701	15,701
481	280504	PLAINVIEW	17,945	17,945
482	91200	PLATTSBURGH	13,607	13,607
483	660809	PLEASANTVILLE	16,558	16,558
484	660802	POCANTICO HILL	46,333	46,333
485	211103	POLAND	11,690	11,690
486	51101	PORT BYRON	10,865	10,865
487	661904	PORT CHESTER	13,413	13,413
488	580206	PORT JEFFERSON	21,199	21,199
489	441800	PORT JERVIS	11,904	11,904
490	280404	PORT WASHINGTO	20,028	20,028
491	42901	PORTVILLE	10,058	10,058
492	512902	POTSDAM	11,390	11,390
493	131500	POUGHKEEPSIE	12,524	12,524
494	572301	PRATTSBURG	10,626	10,626
495	461801	PULASKI	11,580	11,580
496	641401	PUTNAM	23,966	23,966
497	480503	PUTNAM VALLEY	16,888	16,888
498	630902	QUEENSBURY	9,538	9,538
499	580903	QUOGUE	46,916	46,916
500	500401	RAMAPO	16,919	16,919

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501	43001	RANDOLPH	10,720	10,720
502	10402	RAVENA COEYMAN	13,365	13,365
503	651503	RED CREEK	10,909	10,909
504	131701	RED HOOK	13,202	13,202
505	411701	REMSEN	14,790	14,790
506	580901	REMSENBURG	36,414	36,414
507	491200	RENSSELAER	8,883	8,883
508	131801	RHINEBECK	16,681	16,681
509	472001	RICHFIELD SPRI	10,916	10,916
510	62401	RIPLEY	15,941	15,941
511	580602	RIVERHEAD	16,076	16,076
512	261600	ROCHESTER	12,426	12,426
513	280221	ROCKVILLE CENT	18,767	18,767
514	580209	ROCKY POINT	12,823	12,823
515	411800	ROME	11,413	11,413
516	560603	ROMULUS	14,567	14,567
517	620901	RONDOUT VALLEY	17,586	17,586
518	280208	ROOSEVELT	16,939	16,939
519	591301	ROSCOE	17,826	17,826
520	280403	ROSLYN	20,898	20,898
521	121502	ROXBURY	16,963	16,963
522	401201	ROYALTON HARTL	10,207	10,207
523	261701	RUSH HENRIETTA	12,330	12,330
524	661800	RYE	18,927	18,927
525	661901	RYE NECK	18,340	18,340
526	521401	S. GLENS FALLS	10,667	10,667
527	580413	S. HUNTINGTON	15,758	15,758
528	220101	S. JEFFERSON	9,183	9,183
529	121702	S. KORTRIGHT	13,381	13,381
530	500301	S. ORANGETOWN	15,503	15,503
531	580205	SACHEM	13,251	13,251
532	221001	SACKETS HARBOR	10,104	10,104
533	580305	SAG HARBOR	24,716	24,716
534	580910	SAGAPONACK	15,281	15,281
535	43200	SALAMANCA	11,582	11,582
536	641501	SALEM	13,082	13,082
537	161201	SALMON RIVER	13,576	13,576
538	461901	SANDY CREEK	12,911	12,911
539	91402	SARANAC	11,333	11,333
540	161401	SARANAC LAKE	13,999	13,999
541	521800	SARATOGA SPRIN	10,532	10,532
542	621601	SAUGERTIES	11,825	11,825
543	411603	SAUQUOIT VALLE	10,956	10,956
544	580504	SAYVILLE	16,460	16,460
545	662001	SCARSDALE	22,148	22,148
546	530501	SCHALMONT	13,862	13,862
547	530600	SCHENECTADY	12,014	12,014
548	470901	SCHENEVUS	12,566	12,566
549	491501	SCHODACK	12,169	12,169
550	541201	SCHOHARIE	12,138	12,138

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551	151401	SCHROON LAKE	15,368	15,368
552	521701	SCHUYLERVILLE	11,472	11,472
553	22401	SCIO	11,968	11,968
554	530202	SCOTIA GLENVIL	11,013	11,013
555	280206	SEAFORD	15,660	15,660
556	560701	SENECA FALLS	11,016	11,016
557	280252	SEWANHAKA	12,522	12,522
558	541401	SHARON SPRINGS	14,154	14,154
559	580701	SHELTER ISLAND	27,980	27,980
560	520302	SHENENDEHOWA	11,060	11,060
561	82001	SHERBURNE EARL	10,707	10,707
562	62601	SHERMAN	10,196	10,196
563	412000	SHERRILL	9,651	9,651
564	580601	SHOREHAM-WADIN	15,726	15,726
565	121601	SIDNEY	11,628	11,628
566	61501	SILVER CREEK	11,223	11,223
567	421601	SKANEATELES	12,337	12,337
568	140709	SLOAN	11,946	11,946
569	580801	SMITHTOWN	13,969	13,969
570	651201	SODUS	12,623	12,623
571	420702	SOLVAY	11,760	11,760
572	662101	SOMERS	16,825	16,825
573	10601	SOUTH COLONIE	12,137	12,137
574	580235	SOUTH COUNTRY	15,951	15,951
575	231101	SOUTH LEWIS	13,513	13,513
576	560501	SOUTH SENECA	13,574	13,574
577	580906	SOUTHAMPTON	23,414	23,414
578	50701	SOUTHERN CAYUG	13,419	13,419
579	581005	SOUTHOLD	17,390	17,390
580	60201	SOUTHWESTERN	10,202	10,202
581	131602	SPACKENKILL	16,018	16,018
582	600801	SPENCER VAN ET	10,808	10,808
583	261001	SPENCERPORT	10,533	10,533
584	580304	SPRINGS	21,775	21,775
585	141101	SPRINGVILLE-GR	11,347	11,347
586	271102	ST JOHNSVILLE	11,910	11,910
587	161801	ST REGIS FALLS	13,886	13,886
588	121701	STAMFORD	13,915	13,915
589	401001	STARPOINT	9,789	9,789
590	522001	STILLWATER	9,269	9,269
591	251501	STOCKBRIDGE VA	10,638	10,638
592	591502	SULLIVAN WEST	15,001	15,001
593	30601	SUSQUEHANNA VA	12,156	12,156
594	140207	SWEET HOME	11,954	11,954
595	280502	SYOSSET	20,242	20,242
596	421800	SYRACUSE	11,933	11,933
597	660401	TARRYTOWN	16,449	16,449
598	220701	THOUSAND ISLAND	12,027	12,027
599	580201	THREE VILLAGE	15,887	15,887
600	151501	TICONDEROGA	13,455	13,455

**Charter Funding By NYS School District**  
Sorted by District Name

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
601	600903	TIOGA	9,445	9,445
602	142500	TONAWANDA	10,051	10,051
603	211901	TOWN OF WEBB	20,143	20,143
604	591201	TRI VALLEY	18,324	18,324
605	491700	TROY	15,986	15,986
606	611001	TRUMANSBURG	10,222	10,222
607	660302	TUCKAHOE	20,009	20,009
608	580913	TUCKAHOE COMMO	28,200	28,200
609	421902	TULLY	10,036	10,036
610	160101	TUPPER LAKE	11,474	11,474
611	441903	TUXEDO	17,470	17,470
612	81003	UNADILLA	11,393	11,393
613	51901	UNION SPRINGS	12,059	12,059
614	280202	UNIONDALE	19,864	19,864
615	31501	UNION-ENDICOTT	11,048	11,048
616	412300	UTICA	9,280	9,280
617	280213	V STR THIRTEEN	15,487	15,487
618	280224	V STR TWENTY-F	19,237	19,237
619	660805	VALHALLA	20,983	20,983
620	280251	VALLEY STR CHS	14,838	14,838
621	280230	VALLEY STR UF	19,277	19,277
622	441301	VALLEY-MONTGMR	11,222	11,222
623	211701	VAN HORNSVILLE	11,991	11,991
624	31601	VESTAL	12,166	12,166
625	431701	VICTOR	9,518	9,518
626	11003	VOORHEESVILLE	12,742	12,742
627	260803	W. IRONDEQUOIT	10,413	10,413
628	580302	WAINSCOTT	15,281	15,281
629	621801	WALLKILL	10,997	10,997
630	121901	WALTON	10,718	10,718
631	280223	WANTAGH	13,593	13,593
632	132101	WAPPINGERS	10,887	10,887
633	631201	WARRENSBURG	14,836	14,836
634	671501	WARSAW	11,643	11,643
635	442101	WARWICK VALLEY	12,198	12,198
636	440102	WASHINGTONVILL	11,931	11,931
637	522101	WATERFORD	12,844	12,844
638	561006	WATERLOO CENT	10,263	10,263
639	222000	WATERTOWN	8,985	8,985
640	411902	WATERVILLE	10,900	10,900
641	11200	WATERVLIET	9,404	9,404
642	550301	WATKINS GLEN	10,489	10,489
643	600101	WAVERLY	9,059	9,059
644	573002	WAYLAND-COHOCT	10,796	10,796
645	650801	WAYNE	11,034	11,034
646	261901	WEBSTER	10,872	10,872
647	50301	WEEDSPORT	11,820	11,820
648	200901	WELLS	21,823	21,823
649	22601	WELLSVILLE	11,681	11,681
650	580102	WEST BABYLON	14,848	14,848

**Charter Funding By NYS School District**  
Sorted by District Name

	<b>District Code</b>	<b>School District Name</b>	<b>Final 2010-11 Basic Tuition</b>	<b>Final 2011-12 Basic Tuition</b>
651	210302	WEST CANADA VA	11,723	11,723
652	420101	WEST GENESEE	10,199	10,199
653	280227	WEST HEMPSTEAD	16,755	16,755
654	580509	WEST ISLIP	13,799	13,799
655	142801	WEST SENECA	10,179	10,179
656	40204	WEST VALLEY	13,623	13,623
657	280401	WESTBURY	18,224	18,224
658	62901	WESTFIELD	11,891	11,891
659	580902	WESTHAMPTON BE	18,354	18,354
660	420701	WESTHILL	10,634	10,634
661	412801	WESTMORELAND	11,938	11,938
662	151601	WESTPORT	13,649	13,649
663	262001	WHEATLAND CHIL	15,259	15,259
664	170301	WHEELERVILLE	18,435	18,435
665	662200	WHITE PLAINS	19,443	19,443
666	641701	WHITEHALL	12,236	12,236
667	412902	WHITESBORO	9,886	9,886
668	22101	WHITESVILLE	10,904	10,904
669	31401	WHITNEY POINT	11,324	11,324
670	580232	WILLIAM FLOYD	14,168	14,168
671	651402	WILLIAMSON	12,113	12,113
672	140203	WILLIAMSVILLE	10,904	10,904
673	151701	WILLSBORO	15,355	15,355
674	401501	WILSON	10,386	10,386
675	191401	WINDHAM ASHLAN	18,838	18,838
676	31701	WINDSOR	10,115	10,115
677	472506	WORCESTER	12,352	12,352
678	580109	WYANDANCH	16,666	16,666
679	490804	WYNANTSKILL	11,243	11,243
680	671002	WYOMING	15,376	15,376
681	662300	YONKERS	14,520	14,520
682	241701	YORK	10,694	10,694
683	43501	YORKSHRE-PIONE	11,406	11,406
684	662402	YORKTOWN	16,743	16,743



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

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

**Charter School Name Here**

Contact Name:	Tony Siddall
Contact Email:	tonysiddall@achievementfirst.org
Contact Phone:	347.630.1578

	Examples
Pre-Opening Period	January 1, 2013 to June 30, 2013
Operational Year ONE	July 1, 2013 to June 30, 2014

**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2013 to June 30, 2013**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

**DESCRIPTION OF ASSUMPTIONS**

Note: The Achievement First model assumes that all pre-opening expenses are paid by Achievement First inc.  
As a result, the school does not incur any pre-operational expenses.

**START-UP  
PERIOD**

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-

Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-

<b>TOTAL REVENUE FROM STATE SOURCES</b>		-
---	--	---

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-

<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		-
---	--	---

**LOCAL and OTHER REVENUE**

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-

<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		-
---	--	---

<b>TOTAL REVENUE</b>		-
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**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2013 to June 30, 2013**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

**DESCRIPTION OF ASSUMPTIONS**

Note: The Achievement First model assumes that all pre-opening expenses are paid by Achievement First inc. As a result, the school does not incur any pre-operational expenses.

**START-UP PERIOD**

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

-	-
---	---

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-

**TOTAL PERSONNEL SERVICE COSTS**

-	-
---	---

**CONTRACTED SERVICES**

Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
<b>TOTAL CONTRACTED SERVICES</b>	-

**SCHOOL OPERATIONS**

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
<b>TOTAL SCHOOL OPERATIONS</b>	-

**FACILITY OPERATION & MAINTENANCE**

Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-

**DEPRECIATION & AMORTIZATION**

-
---

**DISSOLUTION ESCROW & RESERVES / CONTIGENCY**

-
---

**TOTAL EXPENSES**

-
---

**NET INCOME**

-
---

**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2013 to June 30, 2013**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

**DESCRIPTION OF ASSUMPTIONS**

- Note: The Achievement First model assumes that all pre-opening expenses are paid by Achievement First inc.  
- As a result, the school does not incur any pre-operational expenses.

**START-UP  
PERIOD**

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
<b>TOTAL ENROLLMENT</b>	-

<b>REVENUE PER PUPIL</b>	-
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<b>EXPENSES PER PUPIL</b>	-
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**Charter School Name Here**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2013 to June 30, 2013

<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-

	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-







**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2013 to June 30, 2014

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	1,460,826	124,960	-	600,000	-	2,185,786
<b>Total Expenses</b>	1,814,180	138,672	-	230,000	-	2,182,852
<b>Net Income</b>	(353,354)	(13,712)	-	370,000	-	2,934
<b>Actual Student Enrollment</b>	93	-				93
<b>Total Paid Student Enrollment</b>	93	-				93

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL
School District 1 New York City	13,527	1,258,011	-	-	-	1,258,011
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	<b>13,527</b>	<b>1,258,011</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,258,011</b>
Special Education Revenue		-	9,372	-	-	9,372
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>1,258,011</b>	<b>9,372</b>	<b>-</b>	<b>-</b>	<b>1,351,731</b>
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	3,124	-	-	3,124
Title I		4,032	-	-	-	4,032
Title Funding - Other		4,961	-	-	-	4,961
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		123,550	-	-	-	123,550
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>171,543</b>	<b>3,124</b>	<b>-</b>	<b>-</b>	<b>202,783</b>
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	6,000	6,000
Erate Reimbursement		2,750	-	-	-	2,750
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		3,767	-	-	-	3,767
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>3,127</b>	<b>-</b>	<b>-</b>	<b>6,000</b>	<b>6,312</b>
<b>TOTAL REVENUE</b>		<b>1,460,826</b>	<b>124,960</b>	<b>-</b>	<b>600,000</b>	<b>2,185,786</b>

**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2013 to June 30, 2014

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	1,460,826	124,960	-	600,000	-	2,185,786
<b>Total Expenses</b>	1,814,180	138,672	-	230,000	-	2,182,852
<b>Net Income</b>	(353,354)	(13,712)	-	370,000	-	2,934
<b>Actual Student Enrollment</b>	93	-	-	-	-	93
<b>Total Paid Student Enrollment</b>	93	-	-	-	-	93

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**EXPENSES**

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	1.00	142,299	-	-	-	-	142,299
Deans, Directors & Coordinators	2.00	179,948	-	-	-	-	179,948
CFO / Director of Finance	1.00	78,797	-	-	-	-	78,797
Operation / Business Manager	1.00	42,025	-	-	-	-	42,025
Administrative Staff	2.00	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>7.00</b>	<b>443,069</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>443,069</b>

<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	6.00	412,515	-	-	-	-	412,515
Teachers - SPED	1.00	-	63,038	-	-	-	63,038
Substitute Teachers	-	2,206	-	-	-	-	2,206
Teaching Assistants	-	18,018	-	-	-	-	18,018
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	8,400	-	-	-	-	8,400
Therapists & Counselors	1.00	-	67,420	-	-	-	67,420
Other	-	14,709	-	-	-	-	14,709
<b>TOTAL INSTRUCTIONAL</b>	<b>8.00</b>	<b>455,848</b>	<b>130,458</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>586,306</b>

Bonuses

<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	582	-	-	-	-	582
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	6,177	-	-	-	-	6,177
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>6,759</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,759</b>

Includes Temp Staff for Admin/Operations and IT

<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>15.00</b>	<b>905,676</b>	<b>130,458</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,036,134</b>
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<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	81,161	-	-	-	-	81,161
Fringe / Employee Benefits	-	82,086	-	-	-	-	82,086
Retirement / Pension	-	12,829	-	-	-	-	12,829
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>176,076</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>176,076</b>

<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>15.00</b>	<b>1,081,752</b>	<b>130,458</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,212,210</b>
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<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	4,707	-	-	-	-	4,707
Legal	-	1,471	-	-	-	-	1,471
Management Company Fee	-	-	-	145,847	-	-	145,847
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	15,634	-	-	-	-	15,634
Payroll Services	-	2,574	-	-	-	-	2,574
Special Ed Services	-	-	5,283	-	-	-	5,283
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	64,176	-	-	64,176
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>24,386</b>	<b>5,283</b>	<b>210,023</b>	<b>-</b>	<b>-</b>	<b>239,692</b>

Includes lunches & snacks

fee.

<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	37,618	-	-	-	-	37,618
Special Ed Supplies & Materials	-	-	2,931	-	-	-	2,931
Textbooks / Workbooks	-	25,404	-	-	-	-	25,404
Supplies & Materials other	-	489	-	-	-	-	489
Equipment / Furniture	-	24,427	-	-	-	-	24,427
Telephone	-	21,769	-	-	-	-	21,769
Technology	-	79,458	-	19,977	-	-	99,435
Student Testing & Assessment	-	14,215	-	-	-	-	14,215
Field Trips	-	26,870	-	-	-	-	26,870
Transportation (student)	-	5,862	-	-	-	-	5,862
Student Services - other	-	4,885	-	-	-	-	4,885
Office Expense	-	32,280	-	-	-	-	32,280
Staff Development	-	18,885	-	-	-	-	18,885
Staff Recruitment	-	5,148	-	-	-	-	5,148
Student Recruitment / Marketing	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	368	-	-	-	-	368
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>297,678</b>	<b>2,931</b>	<b>19,977</b>	<b>-</b>	<b>-</b>	<b>320,586</b>

Includes instructional supplies and classroom libraries; based on actual expenditures

Includes equipment & furniture (\$19,542), Signage (\$4,885)

Includes landline & cell phone service

internet service (\$19,121), classroom tech, and tech infrastructure.

includes external assessment fees and Athena licensing fees

Includes student uniforms & afterschool programming

<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	5,148	-	-	-	-	5,148
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	377,323	-	-	-	-	377,323
Repairs & Maintenance	-	5,493	-	-	-	-	5,493
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>387,964</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>387,964</b>

additional space in years 1 & 2.

<b>DEPRECIATION &amp; AMORTIZATION</b>							
	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>							
	-	22,400	-	-	-	-	22,400

<b>TOTAL EXPENSES</b>		<b>1,814,180</b>	<b>138,672</b>	<b>-</b>	<b>230,000</b>	<b>-</b>	<b>2,182,852</b>
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<b>NET INCOME</b>		<b>(353,354)</b>	<b>(13,712)</b>	<b>-</b>	<b>370,000</b>	<b>-</b>	<b>2,934</b>
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**Charter School Name Here**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2013 to June 30, 2014

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	1,460,826	124,960	-	600,000	-	2,185,786
<b>Total Expenses</b>	1,814,180	138,672	-	230,000	-	2,182,852
<b>Net Income</b>	(353,354)	(13,712)	-	370,000	-	2,934
<b>Actual Student Enrollment</b>	93	-				93
<b>Total Paid Student Enrollment</b>	93	-				93

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
School District 1 New York City	93	-	-			93
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
<b>TOTAL ENROLLMENT</b>	<b>93</b>	<b>-</b>	<b>-</b>			<b>93</b>

<b>REVENUE PER PUPIL</b>	<b>15,708</b>	<b>-</b>	<b>-</b>			<b>23,503</b>
<b>EXPENSES PER PUPIL</b>	<b>19,507</b>	<b>-</b>	<b>-</b>			<b>23,472</b>

**Charter School Name Here**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
 July 1, 2013 to June 30, 2014

	605,288	20,000	245,288	125,018	245,288	67,993	263,821	20,000	245,289	51,240	245,289	47,505	2,182,019
<b>Total Revenue</b>	605,288	20,000	245,288	125,018	245,288	67,993	263,821	20,000	245,289	51,240	245,289	47,505	2,182,019
<b>Total Expenses</b>	223,496	166,081	178,297	218,194	178,297	153,989	242,502	123,863	148,171	218,193	148,171	127,863	2,127,117
<b>Net Income</b>	381,792	(146,081)	66,991	(93,176)	66,991	(85,996)	21,319	(103,863)	97,118	(166,953)	97,118	(80,358)	54,902
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	381,792	235,710	302,701	209,525	276,516	190,520	211,839	107,976	205,094	38,142	135,260	-
<b>Net Income</b>	381,792	235,710	302,701	209,525	276,516	190,520	211,839	107,976	205,094	38,142	135,260	54,902	54,902
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>	<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>												
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 New York City	209,668	-	209,668	-	209,668	-	209,669	-	209,669	-	209,669	-	1,258,011
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	209,668	-	209,668	-	209,668	-	209,669	-	209,669	-	209,669	-	1,258,011
Special Education Revenue	15,620	-	15,620	-	15,620	-	15,620	-	15,620	-	15,620	-	93,720
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	225,288	-	225,288	-	225,288	-	225,289	-	225,289	-	225,289	-	1,351,731
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	3,124	-	-	3,124
Title I	-	-	-	-	-	4,961	-	-	-	-	-	-	4,961
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	105,018	-	-	18,532	-	-	-	-	-	123,550
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	105,018	-	47,993	18,532	-	-	3,124	-	-	202,783
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	380,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	600,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	27,505	27,505
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	380,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	47,505	627,505
<b>TOTAL REVENUE</b>	<b>605,288</b>	<b>20,000</b>	<b>245,288</b>	<b>125,018</b>	<b>245,288</b>	<b>67,993</b>	<b>263,821</b>	<b>20,000</b>	<b>245,289</b>	<b>51,240</b>	<b>245,289</b>	<b>47,505</b>	<b>2,182,019</b>

**Charter School Name Here**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2013 to June 30, 2014**

	605,288	20,000	245,288	125,018	245,288	67,993	263,821	20,000	245,289	51,240	245,289	47,505	2,182,019
<b>Total Revenue</b>													
<b>Total Expenses</b>	223,496	166,081	178,297	218,194	178,297	153,989	242,502	123,863	148,171	218,193	148,171	127,863	2,127,117
<b>Net Income</b>	381,792	(146,081)	66,991	(93,176)	66,991	(85,996)	21,319	(103,863)	97,118	(166,953)	97,118	(80,358)	54,902
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	381,792	235,710	302,701	209,525	276,516	190,520	211,839	107,976	205,094	38,142	135,260	-
<b>Net Income</b>	381,792	235,710	302,701	209,525	276,516	190,520	211,839	107,976	205,094	38,142	135,260	54,902	54,902
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858	142,299
Deans, Directors & Coordinators	2.00	14,996	14,996	14,996	14,996	14,996	14,996	14,996	14,996	14,996	14,996	14,996	179,948
CFO / Director of Finance	1.00	6,566	6,566	6,566	6,566	6,566	6,566	6,566	6,566	6,566	6,566	6,566	78,797
Operation / Business Manager	1.00	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	42,025
Administrative Staff	2.00	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	7.00	36,922	36,922	36,922	36,922	36,922	36,922	36,922	36,922	36,922	36,922	36,922	443,069
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	6.00	-	34,376	34,376	34,376	34,376	34,376	34,376	34,376	34,376	34,376	34,376	378,139
Teachers - SPED	1.00	-	5,253	5,253	5,253	5,253	5,253	5,253	5,253	5,253	5,253	5,253	57,785
Substitute Teachers	-	-	184	184	184	184	184	184	184	184	184	184	2,022
Teaching Assistants	-	-	1,501	1,501	1,501	1,501	1,501	1,501	1,501	1,501	1,501	1,501	16,513
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	700	700	700	700	700	700	700	700	700	700	7,700
Therapists & Counselors	1.00	-	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	61,802
Other	-	-	1,226	1,226	1,226	1,226	1,226	1,226	1,226	1,226	1,226	1,226	13,483
<b>TOTAL INSTRUCTIONAL</b>	8.00	-	48,859	48,859	48,859	48,859	48,859	48,859	48,859	48,859	48,859	48,859	537,444
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	49	49	49	49	49	49	49	49	49	49	534
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	515	515	515	515	515	515	515	515	515	515	5,662
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	563	563	563	563	563	563	563	563	563	563	6,196
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	15.00	36,922	86,344	86,344	86,344	86,344	86,344	86,344	86,344	86,344	86,344	86,344	986,708
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	3,855	6,763	6,763	6,763	6,763	6,763	6,763	6,763	6,763	6,763	6,763	78,253
Fringe / Employee Benefits	-	3,899	6,841	6,841	6,841	6,841	6,841	6,841	6,841	6,841	6,841	6,841	79,145
Retirement / Pension	-	609	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	12,369
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	8,364	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	169,767
<b>TOTAL PERSONNEL SERVICE COSTS</b>	15.00	45,286	101,017	101,017	101,017	101,017	101,017	101,017	101,017	101,017	101,017	101,017	1,156,475
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	59	59	59	59	59	59	59	59	59	59	59	4,059
Legal	-	123	123	123	123	123	123	123	123	123	123	123	1,471
Management Company Fee	-	24,308	-	24,308	-	24,308	-	24,308	-	24,308	-	24,308	145,847
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	1,563	1,563	1,563	1,563	1,563	1,563	1,563	1,563	1,563	1,563	15,634
Payroll Services	-	215	215	215	215	215	215	215	215	215	215	215	2,574
Special Ed Services	-	-	528	528	528	528	528	528	528	528	528	528	5,283
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	64,176
<b>TOTAL CONTRACTED SERVICES</b>	-	30,052	5,744	32,144	7,836	32,144	7,836	32,144	7,836	32,144	7,836	32,144	239,692
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	12,539	-	12,539	12,539	-	-	-	-	-	-	37,618
Special Ed Supplies & Materials	-	-	977	-	977	977	-	-	-	-	-	-	2,931
Textbooks / Workbooks	-	-	8,468	-	8,468	8,468	-	-	-	-	-	-	25,404
Supplies & Materials other	-	-	49	49	49	49	49	49	49	49	49	49	489
Equipment / Furniture	-	-	8,142	-	8,142	8,142	-	-	-	-	-	-	24,427
Telephone	-	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	21,769
Technology	-	49,718	49,718	-	-	-	-	-	-	-	-	-	99,435
Student Testing & Assessment	-	-	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	14,215
Field Trips	-	-	2,687	2,687	2,687	2,687	2,687	2,687	2,687	2,687	2,687	2,687	26,870
Transportation (student)	-	-	586	586	586	586	586	586	586	586	586	586	5,862
Student Services - other	-	-	489	489	489	489	489	489	489	489	489	489	4,885
Office Expense	-	-	3,228	3,228	3,228	3,228	3,228	3,228	3,228	3,228	3,228	3,228	32,280
Staff Development	-	-	1,889	1,889	1,889	1,889	1,889	1,889	1,889	1,889	1,889	1,889	18,885
Staff Recruitment	-	-	515	515	515	515	515	515	515	515	515	515	5,148
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	37	37	37	37	37	37	37	37	37	37	368
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	51,532	5,1532	42,841	12,714	42,841	42,841	12,714	12,714	12,714	12,714	12,714	320,586
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	429	429	429	429	429	429	429	429	429	429	429	5,148
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	94,331	-	94,331	-	94,331	-	94,331	-	94,330	-	-	377,323
Repairs & Maintenance	-	5,493	-	-	-	-	-	-	-	-	-	-	5,493
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	94,760	5,922	429	94,760	429	429	94,760	429	429	94,759	429	387,964
<b>DEPRECIATION &amp; AMORTIZATION</b>													
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	22,400
<b>TOTAL EXPENSES</b>		223,496	166,081	178,297	218,194	178,297	153,989	242,502	123,863	148,171	218,193	148,171	127,863
<b>NET INCOME</b>		381,792	(146,081)	66,991	(93,176)	66,991	(85,996)	21,319	(103,863)	97,118	(166,953)	97,118	(80,358)
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>		381,792	(146,081)	66,991	(93,176)	66,991	(85,996)	21,319	(103,863)	97,118	(166,953)	97,118	(80,358)
<b>Beginning Cash Balance</b>		-	381,792	235,710	302,701	209,525	276,516	190,520	211,839	107			

**Charter School Name Here**

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

**DESCRIPTION OF ASSUMPTIONS**

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

	2,185,785	6,333,176	9,198,962	11,664,437	13,893,850		
<b>Total Revenue</b>							
<b>Total Expenses</b>	2,166,239	6,266,671	9,273,834	11,654,038	13,901,255		
<b>Net Income (Before Cash Flow Adjustments)</b>	19,546	66,505	(74,872)	10,399	(7,405)		
<b>Actual Student Enrollment</b>	93	360	531	689	816		
<b>Total Paid Student Enrollment</b>	93	360	531	689	816		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>		
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>		
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>						
	<b>Per Pupil Revenue Percentage Increase</b>						
	<b>2.5%</b>	<b>2.5%</b>	<b>2.5%</b>	<b>2.5%</b>	<b>2.5%</b>		
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue		<b>CY Per Pupil Rate</b>					
School District 1 New York City		13,527	1,258,011	4,991,463	7,546,468	10,036,732	12,183,922
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		13,527	1,258,011	4,991,463	7,546,468	10,036,732	12,183,922
Special Education Revenue			93,720	273,157	410,449	544,361	665,651
Grants							
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			1,351,731	5,264,620	7,956,918	10,581,092	12,849,573
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs			31,240	91,052	136,816	181,454	221,884
Title I			43,032	175,034	264,740	352,168	425,214
Title Funding - Other			4,961	20,483	30,988	41,226	49,950
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			123,550	295,264	385,352	256,680	38,887
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			202,782	581,833	817,896	831,527	735,935
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations			-	-	-	-	-
Fundraising			600,000	350,000	275,000	35,000	20,000
Erate Reimbursement			27,505	93,497	140,955	187,226	237,319
Earnings on Investments			-	-	-	-	-
Interest Income			-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-
Text Book			-	-	-	-	-
OTHER			3,767	43,226	8,194	29,591	51,023
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			631,272	486,723	424,149	251,817	308,342
<b>TOTAL REVENUE</b>	<b>2,185,785</b>	<b>6,333,176</b>	<b>9,198,962</b>	<b>11,664,437</b>	<b>13,893,850</b>		

Charter School Name Here						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
<b>Total Revenue</b>		<b>2,185,785</b>	<b>6,333,176</b>	<b>9,198,962</b>	<b>11,664,437</b>	<b>13,893,850</b>
<b>Total Expenses</b>		<b>2,166,239</b>	<b>6,266,671</b>	<b>9,273,834</b>	<b>11,654,038</b>	<b>13,901,255</b>
<b>Net Income (Before Cash Flow Adjustments)</b>		<b>19,546</b>	<b>66,505</b>	<b>(74,872)</b>	<b>10,399</b>	<b>(7,405)</b>
<b>Actual Student Enrollment</b>		<b>93</b>	<b>360</b>	<b>531</b>	<b>689</b>	<b>816</b>
<b>Total Paid Student Enrollment</b>		<b>93</b>	<b>360</b>	<b>531</b>	<b>689</b>	<b>816</b>
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
		<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
	No. of Positions					
Executive Management	-					
Instructional Management	1.00	142,299	291,712	299,005	306,480	333,392
Deans, Directors & Coordinators	2.00	179,949	368,895	567,176	775,140	893,833
CFO / Director of Finance	1.00	78,797	161,534	165,572	169,711	173,954
Operation / Business Manager	1.00	42,025	86,151	185,441	190,077	239,283
Administrative Staff	2.00	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>7.00</b>	<b>443,069</b>	<b>908,292</b>	<b>1,217,193</b>	<b>1,441,408</b>	<b>1,640,463</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	6.00	412,515	2,051,640	3,190,785	4,236,969	5,105,226
Teachers - SPED	1.00	63,038	129,227	209,724	254,567	359,505
Substitute Teachers	-	2,206	8,454	13,135	16,858	20,063
Teaching Assistants	-	18,019	69,714	105,353	140,091	169,841
Specialty Teachers	-	-	-	-	-	-
Aides	-	8,657	31,335	47,298	62,859	90,665
Therapists & Counselors	1.00	67,420	146,457	304,652	391,467	425,994
Other	-	14,709	68,177	139,772	194,617	240,911
<b>TOTAL INSTRUCTIONAL</b>	<b>8.00</b>	<b>586,563</b>	<b>2,505,004</b>	<b>4,010,719</b>	<b>5,297,427</b>	<b>6,412,205</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	582	1,827	2,750	3,650	4,044
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	6,178	21,064	32,651	41,851	49,797
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>6,759</b>	<b>22,891</b>	<b>35,401</b>	<b>45,501</b>	<b>53,841</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>15.00</b>	<b>1,036,392</b>	<b>3,436,187</b>	<b>5,263,313</b>	<b>6,784,336</b>	<b>8,106,509</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		81,161	265,415	411,029	526,584	629,183
Fringe / Employee Benefits		82,085	271,766	420,983	539,416	645,545
Retirement / Pension		12,829	43,093	66,776	85,576	103,187
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>176,075</b>	<b>580,275</b>	<b>898,788</b>	<b>1,151,576</b>	<b>1,377,915</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>15.00</b>	<b>1,212,467</b>	<b>4,016,462</b>	<b>6,162,101</b>	<b>7,935,912</b>	<b>9,484,424</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		4,707	15,507	24,019	30,774	36,615
Legal		1,471	4,846	7,506	9,617	11,442
Management Company Fee		145,847	564,469	853,042	1,134,317	1,378,394
Nurse Services		-	-	-	-	-
Food Service / School Lunch		15,633	62,029	93,780	124,726	148,093
Payroll Services		2,574	8,481	13,135	16,830	20,024
Special Ed Services		5,283	13,936	20,890	27,674	29,916
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		64,176	131,671	135,116	138,609	212,910
<b>TOTAL CONTRACTED SERVICES</b>		<b>239,691</b>	<b>800,939</b>	<b>1,147,487</b>	<b>1,482,547</b>	<b>1,837,395</b>
<b>SCHOOL OPERATIONS</b>						
Board Expenses		-	-	-	-	-
Classroom / Teaching Supplies & Materials		37,618	131,731	156,118	196,791	238,871
Special Ed Supplies & Materials		2,931	11,630	17,584	23,386	28,389
Textbooks / Workbooks		25,404	127,046	122,589	146,365	175,618
Supplies & Materials other		489	1,938	2,931	3,898	4,732
Equipment / Furniture		24,427	77,391	69,043	77,733	80,767
Telephone		21,769	53,145	54,793	70,204	89,327
Technology		99,435	265,178	350,583	375,333	433,745
Student Testing & Assessment		14,215	52,095	79,541	104,197	125,479
Field Trips		10,000	15,000	25,000	25,000	25,000
Transportation (student)		5,862	23,261	35,167	46,772	56,779
Student Services - other		4,885	15,507	23,346	34,846	88,735
Office Expense		32,280	111,000	155,000	174,000	186,000
Staff Development		18,885	40,228	43,434	63,121	95,544
Staff Recruitment		5,148	16,961	26,271	33,659	40,048
Student Recruitment / Marketing		-	-	-	-	1,508
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		368	1,212	1,876	2,404	2,861
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>		<b>303,716</b>	<b>943,322</b>	<b>1,163,276</b>	<b>1,377,710</b>	<b>1,673,401</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance		5,148	16,961	26,271	33,659	40,048
Janitorial		-	-	-	-	-
Building and Land Rent / Lease		377,323	377,323	609,196	609,196	609,196
Repairs & Maintenance		5,493	36,264	55,197	73,636	86,859
Equipment / Furniture		-	-	-	-	-
Security		-	-	-	-	-
Utilities		-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		<b>387,965</b>	<b>430,548</b>	<b>690,664</b>	<b>716,492</b>	<b>736,103</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>						
		-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		<b>22,400</b>	<b>75,400</b>	<b>110,306</b>	<b>141,378</b>	<b>169,932</b>
<b>TOTAL EXPENSES</b>		<b>2,166,239</b>	<b>6,266,671</b>	<b>9,273,834</b>	<b>11,654,038</b>	<b>13,901,255</b>
<b>NET INCOME</b>		<b>19,546</b>	<b>66,505</b>	<b>(74,872)</b>	<b>10,399</b>	<b>(7,405)</b>

between feeder schools.

Teaching staff reflects staffing plan.

Based on avg network expenditure for substitutes

Based on actual expenditures across AF network.

Note: specialty teacher salaries are included in Teachers-Regular line.

Aides include bus monitors and non-academic afterschool staff

specialist starting in year 2 of each academy, and an additional learning

Bonuses

Includes Admin and IT temp staff; based on network expenditures.

Assumes move to larger space in Yr 3.

Charter School Name Here						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
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<b>Actual Student Enrollment</b>	93	360	531	689	816	
<b>Total Paid Student Enrollment</b>	93	360	531	689	816	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 New York City	93	360	531	689	816	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>93</b>	<b>360</b>	<b>531</b>	<b>689</b>	<b>816</b>	
<b>REVENUE PER PUPIL</b>	<b>23,503</b>	<b>17,592</b>	<b>17,324</b>	<b>16,930</b>	<b>17,027</b>	
<b>EXPENSES PER PUPIL</b>	<b>23,293</b>	<b>17,407</b>	<b>17,465</b>	<b>16,914</b>	<b>17,036</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>19,546</b>	<b>66,505</b>	<b>(74,872)</b>	<b>10,399</b>	<b>(7,405)</b>	
<b>Beginning Cash Balance</b>	<b>-</b>	<b>19,546</b>	<b>86,052</b>	<b>11,180</b>	<b>21,579</b>	
<b>ENDING CASH BALANCE</b>	<b>19,546</b>	<b>86,052</b>	<b>11,180</b>	<b>21,579</b>	<b>14,174</b>	

**(a) Letters of Commitment**

Letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and uses for the funding.

The Achievement First development team has established a comprehensive fundraising strategy that includes national and regional foundations, and a broad base of individual donors both large and small. Major donors for Achievement First New York schools and Network Support in FY2012 are summarized below, and complete donor information is available upon request.

1. Robin Hood Foundation - \$2M, granted in 2011 for FY12
2. Michael and Susan Dell Foundation - \$2.246M, granted in 2009 for FY10 – FY13
3. The Broad Foundation – \$1MM, granted in 2009 for FY10-FY12
4. Dalio Family Foundation - \$1MM, granted in 2012 for FY12
5. Charter School Growth Fund - \$500K, granted in 2011 for FY12
6. New Profit - \$500K, granted in 2011 for FY12
7. Credit Suisse - \$250K, granted in 2011 for FY12
8. Clark Foundation - \$250K, granted in 2012 for FY12
9. Carson Family Charitable Trust - \$300K, granted in 2011 for FY11-FY12

Response 25: Action Plan

AF Central Brooklyn Action Plan: Operations & Finance				
Bucket	Item	Owner	Begin	Final Due
Legal	<b>Incorporation</b>			
Legal	Incorporate school (working with corporate counsel)	AF Director of External Relations, NY	1-Mar	15-May
Legal	File application for 501(c)(3) status (working with corporate counsel)	AF Director of External Relations, NY	1-Mar	15-May
Legal	Register school with State Attorney General's Office	AF Director of External Relations, NY	1-May	15-May
Legal	<b>Tax-exemption</b>			
Legal	File application for state tax exemption	AF Director of NY Operations	1-May	15-May
Legal	<b>Trademarks &amp; Copyrights</b>			
Legal	File trademark and copyright applications (working with corporate counsel)	AF Director of External Relations, NY	1-Jun	15-Jul
Legal	Supplement initial filing with new school logos, etc. (working with corporate counsel)	NY Director of External Relations	1-Sep	30-Sep
Legal	<b>Employee Policies</b>			
Legal	Draft employee policies for review/adoption by Board of Trustees	AF Chief Operating Officer	1-Mar	15-May
Facilities	<b>Facility Planning</b>			
Facilities	Establish Site Criteria (short-term and long-term)	AF Chief Operating Officer	1-Mar	15-Mar
Facilities	Conduct Site Visits (short-term facility)	AF Director of NY Operations	15-Mar	30-Apr
Facilities	Finalize Site & Occupation Schedule, sign leases (short-term & long-term facility)	AF Director of NY Operations	1-May	31-May
Facilities	Secure Certificate of Occupancy (if applicable)	AF Director of NY Operations	1-Jun	30-Jun
Facilities	Site Prep (arrange for/manage reno, upgrades, ongoing maintenance services)	AF Director of NY Operations	1-Jun	15-Aug
Facilities	Health Inspection (if non-DOE site)	AF Director of NY Operations	1-May	15-May
Facilities	Fire Inspection (if non-DOE site)	AF Director of NY Operations	1-May	15-May

Operations/ IT	<b>General</b>			
Operations/ IT	Establish School Calendar (2007-2008 School Year)	AF Superintendent/School Leader	1-Mar	30-Mar
Operations/ IT	Establish School Schedule (start-time, end-time, after school, etc.)	AF Superintendent/School Leader	1-Mar	30-Mar
Operations/ IT	<b>Insurance</b>			
Operations/ IT	Procure and activate commercial insurance (liability/property/directors' coverage) for school	AF Chief Operating Officer	15-Apr	1-Jul
Operations/ IT	Activate student accident & medical policy & non-owned auto coverage	AF Chief Operating Officer	1-Aug	25-Aug
Operations/ IT	<b>Transportation</b>			
Operations/ IT	Contact the Office of Pupil Transportation to request student transportation services	AF Director of NY Operations	15-Apr	30-Apr
Operations/ IT	Research and procure special event/after school transportation services	AF Director of NY Operations	1-May	30-May
Operations/ IT	Enter student roster into ATS to determine eligibility for transportation services (OPT)	Director of School Operations	1-Jul	15-Jul
Operations/ IT	<b>Food</b>			
Operations/ IT	Contact Office of School Food and Nutrition Services to request food services for site	AF Ops	1-May	15-May
Operations/ IT	Ensure families properly complete Free/Reduced Lunch Application and determine eligibility	Director of School Operations/School Registrar	1-Aug	30-Aug
Operations/ IT	Research and procure auxillary food services (snacks) in the area	AF Director of NY Operations/Director of School Operations	1-May	30-May
Operations/ IT	<b>Health</b>			
Operations/ IT	Contact Dept of Health and Mental Hygiene Regional Office to request/procure Nursing Services	AF Director of NY Operations	1-May	30-May
Operations/ IT	Document immunization requirements and train Director of School Operations in requirements	AF Director of NY Operations/Director of School Operations	1-May	30-May
Operations/ IT	Research free medical clinics in school community	AF Director of NY Operations	1-May	30-May
Operations/ IT	Notify parents of immunization requirements and options for compliance	AF Ops	15-Jun	30-Jun
Operations/ IT	<b>Payroll</b>			
Operations/ IT	Establish payroll account for school and ensure that Director of School Operations is trained	AF Director of Finance	1-Jun	30-Jun

Operations/ IT	<b>IT</b>			
Operations/ IT	Draft IT/Telcom plan for school	AF Director of IT	15-Mar	15-May
Operations/ IT	Draft Purchase Orders for systems hardware	NY IT Team Lead	1-Jun	15-Jun
Operations/ IT	Implement IT plan at school facility	NY IT Team Lead	1-Jul	15-Aug
Operations/ IT	<b>School Safety</b>			
Operations/ IT	Research and draft school safety plan (include schedule of required drills, etc.)	AF Director of NY Operations/Director of School Operations	1-Jun	1-Jul
Operations/ IT	Develop concise disaster/emergency plan for use by school leadership in the event of catastrophe	AF Chief Operating Officer	1-Apr	30-May
Operations/ IT	Train school leaders in safety/emergency plans	AF Chief Operating Officer	1-Aug	15-Aug
Operations/ IT	<b>School Reporting Requirements</b>			
Operations/ IT	Document school reporting requirements and train Director of School Operations (as point person)	AF Chief Operating Officer/Director of School Operations	1-Apr	31-Jul
School Start-Up	<b>Vendors &amp; Accounts</b>			
School Start-Up	Submit credit applications with key vendors upon chartering (based on Master Order List (MOL))	AF Director of NY Operations/Director of School Operations	1-May	15-May
School Start-Up	Establish service and vendor accounts for school	AF Director of NY Operations/Director of School Operations	15-May	1-Jun
School Start-Up	<b>Purchase Orders</b>			
School Start-Up	Generate comprehensive list(s) of school start-up supply needs (using MOL database)	Director of School Operations	1-May	1-May
School Start-Up	Create all purchase orders for school (textbooks, software, supplies)	Director of School Operations	1-Jun	15-Jun
School Start-Up	Place orders	Director of School Operations	1-Jun	15-Jul
School Start-Up	<b>Student Recruitment</b>			
School Start-Up	Outreach to local community-based organizations for help with recruitment	AF Director of External Relations, NY	1-Jan	1-Mar
School Start-Up	Meet with local Superintendent and area school leaders	AF Director of External Relations, NY	1-Jan	1-Mar
School Start-Up	Request mailing labels from district for recruitment mailing	AF Director of External Relations, NY	1-Jan	15-Mar
School Start-Up	Deploy recruitment mailing & conduct follow-up	AF Director of External Relations, NY	1-Mar	1-Mar

School Start-Up	Develop plan/format/presentation for AF Open Houses	AF Director of External Relations, NY	1-Mar	15-Mar
School Start-Up	Circulate/Post recruitment posters	AF Director of External Relations, NY	1-Mar	15-Mar
School Start-Up	Research and present at/attend key community functions	AF Director of External Relations, NY	1-Jan	15-Apr
School Start-Up	Open House 1	AF Director of External Relations, NY/School Leader	10-Mar	10-Mar
School Start-Up	Open House 2 & 3	AF Director of External Relations, NY/School Leader	17-Mar	28-Mar
School Start-Up	<b>Student Lottery &amp; Enrollment</b>			
School Start-Up	Plan Lottery (location, equipment/supplies, refreshments, third-party monitor)	AF Director of External Relations	1-Mar	31-Mar
School Start-Up	Conduct Lottery	AF Director of External Relations	16-Apr	16-Apr
School Start-Up	Contact parents and schedule students for placement testing	Director of School Operations/School Registrar	16-Apr	31-May
School Start-Up	Parent Meetings & Placement Testing	Director of School Operations/School Registrar	1-Jun	31-Jul
School Start-Up	Secure standardized test scores and other student data from the district	Director of School Operations/School Registrar	1-Jun	30-Jun
School Start-Up	Student Enrollment (collect required documentation, log into SIS)	School Registrar	16-Apr	31-Aug
School Start-Up	Students evaluated for Special Education Services needs in coordination with local CSE	AF Director of Special Education	16-Apr	30-Jul
School Start-Up	Develop Family Handbook (incl FERPA, FOIL, Open Mtgs) and distribute to new families	AF Director of NY Operations/School Leader	1-Apr	15-Aug
School Start-Up	Students assigned to classes (teachers provided with class rosters)	School Leader/Deans	1-Jul	4-Aug
Human Resources	<b>Staff Recruitment/Onboarding</b>			
Human Resources	Recruit and Train School Leaders (Principal and Deans)	AF Superintendent/AF President	1-Sep	15-Aug
Human Resources	Define and implement school-specific Teacher Recruitment Plan (incl. teacher certification reqs)	AF Superintendent/NY Recruitment Team Lead	15-Nov	30-Jul
Human Resources	Develop compensation scales for teachers/administrators	AF	1-Jan	15-Mar

		Superintendent/CFO		
Human Resources	New Staff Training	AF Superintendent/School Leader	4-Aug	15-Aug
Human Resources	Ensure compliance with finger printing and background check procedures/protocols	AF Director of NY Operations	1-Jun	30-Jul
Human Resources	Compile Staff Registration Packet (all non-instructional requirements, forms, policies/handbooks))	AF Director of NY Operations	1-Apr	15-Apr
Human Resources	Recruit and hire Director of Operations	AF Director of NY Operations	1-Mar	15-Apr
Human Resources	Recruit and hire Registrar	AF Director of NY Operations	1-Mar	15-Apr
Human Resources	School Operations Team Training	AF Chief Operating Officer/Director of NY Operations	1-May	1-Aug
Human Resources	Recruit & hire school-based IT Associate	AF Director of IT/NY IT Team Lead	1-May	15-Jun
Human Resources	Process/register all new school employees	Director of School Operations	1-Jul	15-Aug
Human Resources	Secure cell phone plans for principals, deans, and operations team	Director of School Operations	15-Jun	30-Jun
Human Resources	<b>Employee Benefits</b>			
Human Resources	Finalize benefits providers	AF Chief Operating Officer/CFO	1-Mar	15-May
Human Resources	Enroll all school staff in insurance and benefits	School Director of Operations	1-Jul	15-Aug
Human Resources	<b>Teacher Certification</b>			
Human Resources	Conduct teacher certification audit - define certification plan for all uncertified instructional staff	Director of School Operations/School Leader	1-Aug	30-Aug
Finances	<b>Accounting</b>			
Finances	Research and identify area accounting firm and auditor for approval/adoption by Board of Trustees	AF Director of Finance/CFO	1-Mar	30-Apr
Finances	Present proposed fiscal policies and procedures for adoption by Trustees	CFO	15-May	15-Jul
Finances	<b>Financial Software</b>			
Finances	Implement AF Financial Management System	AF Director of Finance	1-Jun	30-Jun
Finances	Implement AF chart of accounts	AF Director of Finance	1-Jun	30-Jun
Finances	Implement AF Bookkeeping procedures	AF Director of Finance	1-Jun	30-Jun
Finances	<b>Banking</b>			

Finances	Establish checking and business investment accounts	CFO	1-May	30-Jun
Finances	Apply for line of credit	CFO	1-May	30-Jun
Finances	Secure corporate credit cards for school leadership	AF Director of Finance	1-Jun	30-Jun
Finances	<b>Budget</b>			
Finances	Research and confirm revenue projections (public funding)	AF Director of Finance	1-Mar	30-Apr
Finances	Document billing/invoicing/reporting schedule for per pupil and other public revenues	AF Director of Finance	1-May	15-May
Finances	Draft and finalize school budget (derived from AF budget model) for approval by Board of Trustees	CFO/School Leader	15-Apr	15-Jul
Educational programming	<b>Special Education</b>			
Educational programming	Research Special Ed & Related Services Providers/recruitment channels for Special Ed Certified educators	AF Director of Special Education	1-Apr	30-May
Educational programming	Verify and document Special Ed revenue formula	AF Director of Special Education/AF Director of Finance	1-Apr	15-Apr
Educational programming	Develop Special Ed Services plan for school	AF Director of Special Education	1-May	30-May
Educational programming	Contract with providers/secure appropriate staff for provision of services to students in need	AF Director of Special Education	1-Jun	30-Jul
Other	<b>PR/Communications</b>			
Other	Public Announcement about School	Director of External Relations, NY	17-Apr	17-Apr
Other	School Opening Ceremony	Director of External Relations, NY	15-Sep	15-Sep
Other	Finalize designs for student recruitment materials	AF Communications Officer		1-Mar
Other	Finalize logo designs for school apparell and uniforms	AF Communications Officer	1-Mar	30-Apr
Other	Develop and produce school letterhead, etc.	AF Communications Officer	1-Mar	30-Apr
Other	Design and produce business cards for school staff	AF Communications Officer	1-Jun	30-Jul

## AF Central Brooklyn Action Plan: Academic & Culture

Bucket	Item	Network Point Person	School Owner	Begin	Final Due
Overall	School Priorities for the year	Superintendent	Principal	January	July
Overall	School Big Goals for the year, including interim measures	Superintendent	Principal	January	July
Overall	Staffing Plan	Superintendent	Principal	January	July
Overall	Hiring Staff (teachers, academic dean, deans of culture, and director of school operations, special service coordinator)	Superintendent	Principal	January	July
Overall	Clear Daily Schedule with Teacher Assignments & Core Expectations	Superintendent	Principal	June	August
School Culture	School Values	Regional Superintendent	Principal	April	August
School Culture	School Culture Common Picture	Regional Superintendent	Principal	January	July
School Culture	Behavior & Incentives System	Regional Superintendent	Dean of Students	July	August
School Culture	School Culture & Investment Calendar (joy, fun, events)	Regional Superintendent	Dean of Students	July	August
School Culture	Homework System	Regional Superintendent	Academic Dean	July	August
School Culture	Attendance System	Regional Superintendent	DSO	May	July
School Culture	Student Investment Plans	Regional Superintendent	Principal	April	July
School Culture	Family Agreements, Family Chats, and Recommitment Meetings	Regional Superintendent	Principal	May	July
School Culture	Family Handbook	Regional Superintendent	Principal	January	July
School Culture	August Training - School Culture	Regional Superintendent	Principal	January	July
School Culture	Physical Space Plan	Regional Superintendent	DSO	May	July
School Culture	Parent Contact Expectations & System	Regional Superintendent	Principal	May	July
School Culture	Student Organization System	Regional Superintendent	Dean of Students	July	August
School Culture	After-School Enrichment Program Plan	Regional Superintendent	Academic Dean	July	August

Reading	Accountable Miles on the Page Goals & Accountability System	Director of ELA Achievement	Academic Dean	July	August
Reading	Reading Program Overview / Philosophy	Director of ELA Achievement	Principal	January	August
Reading	Fundamentals of Instruction (FOIs) for each element of reading program	Director of ELA Achievement	Principal	January	August
Reading	August Training – Reading Program	Director of ELA Achievement	Academic Dean	July	August
All Subjects	Program Overview / Philosophy: Subject-specific	VP of Teaching & Learning	Principal	May	August
All Subjects	Subject-specific Fundamentals of Instruction (FOIs)	VP of Teaching & Learning	Academic Dean	June	July
Acad.Prog/Teacher Exp	Grading Expectations	VP of Teaching & Learning	Principal	May	July
Acad.Prog/Teacher Exp	Culture of Redo / Student Work Redo Teacher & Student Expectations	VP of Teaching & Learning	Dean of Students	July	August
Acad.Prog/Teacher Exp	Lesson & Unit Planning Expectations, including example lesson plans	VP of Teaching & Learning	Academic Dean	July	August
Teacher Development	August Training – Overview and Aims Sequence	Regional Superintendent	Principal	May	August
Teacher Development	Coaching Program Overview	VP of Leadership Development	Principal	April	July
Teacher Development	Friday Professional Development – Calendar and Repeatedly Do Protocols	VP of Leadership Development	Academic Dean	July	August
Intervention & Special Education	Intervention Triggers for each grade/subject area -- and clear program choices for interventions	Regional Director of Special Services	Academic Dean	July	August
Intervention & Special Education	Intervention Tracker & Roles/Resp for this	Regional Director of Special Services	Academic Dean	July	August
Intervention & Special Education	Special Education Program Design & Teacher Expectations	Director of Impact Strategy	Special Services Coordinator	July	August
Strong Management	Roles & Responsibilities for Deans, DSO	VP of Leadership Development	Principal	January	April
Strong Management	Goals, Learning Plans for Deans, DSO	VP of Leadership Development	Principal	January	July
Strong Management	Check –in Protocols, Key Data for Deans, DSO	VP of Leadership Development	Principal	July	August
Strong Management	Weekly Staff & Parent Memo Format & Process	VP of Leadership Development	Principal	July	August

## 26. Supplemental Information

- (a) If there is any additional information that the applicant thinks would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please provide a description of what's included and a rationale for its inclusion in the Response. If no supplementary information is necessary, please indicate so in this response.

Please find attached the following supplementary documents in support of the Achievement First Central Brooklyn Charter School Application. Each of the following document is referenced in a previous response, as indicated below.

Supplemental Document	Page
<b>May 21 Achievement First Brownsville Board Minutes</b> , indicating Board approval of this application. <i>Response 03 (a) p.1.</i>	1
<b>Sample ELA Lesson Plan</b> , as an example of the type of resources teachers will have. <i>Response 06 (a) p.2.</i>	7
<b>Sample ELA Unit Plan</b> , as an example of the type of resources teachers will have. <i>Response 06 (a) p.2.</i>	14
<b>Achievement First Essentials of Instruction Observation Rubric</b> , details the expectations for what constitutes excellent instruction at Achievement First Central Brooklyn. <i>Response 06 (c) p.7.</i>	38
<b>Achievement First Coaching the Essentials Handbook excerpt</b> , details the type of resources coaches have to support their work with teachers. <i>Response 09 (b) p.4.</i>	54
<b>Sample PD protocol: Debrief of Videotaped Lesson protocol</b> . Gives an example of one way that Friday PD will be used. <i>Response 09 (c) p.5.</i>	61
<b>Sample PD protocol: Looking at Student Work protocol</b> . Gives another example of a way that Friday PD will be used. <i>Response 09 (c) p.5.</i>	62
<b>REACH Rubric. Details expectation for character development.</b> <i>Response 10 (a) p.1.</i>	63
<b>Resumes for school leader candidates.</b> <i>Response 12 (b) p.6.</i>	65
<b>Sample Academic and Business Services Agreement for Achievement First Brownsville.</b> <i>Response 14 (a) p.1.</i>	69
<b>Achievement First Report Card Metrics</b> . These metrics are the primary internal outcome measure of effectiveness in achieving the mission. <i>Response 23 p.1.</i>	102

**Achievement First Brownsville Charter School  
Board of Trustees Meeting**

Meeting Minutes  
Monday, May 21, 2012

A meeting of the Achievement First Brownsville Charter School Board of Trustees was held on **Monday, May 21<sup>st</sup>** at AF Network Support Office, 510 Waverly Avenue, Brooklyn, NY.

The following board members, constituting a quorum, were in attendance:

**Kelly Wachowicz**  
**Chrystal Stokes**  
**Nicole Campbell**  
**Amy Arthur Samuels**  
**Max Polaner**  
**Lee Gelernt**

Also in attendance:

School staff:

**Michelle Kagan, Interim Principal**  
**Pascale Artamin, Director of School Operations**  
Guests: **Rondell Jerrick, AF Brownsville Elementary School parent**  
Achievement First Staff: **Guerschmide Saint-Ange**

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**I. Welcome**

Tony Siddall, Director of Governance and Authorizer Relations, opened the general board meeting at 6:11pm with a welcome to the scholars that were in attendance and a reading of the mission. Chastity Lord, Chief External Officer, then announced Miriam Raccah's departure from Achievement First and presented the new structure for Achievement First's External Relations team. She explained the rationale and opened the floor to questions - no questions were posed.

**II. AF Network Report**

Max Polaner, CFO, then presented an overview of the AF budget. He explained that AF at scale will be self-sufficient on public dollars at the same level of funding as the respective host districts (provided those funds are comparable to what the traditional public schools are receiving). He noted that at this time, the network is not quite there due to the fact that we start our schools small, with only one or two grades. He went on to explain that in Connecticut, our schools are not receiving the same funding as the local district. On the other hand, in New York our schools receive approximately \$13,000 which is almost equal to the local district, thus in New York, our schools are all almost operating solely on public dollars across all of our schools.

Mr. Polaner also shared that per pupil funding across the network has remained flat, which is something to celebrate. However, the network is receiving less from other important sources

like Title I—in NY the state cut allocation. But, he also noted that schools receive significant amounts of federal grants.

Across the network, the greatest expense included teachers and staff and this will increase with Teacher Career Pathway program. Mr. Polaner also noted that there is a possibility that with the change in mayor in New York City, facilities may no longer be free.

Mr. Polaner closed by asking the board to review the budgets and to pass them if they are agreeable. He then requested and responded to questions from trustees.

Guerschmide Saint-Ange, Associate Director of Advocacy and Parent Engagement was then introduced. Ms. Saint-Ange explained the process for recruiting and selecting parents to participate in advocacy training with an organization named Families for Excellence Schools (FES). She explained that parents that are trained with FES to work with our elected officials and support the expansion of charter schools across the state.

Then, two Achievement First parents, Shamona Kirkland and Nataki Crooks, were introduced to the board members and visitors. Ms. Crooks introduced herself and explained that her children (twins) have IEPs and AF has done a wonderful job of educating them. Ms. Kirkland then introduced herself and explained how she came to be involved in advocacy.

Ms. Saint-Ange asked the panelists to explain the skills they acquired through FES. Ms. Kirkland responded and talked about improved public speaking skills and an acquired interest in advocacy. She also noted that her experience has inspired her to attend Brooklyn College in the fall to study Political Science.

Ms. Saint-Ange then asked the parents to describe the most challenging part of being a parent advocate. Both parents responded that it is a challenge to inform other parents about advocacy.

### **III. Individual Board Meeting**

#### **a. Call to Order & Attendance**

The meeting was called to order at 7:00PM by Kelly Wachowicz, board chair.

#### **b. Open Session For Public Comment**

Rondell Jerrick is a parent with two scholars at AF Brownsville, 1<sup>st</sup> and 4<sup>th</sup>. He stated that he is a parent advocate for the school and meets with elected officials to talk about expanding this option for all New York City parents.

#### **c. Discussion of Principal's Report & Dashboard**

Michelle Kagan, principal, elementary academy:

Ms. Kagan began her principal's report with the successes of AF Brownsville Elementary. The academy is second in the network for best attendance at 98.1%, and Ms. Kagan attributes this success to working with families to alleviate attendance challenges, most of which are around

transportation issues. For instance, one of the scholars' families had to move to Coney Island, but did not want to leave the school. Because the family is outside of bus service, it is challenging for the scholar to get to school on time, but the leadership team at the school is working with the family. The second success Ms. Kagan reported was that the school is excited about two teachers who will be joining the leadership team. There were two positions open on the team (one vacancy because Ms. Kagan is moving into the principal seat, and another opening because of the natural growth of the school).

An additional success Ms. Kagan discussed was in the academic gains in 1<sup>st</sup> and 4<sup>th</sup> grade. The reading teachers in those grades are especially tenacious. Mrs. Arthur Samuels asked for Ms. Kagan to share more about the teaching differences in those grades. Ms. Kagan responded that in the lower grades, teachers are focused on finding great reading activities. However, 1<sup>st</sup> and 4<sup>th</sup> grade teachers are focused mostly on work mastery and not solely on the activities themselves. Mr. Jerrick, a parent in the school, interjected that he has two scholars at the school and can attest to the focus on reading; his 1<sup>st</sup> grader is two reading levels above the target 1<sup>st</sup> grade reading level. Mrs. Wachowicz asked how the leadership team decided to focus on mastery in ELA given the challenge in this area across the network and where best practices were acquired. Ms. Kagan responded that best practices were found both in and out of the network. Ms. Kagan further commented that these best practices have been shared with the other grades (2<sup>nd</sup> and 3<sup>rd</sup>) and that the entire teaching staff is looking to do more in the area of work mastery.

The board asked about the availability and purpose of summer academy for students. Ms. Kagan explained that summer academy is held to address academic needs. The board inquired about the summer curriculum and requested clarification about the basis on which scholars are required to participate. Ms. Kagan shared responses to each question.

Ms. Kagan then moved to the challenges the school is facing. One particular challenge is that there are still some students who are not yet proficient in ELA/reading. Ms. Kagan explained the ways in which these scholars receive additional support: spending a lot of time with the Kaplan tutor 3-4 times a week, additional intervention with teachers, and strong support from current interns on track to become teachers. The board asked Ms. Kagan to discuss the common factors the school believes contribute to the students' challenges, including academic challenges and/or multiple absences.

The board asked how the school sees this happen with students who have IEPs. Ms. Kagan explained that the school considers what would be the best support for that child based on their IEP and what the data indicates. For other students without an IEP, the best way to support the student may be to have them repeat the grade so as to set them up for success in subsequent, more challenging grades.

Tracy Epp, Chief Academic Officer, elaborated on the ways in which the school supports students who do not have IEPs and continue to struggle after multiple interventions. The study team helps us to determine whether we should pursue an evaluation, which could result in a student getting an IEP. Ms. Epp continued to explain the school's rationale and practices for supporting scholars with IEPs who require specific settings.

The board asked about the percentage of scholars in the district in different settings. Ms. Epp noted that the Director of Special Services, Christina Braganza, would have this information. At the school-site, the special services coordinator works with the local CSE to produce the best IEP for the child. The school serves a good number of students who have IEPs. There are very few students with IEP so specialized that the school cannot serve them. One of the network priorities over the next 3 years is to figure out how to provide services to these students and be the charter model for special education services.

The board asked about the services AF provides and how those services are shared with the local school district. Ms. Kagan and Ms. Epp shared responses to these questions and further explained both the complex nature of providing special services resources and Achievement First's goals to become the model for charter organizations looking toward building strong special education programs.

The board and Ms. Kagan further discussed special services and attrition in detail, highlighting a few specific instances in Ms. Kagan's principal report. Ms. Kagan shared out on lessons learned from these experiences and the board expressed their strong interest in partnering with AF to ensure minimal attrition across schools. The board, Ms. Epp, and Ms. Kagan continued to discuss this topic as it relates to AF Brownsville and the entire network.

Ms. Kagan then moved on to invite the board to upcoming events at AF Brownsville. She highlighted the Stepping up ceremony for Kindergarten and 4<sup>th</sup> grade, as well as the Arts and Culture night.

#### **d. Parent Representative Report**

Mrs. Moore reported that the last Family Leadership Council (FLC) Meeting was on May 10<sup>th</sup> and there were 12 parents in attendance. The topic of discussion was the 4<sup>th</sup> grade stepping up ceremony. Mrs. Moore explained what families had decided to fund for the ceremony. Ms. Moore explained families' concern over the proposed attire and Ms. Wachowicz offered to check in with Ms. Kagan and Ms. Artamin to help reach a solution.

Mr. Jerrick shared more about his experience reaching out to elected officials in the community and shared his desire to engage more parents in this work on behalf of students. Ms. Wachowicz invited Mr. Jerrick to future board meeting to share his observations and information about parent advocacy.

#### **e. Treasurer's Report**

##### **1. Review and Approval of Financial Report**

Max Polaner presented financial reports through April 2012.

Max Polaner reported that New York per pupil funding has remained flat at \$13,527 since 2010. Mr. Polaner did acknowledge that given the political environment, this is good news given that charter schools could have faced cuts in per pupil funding. To respond to flat funding, Achievement First academies are encouraged to increase enrollment to serve more scholars and to cover increased expenses. Mr. Polaner also highlighted that part of the increased spending is from the implementation of the Teacher Career Pathways program.

## **2. Review and Approval of School Budget**

Chrystal Stokes Williams reported that Achievement First Brownsville Elementary School is now at full size and generating surpluses that will be used to offset deficits at the middle school. Next year, Ms. Williams continued, is the founding year of the middle school and the deficit will be offset by both surpluses at the elementary school and releases from the board reserves. Ms. Williams recommended that the \$602,000 deficit of the middle school be covered by the \$785,000 board reserves from the elementary school. By using the board reserves, no additional philanthropy will be required.

After discussion, Amy Arthur Samuels moved to approve the 2012-2013 School Budget as presented, and Chrystal Stokes Williams seconded the motion. Max Polaner abstained. The motion carried with unanimous approval of the Board.

### **f. Review and Approval of Meeting Minutes – March 26, 2012**

The Board of Trustees reviewed minutes from the March 26, 2012 meeting.

After discussion, Lee Gelernt moved to approve the minutes as presented, and Chrystal Stokes Williams seconded the motion. The motion carried with unanimous approval of the Board.

### **g. Board Resolutions**

#### **1. Review and approval of plan to apply for new charter (Tony Siddall/Kelly Wachowicz)**

Tony Siddall, Director of Governance and Authorizer Relations, shared information about the new charter application. Achievement First is submitting a letter of intent this Friday, May 25th. Guerschmide Saint-Ange, Team External Relations, has reached out to elected officials and Devyn Humphrey, also a member of Team External Relations, has reached out to 30 Community Organizations and the CPP. Mr. Siddall explained that the purpose of this outreach effort is to build community relationships first to get more resources for schools. He is also looking to get feedback on the Achievement First model. Mr. Siddall explained that he has received feedback that families have trouble navigating the system of schools and may not be aware of all of the options in the neighborhood. In response to this, the external relations team has constructed the street teams who take the message directly to parents. Mr. Siddall also stated that there has not yet been any feedback specifically about the school model or school culture.

As part of the next phase, an application will be submitted to SUNY on July 2<sup>nd</sup>. Mr. Siddall further explained that SUNY has two areas of concern and are excited to partner with AF on: first, focus on improving ELA across the network's middle schools. Mr. Siddall explained the ways in which AF has worked to improve this. The second area of concern for SUNY is the Aspire Charter that has been postponed because Achievement First is looking for the best school leader to lead AF Aspire. Mr. Siddall pointed out that there are two identified school leaders, (one for Aspire and one for Charter 8), that the board would be able to consider hiring. Mr. Siddall was clear that, as part of the application process, Achievement First is spending a lot of energy on these two areas of concern.

Mrs. Wachowicz expressed her support of the AF Brownsville Board of Trustees also serving as the governing board for the eighth charter that Mr. Siddall presented to the board. Mrs. Wachowicz made reference to some points of concern for the board to consider, including how to absorb the additional reporting effort. Mr. Siddall has been working on how to have a more streamlined a reporting process to distribute information to the board more efficiently given the growth of AF Brownsville and the governance of this new charter. Mrs. Wachowicz opened the floor up for questions from the board. The board discussed meeting structure and reporting and Mr. Siddall encouraged further discussion with the board on these matters. The board also discussed the combined renewal and application conversation with SUNY. Ms. Wachowicz proposed starting a subcommittee that can engage more deeply in the new charter process and adding one to two additional board members to help with the added work.

After discussion, Kelly Wachowicz moved to approve the plan to apply for new charter as presented. Chrystal Stokes Williams seconded the motion. The motion carried with unanimous approval of the Board.

#### **h. Adjournment**

The meeting was adjourned at 9:38PM by Kelly Wachowicz, board chair.

Minutes Taken By: Guerschmide Saint-Ange, Team External Relations



**Lesson #5**

<b>Teacher:</b>	<b>Date:</b>	<b>Subject:</b> Reading	<b>Class:</b>
<b>Unit:</b> Comparative Fiction and Non-Fiction			
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>Why do people read non-fiction?</li> <li>What strategies do I use to read different kinds of non-fiction?</li> <li>How do I make connections across multiple texts to pull out themes and universal concepts?</li> <li>Is the desire to survive part of human nature?</li> </ul> <p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>Reading non-fiction is essential to gathering information about the world.</li> <li>Reads of non-fiction must distinguish between essential and non-essential information to inform themselves on a subject.</li> <li>Great readers make connections across genres and texts to build deeper understandings about their world.</li> <li>When confronted with obstacles, human beings will do everything possible to survive.</li> </ul>			
<p><b>Common Core State Standard(s):</b></p> <p>RI.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>			
<p><b>Lesson Aim:</b></p> <p>Readers will be able to:</p> <ul style="list-style-type: none"> <li>Identify two or more key ideas in a text by examining and paraphrasing the topic sentences of body paragraphs.</li> </ul>		<p><b>Assessment:</b></p> <p>Collect, score and give written feedback on:</p> <ul style="list-style-type: none"> <li>Exit ticket</li> </ul> <p>Read <i>Hatchet</i>, pages 63 – 70 on your own. Answer the questions that follow:</p> <ol style="list-style-type: none"> <li>1. What is one key idea in this passage?</li> <li>2. Summarize this passage.</li> </ol>	

<p><b>Agenda:</b></p> <p>Do Now/Hook [5 ]</p> <p>Model: Wilderness Overnight [15 ]</p> <p>With a Partner: Use of Plants [15 ]</p> <p>On Your Own: Hatchet [20]</p> <p>Exit Ticket and Reflect [5 ]</p>	<p><b>Supplies:</b></p> <p><b>Model Text:</b> How to Survive in the Wilderness Overnight  <a href="http://www.coastportland.com/articles/how-to-survive-in-the-wilderness-overnight/">http://www.coastportland.com/articles/how-to-survive-in-the-wilderness-overnight/</a></p> <p><b>Shared Text:</b> Survival: Use of Plants  <a href="http://www.wilderness-survival.net/chp9.php">http://www.wilderness-survival.net/chp9.php</a></p> <p><i>Hatchet</i></p> <p>EBQs (in packet or to be copied into notebook)</p> <p>Exit tickets</p> <hr/> <p><b>Homework:</b></p> <p>Read <i>Hatchet</i> (pages 63 – 81). Then, answer the questions that follow.</p> <p>What causes Brian to call for his mother at the beginning of the chapter?</p> <p>In this chapter, we discover more details about the Secret. What do we learn?</p> <p>What does Brian think when he sees his reflection in the lake?</p> <p>Does Brian decide to eat the gut cherries again? Why or why not?</p> <p>How does Brian describe the bear? Use at least three details to support your answer.</p> <p>What animal does Brian discover at the beginning of chapter 8?</p> <p>What does Brian try to do to the animal?</p> <p>Explain Brian’s dream.</p> <p>What does Brian realize about the importance of the hatchet?</p> <p><b>EBQ:</b> Summarize chapter 8 of <i>Hatchet</i>.</p>
<p><b>Do Now/Hook [3 minutes]:</b></p> <ol style="list-style-type: none"> <li>Brian consumes two things in this chapter. Which two things does he consume? <ul style="list-style-type: none"> <li>A. rabbit and lake water</li> <li>B. berries and beaver</li> <li><b>C. berries and lake water</b></li> <li>D. fish and lake water</li> </ul> </li> <li>Who is Perpich and why is he important to Brian?</li> </ol>	
<p><b>Connection [ 2 minutes]:</b></p> <p>We’ve been reading about survivors of all kinds. We’ve read about Elie Weisel, Christopher Reeve, survivors of the</p>	

Japanese earthquake and a survivor of the wilderness.

Today, we're going to read about how to survive in the wilderness overnight. Brian, our protagonist in *Hatchet*, really could've used these tips before his plane crashed!

Let's take a look at our aim. Yesterday, zoomed in on the introduction and conclusion to determine key ideas in the text. Today, we're going to zero in on the topic sentences of each paragraph to help us identify the key ideas in each text.

The introduction and conclusion gave me great clues to the big ideas of the text, but in non-fiction I can usually count on one other place to give me important clues – the topic sentences of each paragraph.

**Control-the-Game Guided Reading:[ 15 minutes]**

Let's start by taking a look at the title, subtitles and visuals. What do you think this article will be about? Be specific.

(take responses)

Let's begin reading.

<http://www.coastportland.com/articles/how-to-survive-in-the-wilderness-overnight/>

**Mid-story interruptions (LTL questions, Drop-it-in, EBQs):**

Anticipated Confusion: W= Word P= Phrase S= Story Shift/Plot AP or AC= Author's Purpose/craft

Page #	Detail	Anticipated Confusion	Type of Interruption (LTL, Drop-it-in, EBQ)	Question
1	"...for escaping the demands of daily life."	Topic Sentence	Annotation	Let's pause and annotate here, since this is our first topic sentence.  I'm going to write (and you can join me): <b>"Hiking in the wilderness can be a relaxing escape!"</b>
1	"...fight for survival."	Paragraph	LTL	What does the author try to warn us about the wilderness?
2	"...hiking trip into a nightmare."	Topic Sentence	Annotation	Let's write:  <b>"There's a chance you could get lost in the wilderness!"</b>
3	"forays"	Word	Drop It In	Expeditions, trips
3	"...and how to use it to stay alive."	Topic Sentence	Annotation	Let's write:  <b>"Have a plan in case you get</b>

				lost”
Stop after paragraph 3	CFU	CFU	CFU	<p>Which of the following could be a key idea of this text?</p> <p>A. When hiking in the wilderness, it’s important to have a plan in case you get lost.</p> <p>B. Hiking in the wilderness can be a very pleasurable activity.</p> <p>C. Hikers who stray from the path have a higher likelihood of getting lost.</p> <p>D. There are five basic essentials for survival.</p>

**Guided Practice [10 minutes]**

You’re now going to apply this same skill to a new text with a partner. You’re going to read “Survival: Use of Plants.” As you read, I want you to make an annotation for each topic sentence. When you’re finished, answer the following questions:

1. What is one key idea in this text?
2. Summarize the article.

Quick CFU:

Let’s come back together to take a look at your work. I’m going to cold call on a few scholars to share with us.

(Cold call on a few scholars to see what they’ve written. If desired, you can place scholars’ work on the document cam.)

**Independent Practice [20 minutes]**

Read *Hatchet*, pages 63 – 70 on your own. Answer the questions that follow:

3. What is one key idea in this passage?
4. Summarize this passage.

**Exit Ticket: [5 minutes]**

*Administer and collect the exit ticket. With time remaining, review responses. Highlight individuals and/or the whole class for work that was well-done (academically, behaviorally, and procedurally).*

Read *Hatchet*, pages 63 – 70 on your own. Answer the questions that follow:

1. What is one key idea in this passage?
2. Summarize this passage.

(Note: you can add other comprehension questions here as well, including spiraled review from the previous day's aim. If scholars finish their exit ticket early, they can begin on tonight's reading.)

## MODEL

### How to Survive in the Wilderness Overnight



Hiking in the wilderness can bring about a sense of tremendous peace and relaxation, and the Pacific Northwest offers plenty of deep forests and long stretches of wilderness for escaping the demands of daily life. The farther you stray from the beaten path, however, the greater the chances your situation might change, transforming peace and relaxation into a fight for survival.

Becoming lost in the woods is always a real possibility, and dangerous terrain, unpredictable weather or aggressive wildlife can turn a simple hiking trip into a nightmare. Every spring and summer, the newspapers report stories of lost hikers and the resulting search and rescue missions. The hikers whose stories have happy endings can usually attribute their survival to a combination of luck, smarts and emergency preparedness.

As you plan your spring and summer forays into the woods this year, it's also a good idea to plan how you would survive if you became lost. There are five basic essentials for wilderness survival: fire, shelter, food, water and first aid.

## GUIDED PRACTICE

### SURVIVAL USE OF PLANTS



*After having solved the problems of finding water, shelter, and animal food, you will have to consider the use of plants you can eat. In a survival situation you should always be on the lookout for familiar wild foods and live off the land whenever possible.*

*You must not count on being able to go for days without food as some sources would suggest. Even in the most static survival situation, maintaining health through a complete and nutritious diet is essential to maintaining strength and peace of mind.*

*Nature can provide you with food that will let you survive any ordeal, if you don't eat the wrong plant. You must therefore learn as much as possible beforehand about the flora of the region where you will be operating. Plants can provide you with medicines in a survival situation. Plants can supply you with weapons and raw materials to construct shelters and build fires. Plants can even provide you with chemicals for poisoning fish, preserving animal hides, and for camouflaging yourself and your equipment.*

<http://www.wilderness-survival.net/chp9.php>

## Unit 3: Literature and Writing

### Introduction, Overview, Summative Assessment, Aims, and Calendar

#### Table of Contents

[Literature class](#) and [writing class](#) unit introductions and overviews

[Summative Assessment](#)

Aims for [literature class](#) and [writing class](#)

Unit calendars for [literature](#) and [writing class](#)



### 5<sup>th</sup> Grade Literature Unit 3 Overview – Comparative Fiction and Non-fiction

In unit #2, scholars enhanced their understanding of narrative elements by building skill in narrative nonfiction biographies. Because the text read like fiction, students were able to build connections from unit #1 to summarize and identifying story elements. Unit #3 is intended to build student understanding of nonfiction by examining more traditional nonfiction articles. Students will summarize, identify the main idea and essential details and make inferences about texts as they familiarize themselves with the new characteristics of this genre. But most importantly, scholars will analyze nonfiction to draw similarities and differences and build connections across multiple texts. The connections will across multiple texts and multiple genres will be essential in pushing student thinking and preparing them for rigorous work on paired passages.

The core of this unit is non-fiction and scholars will read numerous non-fiction texts about survival. These bundles will be paired with classic Gary Paulson books of survival and courage. Please note that the 5<sup>th</sup> grade scope and sequence document, there are two recommended text to which this unit could be adapted. Both Hatchet and Woodson are fictional Gary Paulson stories focused on the theme of survival. Depending on the range of reading levels in your class, select the novel you think will best meet the needs of your students. However the Paulson novel is not the primary focus of the unit, nor are the majority of the aims meant to be applied to a fictional text. The novel serves as a way to build connections across genres and ground student understanding in a fictional narrative. Because the novel is not the centerpiece of the unit, teachers will need to be creative about working through the books and may need to assign the novel as homework, buy books on CD or find extra time during skills lessons or book club blocks.

For all “bundled” nonfiction texts, videos and images are provided here on the shared server: [Curriculum](#) > [Shared Documents](#) > [Middle School](#) > [Literature](#) > [Book Lists Text Samples](#) > [Text Pairings](#) > [Booklists.Bundle sheets](#)

This reading unit is designed to complement the third unit of study for writing class, which will focus on literary essays. In writing class, scholars will craft an expository piece where they express and defend their own opinions about a text. Collaboration between reading and writing teachers (if both subjects are not taught by the same person) will be helpful to the successful implementation of the unit. You will also want to ensure that in writing class, reading aims are reinforcing the way you teach skills and strategies in your own classroom.

Before beginning this unit, use scholars’ summative data from the previous unit to make adjustments to lessons. The summative assessment for this unit is attached in this document. You should regularly formatively assess your scholars during lessons and on weekly quizzes to inform the shape of your unit and to compare with the summative data you receive. The aims of this unit will also be assessed on IA #2.

Unfortunately, there are fifteen aims listed below for the fifteen day unit, which leaves little in the way of flexible time. However, the aims and overview are meant to serve as a guide and two of the aims are spiraled during the course of the unit. If your formative data suggests you need to make adjustments, feel free to do so or use independent practice to pull small groups and reteach.

Alongside the lesson aims are spiraled skills that should have been explicitly taught in earlier grades and are therefore embedded in the foundational lessons, rather than explicitly re-taught. If diagnostic data reveals that scholars need remediation of some of these concepts, the three flex days are built into the aims calendar for this purpose.

**Common Core State Standards: Literature**

RI.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Essential Questions:**

Why do people read non-fiction?

What strategies do I use to read different kinds of non-fiction?

How do I make connections across multiple texts to pull out themes and universal concepts?

Is the desire to survive part of human nature?

**Enduring Understandings:**

Reading non-fiction is essential to gathering information about the world.

Readers of non-fiction must distinguish between essential and non-essential information to inform themselves on a subject.

Great readers make connections across genres and texts to build deeper understandings about their world.

When confronted with obstacles, human beings will do everything possible to survive.

**Unit Goals****Readers will:**

Identify and use reader's tools to locate key information in text, including: a table of contents, a glossary, an index, and a pronunciation guide.

Use visuals, graphics, and other text features to infer main idea of a text

Analyze supporting details to confirm or revise their inferences.

Analyze author's presentation of ideas through anecdote, compare/contrast, and cause and effect.

Synthesize information from multiple texts to speak and write knowledgeably about a topic.

### Grade 5, Writing Unit 3 Overview – Literary Essay

#### Literary Essay: Unit Goals

This is the first of two back-to-back literary analysis units. In this unit, students can write about a book that they've read independently or in book club. In the next unit, students will focus on the novel read during the first literature unit of the year. This six week focus on literary essay will allow you to emphasize important skills and allow your students ample time for practice during class. As students develop their ideas about text, they should focus on different ways to state their opinion of the text and various viewpoints that they might have. Help your students create these strong opinions by having them think about:

**How the book made them feel and why** – what happens in the book (what they liked/disliked/felt as readers and why they liked/disliked/felt that way),

**Reading like writers** – what the author did as a writer and how the author crafted the story (description, pacing, character development, plot development); they should connect this to the learning that they did during unit 1 where they crafted personal narratives.

Then, have them dive back into the text and find the relevant evidence that reinforces their point or opinion.

The goals for this unit are for your young writers to be able to write a multi-paragraph\*literary essay about a book or author read this year. Each literary essay should include:

a clear topic sentence that states an opinion

logically ordered reasons

details that support the reasons

- details from the book,
- details about the author's craft, *and*
- details about the student as a reader e.g., how the book makes them feel

logically grouped ideas

\*If students are unable to organize a paragraph logically, this unit should focus on teaching the aims at the paragraph level instead of the essay level. This depends on how well students did during the paragraph focus of unit 2 (although the writing mode is different for this unit as students are writing in the opinion or argument mode, the skills that they learned in the last unit are of course, transferable) and how ready they are to write multi-paragraph essays. By the end of this unit, students should be writing individual paragraphs that are logically structured and well-organized. And, they should be ready /almost ready to link those paragraphs together.

This unit is not directly tied to the current literature class unit. However, it will be helpful to check in with the literature teacher to get a sense of what students notice while they are reading and where confusions lie. Additionally collaborate with the literature teacher to create consistency and cohesion in the way skills are taught and talked about. As you think about how students respond to text, the literature teacher's knowledge will be a **huge** asset to your thinking and lesson development.

**Continue with the habits of good readers and writers** already established. Be sure to utilize Writer’s Notebooks to have children explore their thoughts about books and authors in addition to previous modes studied (informational and narrative). Track student work and make sure that students can track their own work and reflect on their own success and failures by keeping track of grades and analyzing their work so far this year.

**Language / Grammar Standards** As you review the unit calendar, you can see how language/grammar lessons are woven into the writing work across the unit. Be sure to teach language aims in a way that allows students to reach the application stage of Bloom’s taxonomy and make sure that they try the objective within the context of their own writing.,

**Model and think aloud** To access the critical thinking skills needed to analyze author’s craft and write about it, students will need to see you analyzing text, modeling writing and thinking-aloud to demonstrate the depth of your own thinking.

## **Common Core State Standards**

### **Writing Standards**

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W.5.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

**W.5.1b** Provide logically ordered reasons that are supported by facts and details.

**W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.5.1c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

**W.5.1d** Provide a concluding statement or section related to the opinion presented.

**W.5.4** *Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience.*

**W.5.5** *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28-29 of the Common Core Standards. See the "Language Standards" tab for the language standards.)*

**W.5.6** With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**W.5.9a** Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

**W.5.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

***Italicized standards need to be spiraled into every unit.***

**Language Standards**

**L.3.1d** Form and use regular and irregular verbs.

**L.3.1e** Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

**L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.

\*Standard **W.5.6** calls for students to use technology to produce and publish writing. Incorporate this standard into your classroom practice whenever you are able to do so.

**Essential Questions:**

How does the way an author tells a story impact our understanding and feelings about the story?

Why do we need to evaluate what we read?

How can I validate my opinions?

How do my peers and interactions with others help me to better understand literature?

How do my language and grammar skills impact my ability to share my ideas?

**Enduring Understandings:**

The way an author tells a story impacts our understanding and feelings about the story.

Thoughtful and reflective readers form opinion about what they read and how authors write.

Valid judgments are text supported.

Interacting with others about literature provides a basis for analyzing and writing about literature

Clear and proper presentation of complete thoughts is essential to communicating ideas in written and oral language.

**Unit Goals**

The goals for this unit are for your young writers to be able to write at least one multi-paragraph\*literary essay about a book or author read this year. Each literary essay should include:

a clear topic sentence that states an opinion

logically ordered reasons

details that support the reasons

- details from the book,
- details about the author's craft, *and*
- details about the student as a reader e.g., how the book makes them feel

logically grouped ideas

### **Unit Assessments**

Below are descriptions of the diagnostic, formative and summative assessments for Unit 3. The formative assessments may be used daily, weekly, and in combination to measure scholars' progress toward unit goals. The summative assessment should be delivered uniformly across the grade in order to accurately measure scholars' achievement.

Diagnostic	Formative	Summative
F&P scores ELA State Test scores IA 1 data (per standard) Scholars' self-assessment, reading survey and goals sheet Summative data from Unit 2 On-demand writing prompts	Do Nows Class work artifacts from reading notebooks, graphic organizers, class or small-group discussions, etc. Scholar-teacher conferences Weekly Quizzes Homework Exit tickets	Unit 3 Summative Assessment IA 2

### **Data Tracker**

Use spreadsheets and data trackers to log and track your scholars' progress throughout the unit. The summative assessment is aligned to the aims for the unit. However, you should analyze diagnostic data before beginning the unit to determine which (if any) aims need to be modified, dropped or included to make the unit fit the needs of your scholars. Additionally, you should regularly collect formative data on your scholars' progress, especially for aims that may not be tested on the summative assessment. More data points per aim will give you a clearer picture of your students' progress.

**Summative Assessment**

**Part 1:**

**D**irections

Read this article about Frank Buck, an early 20th-century adventurer who captured wild animals for zoos. Then answer questions 11 through 15.



# Trapped by a King Cobra

by Robert Kraske

"We want a king cobra! A big one!" read the cablegram from Dr. Raymond Ditmars at a New York zoo.

Frank Buck hesitated. Of all the creatures in the jungles of Asia, the king cobra is the most vicious.

Buck knew jungle animals. In the early part of the 20th century, the world-famous adventurer collected elephants, tigers, leopards, orangutans, Indian rhinos, monkeys and tropical birds in the jungles of Southeast Asia. He sent the creatures to zoos in America.

Although this type of career might not be acceptable to some today, he was known

then as an animal lover and preservationist.

He personally cared for the animals he captured.

And he sold only to zoos that he knew would treat the animals with respect.

preservationist – one who protects animals

Buck had been in danger before the snake hunt. A man-eating tiger once swatted a powerful paw and missed Buck's face by inches. A spitting cobra temporarily blinded him with a jet of venom. An angry orangutan nearly caught him in a death grip.

Buck, whose first catch was a 28-foot python in 1912, knew the king cobra was

the only animal that would deliberately attack a man.

#### **Biting Evidence**

Most poisonous snakes bite and inject a few drops of venom, then retreat. A king cobra bites, chews and pumps in a tablespoon of venom until its poison sacs empty. The venom attacks the nervous system. Victims feel dizzy. Vision blurs. The heart beats rapidly. Breathing becomes hard. Death soon follows.

One day an old trapper arrived at Buck's camp in the jungles of Southeast Asia. The man placed a rotting box on the ground. Carefully, Buck raised the lid. Inside coiled a huge, olive-brown king cobra. Quickly, he jammed the lid shut.

The camp carpenter built a teakwood box for the cobra. As a camp worker carried the trapper's old box toward the new one, he stumbled and fell. The old box broke apart, and the snake wriggled free.

#### **Can't Run, Can't Hide**

Workers in the shed ran. Buck was caught

in a dead-end walkway. The king cobra raised its hooded head. Bronze eyes fastened on Buck. Hissing, the snake glided toward Buck.

The big snake lunged, barely missing his knee as Buck side-stepped.

Instantly, the king cobra whipped back, ready for a second strike.

Desperately, Buck pulled his white duck jacket over his head. He threw himself at the cobra's raised head and caught it in the folds of the jacket. He fell on the squirming reptile. With the help of camp workers, he squeezed the angry cobra into the new box.

"I was more afraid than at any other time in my long years of handling wild animals," Buck said.

Months later, the king cobra was delivered to Dr. Ditmars in New York. He was delighted with the "big one" he ordered. From nose to tail, it measured  $13\frac{1}{2}$  feet. It was the largest king cobra ever captured alive.

1. In the space below, summarize this article:

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Recall and synthesize key text details by summarizing text.  
Identify two or more key ideas in a text by examining and paraphrasing the topic sentences of body paragraphs.

2. Why was Frank Buck considered an animal lover?
- He took good care of the animals he trapped.
  - He kept many of the animals he caught as pets.
  - He sold the animals to any zoo that wanted them.
  - He captured deadly snakes to protect other animals.

Identify evidence to prove or contradict a general statement about a passage

3. Based on information in the article, how did Frank Buck feel about the animals he captured?
- He disliked them.
  - He respected them.
  - He felt sorry for them.
  - He was angered by them.

Confirm or revise an inference (based on visuals, title, and subtitles) about the key ideas of a text by analyzing the supporting details of a passage.

4. What conclusions can you draw about the kind of person Frank Buck was? Use one piece of evidence to support your answer.

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Support statements and inferences about a text by providing relevant supporting details.

5. The text features in this article give you information about...
- The definition of unknown words
  - A glossary of key terms
  - How to pronounce a difficult word
  - None of the above

Identify the table of contents, glossary, index, and pronunciation guides and locate information about the text by using each reader's tool.

6. What caused Frank Buck to be nervous about capturing a king cobra?
- A king cobra once temporarily blinded him
  - Buck knew that the small teak box would not hold the cobra
  - king cobra's attack human's on purpose
  - Buck disliked snakes of all kinds

Examine the relationship between two events in a text by determining how one caused the other.

7. One key idea in the text might be...
- Hunting is always a thrilling adventure if you are prepared.
  - Never threaten nature because it is far more powerful than you are.
  - Zoos are filled with animals that are hunted from the wild.
  - To survive in difficult situations, you must be brave and keep your cool.
- Identify two or more key ideas in a text by examining the introduction and conclusion.
8. Based on the context, the word vicious in paragraph two most likely means:
- Dangerous and brutal
  - Large and creepy
  - Rare and unknown
  - Harmless and innocent
9. From the subheading “Biting Evidence” we can infer that...
- Being bitten by a cobra is dangerous
  - The King Cobra bites all animals it comes across
  - There is evidence that King Cobras are less dangerous when they bite
  - All of the above

## Surviving an anaconda attack:



Anacondas are gigantic snakes that are typically found in the Amazon jungles of South America. They are the world’s largest snake; typically anacondas grow as large as fifty feet long and 550 pounds! Despite their size, anacondas can climb trees and move quickly through the jungle. They are particularly dangerous because they can both bite you and squeeze you to death. Few creatures know how to survive an anaconda attack and as a result, they are as deadly as can be.

*A group of scientists examines a dead anaconda in the Amazon*

If you are ever attacked by an anaconda, do not run and do not panic. If you run you will not get away. If you panic, the anaconda will know you are alive and will constrict you to death. Simply lie down on your back and calmly wait.

The anaconda will circle around and bump you several times to see if you move. This process might take 10 to 15 minutes; just stay still. Be patient. Anacondas prefer to swallow prey from the feet rather than the head. However, once an anaconda opens its jaw, it cannot close it. This will be your opportunity to save yourself. The anaconda will then go to your feet and begin to slowly swallow them. Do not move. It will take some time for the anaconda to work its way up your lower legs. **Again, be patient and do not panic.**

### ***Above All Patience!***



It will take anywhere between 10 to 20 minutes for the anaconda to reach your knees. During that time you are to remain still. Be patient. Do not panic. Once the anaconda reaches your knees, slowly reach to the sheath on your belt and carefully pull out your jungle knife. Once you have a firm grip on your knife, gently place it, with the blade up, where the side of your leg ends and the anaconda's mouth begins. Now, in a swift and violent motion, thrust the knife into the side of the snake's mouth and firmly pull up. This will sever its brain from its spinal cord. Quickly step out of the snake's mouth and

go back to camp.

### ***Leave Home Prepared!***

Remember, this will only work if you are prepared. Be sure you have your jungle knife and be absolutely positive that your knife is sharp!

10. What is one piece of information you learned about the article from the text features?

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Identify the visuals, title and subtitles of a text and infer the key ideas of a text by interpreting them.

11. Compare and contrast the two passages. In what way are they similar? In what way are they different?

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Explain the similarities and differences between two texts on the same topic by comparing and contrasting the two.

12. Which text would be most useful to a traveler? Use evidence from the text to explain your answer:

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Evaluate two or more texts about the same topic by judging the quality of information and presentation.





### Part 3: Language Standards

Read the passage below, and then answer the questions that follow:



Christopher Furlong/Getty Images

I just drove my son up the East Coast to drop him off for his first year of college. It was a bittersweet moment. I'll miss him and I'm thrilled for his future and his independence. And, when I get back home, I had to find the perfect song to crank up as loudly as possible in my empty nest.

1. What is one irregular verb used in the passage? \_\_\_\_\_
2. What is its infinitive form? \_\_\_\_\_
3. What is one regular verb used in the passage? \_\_\_\_\_
4. In sentence 4, one of the verbs is used incorrectly. Circle it. Then explain why it is used incorrectly in this paragraph. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. In which of the following sentences is the irregular verb used incorrectly?
  - a. When I am a college student, I lived at home with my parents.
  - b. I never realized that kind of freedom.
  - c. But I do remember listening to a great song and thinking about how great it was to be out of high school, and to be thought of as an adult.
  - d. It was the perfect tune.
  - e. And so, when I got home from dropping my son off, I put it on and cranked it up.
6. Explain how you knew the answer in number 5.  
 \_\_\_\_\_  
 \_\_\_\_\_
7. Rewrite the following sentence in the simple past tense.
  - a. I will pick a tune to announce my feelings.

b. \_\_\_\_\_  
 \_\_\_\_\_

8. Pretend you are a college student. Write a paragraph about your first day at college as if it were today. Be sure to include:

- a. Two irregular verbs in the simple present tense (box them)
- b. Three regular verbs in the simple present tense (circle them)

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9. Now, pretend you are you. 😊 Write a paragraph in the simple future tense about the day you graduate from college.

- a. Two irregular verbs in the simple future tense (box them)
- b. Three regular verbs in the simple future tense (circle them)

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Section 3 = \_\_\_\_\_ /19  
+ Section 2 = \_\_\_\_\_ /34  
Total = \_\_\_\_\_ /53 = \_\_\_\_\_ %

<p><b>Teacher and Parent/Guardian Comments:</b></p>          
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Literature Class Primary Aims	Secondary Skills to be Spiraled into Literature Lessons
1. Recall and synthesize key text details by orally summarizing text.	Paraphrasing Identify important details
2. Identify the visuals, title and subtitles of a text and infer the key ideas of a text by interpreting them.	Identify who what where when why Characteristics of non-fiction articles Define the purpose of text features
3. Confirm or revise an inference (based on visuals, title, and subtitles) about the key ideas of a text by analyzing the supporting details of a passage.	Identify key ideas Identify supporting details Text features
4. Identify two or more key ideas in a text by examining the introduction and conclusion.	Organization of non-fiction articles Identifying key ideas
5. Identify two or more key ideas in a text by examining and paraphrasing the topic sentences of body paragraphs.	Text Structure
6. Identify evidence to prove or contradict a general statement about a passage	Define general statement
7. Support statements and inferences about a text by providing relevant supporting details.	Selecting appropriate evidence
8. Identify the table of contents, glossary, index, and pronunciation guides and locate information about the text by using each reader's tool.	
9. Examine the relationship between two events in a text by determining how one caused the other.	Make connections between ideas in the text Define cause/effect
10. Explain the connections between two ideas in a text by analyzing an author's use of anecdote (or story) to inform. <b>Hatchet</b>	Define anecdote Identify connections between ideas Summarizing anecdote

11. Distinguish essential from nonessential information to include in a written summary of a nonfiction informational article.	Paraphrase Key idea and supporting detail
12. Explain the connections between two ideas in a text by analyzing an author's use of comparison and contrast.	Define compare/contrast Identify similar themes Make inferences about multiple texts
13. Explain the similarities and differences between two texts on the same topic by comparing and contrasting the two.	Identify similarities and differences Make connections between multiple texts
14. Evaluate two or more texts about the same topic by judging the quality of information and presentation.	Compare/contrast text features Compare/contrast information about the same subject
15. Write and speak knowledgeably about inventions/survival by synthesizing information from several texts on the same topic.	Building connections across text Summarizing information
<p><b>Procedures:</b> Below you'll find a list of several procedures that you will need to introduce and reinforce throughout the first several weeks of the school year in order to have your Literature class up and running smoothly. This list may not be comprehensive, since you may have additional or varied procedures you would like to introduce to your scholars. However, it is essential that these become embedded into your lesson plans, rather than become aims in and of themselves. To give you an example of how you might roll these out across the unit, see the sample aims calendar, below. Of course, you may need to adjust the order in which procedures are introduced, according to the needs of your class.</p> <ul style="list-style-type: none"> <li>- <i>Set expectations for read aloud</i></li> <li>- <i>Set expectations for independent reading</i></li> <li>- <i>Set shared reading expectations (i.e. picking up, lower-the-level responses, reading volume, etc.)</i></li> <li>- <i>Set scholar work expectations for EBQs</i></li> <li>- <i>Set exit ticket expectations</i></li> <li>- <i>Set homework expectations</i></li> <li>- <i>Set expectations for reading response notes and notebook set-up*</i></li> <li>- <i>Set expectations for turn-and-talk and partner work</i></li> <li>- <i>Reinforce expectations for independent reading (and deliberately/transparently build-in increased stamina expectations)</i></li> <li>- <i>Set expectations for quiz and test-taking</i></li> <li>- <i>Introduce mastery (and other data) tracking system(s)</i></li> <li>- <i>Introduce book tracking system</i></li> </ul>	



## Writing Class Aims

Writers will be able to:

1. Extrapolate the characteristics of literary essays/analytical writing by discussing mentor texts;  
Determine ways to adapt their writing style to the intended purpose and audience of literary essays.
2. State an opinion about a book or author.
3. Revise opinion to make sure that it is clear and concise.
4. List reasons why they have this opinion about the book or author.
5. Support reasons with details from the book.
6. Support reasons with feelings, thoughts, and connections.
7. Support reasons with concrete details about the author's writing style or craft.
8. Revise reasons to include only those reasons that are best supported;  
Present rationales for why some reasons are preserved and some are deleted.
9. Develop reasons into topic sentences that encapsulate the main sentiment desired;  
Revise topic sentences for clarity.
10. Organize reasons and supports in the most logical way;  
Justify why this order is best.
11. Draft essay.
12. Link opinions, reasons, and details using transition words (consequently, specifically, next).
13. Edit for capitalization, usage, punctuation, and spelling.
14. Post student essays / best paragraphs on a hallway bulletin board. Archive copies (And relevant drafts) in student portfolios.

### Language Standards (infused as aims into unit calendar):

- **L.3.1d** Form and use regular and irregular verbs.
- **L.3.1e** Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- **L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.



**Literature Aims Calendar**

**Note:** *Lesson types are listed next to each day. Primary Aims are listed first. Secondary skills are listed beneath the primary aims in parentheses. Finally, suggested procedures and text selections are listed.*

<b>Week 1</b>				
<p><b>Day 1 – (GSK)</b> Recall and synthesize key text details by orally summarizing text.</p> <p>Hatchet – p1-12</p> <p>Attached: “How to Survive an Anaconda Attack”</p>	<p><b>Day 2 – (I-W-Y)</b> Identify the visuals, title and subtitles of a text and infer the key ideas of a text by interpreting them.</p> <p>Hatchet – p 13-24</p> <p>Bundle: American heroes – articles 1 and 2</p>	<p><b>Day 3 – (I-W-Y)</b> Confirm or revise an inference (based on visuals, title, and subtitles) about the key ideas of a text by analyzing the supporting details of a passage.</p> <p>Hatchet- P25-39</p> <p>American heroes – articles 3 and 4</p>	<p><b>Day 4 – (I-W-Y)</b> Identify two or more key ideas in a text by examining the introduction and conclusion.</p> <p>Hatchet – p 40-62</p> <p>Article: Tsunami Survival <a href="http://www.mirror.co.uk/news/top-stories/2011/03/21/japan-earthquake-and-tsunami-miracle-two-survive-after-nine-days-trapped-115875-23004578/">http://www.mirror.co.uk/news/top-stories/2011/03/21/japan-earthquake-and-tsunami-miracle-two-survive-after-nine-days-trapped-115875-23004578/</a></p>	<p><b>Day 5 – (GSP)</b> Identify two or more key ideas in a text by examining and paraphrasing the topic sentences of body paragraphs.</p> <p>Hatchet – p 63-81</p> <p>Bundle: Wilderness Survival</p>
<b>Week 2</b>				
<p><b>Day 6 – (GSK)</b> Identify evidence to prove or contradict a general statement about a passage</p> <p>Hatchet – p 82-88</p> <p>Article: Chilean Miners Survival</p>	<p><b>Day 7 – (I-W-Y)</b> Support statements and inferences about a text by providing relevant supporting details.</p> <p>Hatchet – 88-97</p> <p>Bundle: Into the Wild Excerpt</p>	<p><b>Day 8 – (I-W-Y)</b> Identify the table of contents, glossary, index, and pronunciation guides and locate information about the text by using each reader's tool.</p> <p>Hatchet – p98-112</p> <p>TBD: Non-fiction textbook (history)</p>	<p><b>Day 9 – (I-W-Y)</b> Examine the relationship between two events in a text by determining how one caused the other.</p> <p>Hatchet – p113-120</p> <p>Bundle: Life Since Hurricane Katrina: Three Dramatic Stories of Survival</p>	<p><b>Day 10 – (GSK)</b> Distinguish essential from nonessential information to include in a written summary of a nonfiction informational article.</p> <p>Hatchet in class – p121-137</p> <p>Bundle: To Save His Life, Hiker Cuts Off Own Arm</p>
<b>Week 3</b>				
<p><b>Day 11 – (GSK)</b> Explain the connections between two ideas in a text</p>	<p><b>Day 12 – (I-W-Y)</b> Explain the connections between two ideas in a text</p>	<p><b>Day 13 – (I-W-Y)</b> Explain the similarities and differences between two</p>	<p><b>Day 14 – (I-W-Y)</b> Evaluate two or more texts about the same topic by judging the</p>	<p><b>Day 15 (I-W-Y)</b> Write and speak knowledgeably about</p>

<p>by analyzing an author's use of anecdote (or story) to inform.</p> <p>Hatchet – p138-149</p> <p>Bundle: Personal history: Survival of the Holocaust</p>	<p>by analyzing an author's use of comparison and contrast.</p> <p>Hatchet p 150-160</p> <p>Bundle: Personal history: Survival of the Holocaust</p>	<p>texts on the same topic by comparing and contrasting the two.</p> <p>Hatchet p 161-170</p> <p>TBD: non-fiction article</p>	<p>quality of information and presentation.</p> <p>Hatchet – p 171 – 181</p> <p>TBD: non-fiction article</p>	<p>inventions/survival by synthesizing information from several texts on the same topic.</p> <p>Summative Unit Assessment</p>
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Writing Aims Calendar				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1. Extrapolate the characteristics of literary essays/analytical writing by discussing mentor texts; 2. Determine ways to adapt their writing style to the intended purpose and audience of literary essays. <b>HW/ Independent Practice</b> Diagnostic On Demand Essay: Think of an author or book that you like a lot. Write an essay explaining what you like about the book or author.	3. State an opinion about a book or author. 4. <b>Language Lesson</b> Define regular and irregular verbs. 5. Make a list of regular verbs and irregular verbs that they commonly use in their writing. 6. Develop and add to personal spelling list.	7. Revise opinion to make sure that it is clear and concise. 8. <b>MWI</b> Develop their verb lists by adding verbs used by their favorite authors.	9. List reasons why they have this opinion about the book or author. 10. <b>MWI</b> Conjugate regular verbs in the past, present and future tenses, i.e. cook, cooked, will cook.	11. Support reasons with details from the book. <b>Quiz 1</b> Assess salient aims from the week. Evaluate and generate language/grammar aims from the week (and previous units)
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
12. Support reasons with feelings, thoughts, and connections. 13. <b>MWI</b> Conjugate the irregular verb “to be” in the present and past tenses (be, was, were).	14. Support reasons with concrete details about the author’s writing style or craft. 15. <b>MWI</b> Conjugate one irregular verb in the present and past tenses.	16. Revise reasons to include only those reasons that are best supported; 17. Present rationales for why some reasons are preserved and some are deleted. 18. <b>MWI</b> Conjugate one irregular verb in the present	19. Develop reasons into topic sentences that encapsulate the main sentiment desired. 20. Revise topic sentences for clarity. 21. Incorporate irregular verbs studied into daily writing. 22. <b>MWI</b> Conjugate one	23. Organize reasons and supports in the most logical way; 24. Justify why this order is best. <b>Quiz 2</b> Assess salient aims from the week. Evaluate and generate language/grammar aims from the week (and

		and past tenses.	irregular verb in the present and past tenses.	previous units)
<b>DAY 11</b>	<b>DAY 12</b>	<b>DAY 13</b>	<b>DAY 14</b>	<b>DAY 15</b>
<p>25. Draft essay.</p> <p>26. <b>MWI</b> Conjugate one irregular verb in the present and past tenses.</p> <p>27. Incorporate irregular verbs studied into daily writing.</p>	<p>28. Link opinions, reasons, and details using transition words (consequently, specifically, next).</p> <p>29. Incorporate irregular verbs studied into daily writing.</p> <p>30. <b>MWI</b> Conjugate one irregular verb in the present and past tenses.</p>	<p>31. Edit for capitalization, usage, punctuation, and spelling.</p> <p>32. Incorporate irregular verbs studied into daily writing.</p> <p>33. <b>MWI</b> Conjugate one irregular verb in the present and past tenses.</p>	<p>34. Post student essays / best paragraphs on a hallway bulletin board. Archive copies (and relevant drafts) in student portfolios. Celebrate and share portions of student writing with the entire class.</p> <p>35. <b>MWI</b> Conjugate one irregular verb in the present and past tenses.</p>	<p><b>HW/IP</b> Administer End of Unit Test. See U3 Overview for the assessment.</p>

## AF Essentials Observation Rubric: 2012-2013

### Overview of the Essentials Rubric

The Essentials Rubric is designed to measure the Ten Essentials of Great Instruction and the overall effect of a lesson on student achievement outcomes. There are 4 key domains of instruction: **Domain 1: A Clear and High Bar for Student Achievement, Domain 2: Design and Delivery of an Effective Lesson, Domain 3: Classroom Culture, and Domain 4: Ensures Achievement for all scholars.** These domains have been broken down into 10 essentials of great instruction. Some of the essentials have been broken down into sub-essentials in order to define a category more clearly.

Domains of Instruction		Essentials	Value	Percent of Total	Rubric Page #
Domain 1: A Clear, High Standard for Student Achievement <b>Total Domain Weight: 32%</b>	1	Great Aims	2	8%	3
	2	Assessment of Aims	2	8%	4
		a. Check for Understanding	1		
		b. Daily Assessment	1		
	3	Academic Rigor	4	16%	5-6
		a. Rigorous Questioning	2		
	b. Standards for Top-Quality Responses (Oral & Written)	2			
Domain 2: Design and Delivery of an Effective Lesson <b>Total Domain Weight: 32%</b>	4	Core Instruction of the Aim	5	20%	7-8
		a. Evidence of Planning	3		
		b. Effective and Efficient Delivery	3		
	5	Independent Work Time	2	8%	9
	6	Scholar Engagement	2	8%	10-11
		a. Pacing	1		
	b. Effective Use of engagement strategies	1			
Domain 3: Classroom Culture <b>Total Domain Weight: 16%</b>	7	Classroom Culture	4	16%	12-14
		a. High Expectations	2		
		b. Positive Classroom Climate	1		
		c. Embedded Character	1		
Domain 4: Ensures Achievement for all Scholars <b>Total Domain Weight: 20%</b>	8	Cumulative Review	1	4%	15
	9	Overall Outcome: Scholar Learning	3	12%	17
<b>Total</b>			<b>25</b>	<b>100%</b>	

## Scoring the Essentials

Each of the essentials and sub-essentials is given one rating based on the five point scale below.

- **Level 5 Exemplary:** Consistently best practice instruction that gives a high degree of confidence in breakthrough achievement gains
- **Level 4 Strong:** Instruction aligned to best practices that gives strong confidence of achievement gains to consistently meet ambitious AF targets
- **Level 3 Solid:** Solid instruction aligned to best practices that will likely lead to solid scholar achievement gains
- **Level 2 Emergent:** Instruction that is mixed in quality of execution and may lead to scholar achievement concerns
- **Level 1 Ineffective:** Instruction that could lead to very serious scholar achievement concerns

### **Performance Indicators**

In order to measure each *Essential or Sub-Essential*, several *performance indicators* have been identified to determine an overall score. These performance indicators are the description of evidence an observer will see in order to evaluate the lesson. This detailed description will not only improve observation norming, but it will give teachers more specific, targeted feedback on how to develop their practice on a particular domain.

### **Using Performance Indicators to Determine Ratings**

Within each Essential, the final rating is not an average of the performance indicators. Instead, the observer considers the Essential holistically and what was most important for the success of a particular lesson. The rubric helps an observer to determine this rating by placing the most important performance indicator first in order to differentiate its significance in determining an overall score.

In some parts of the rubric, the description of a 4 rating and a 5 rating are the same because the indicator does not distinguish between levels of performance. When this is the case, the observer considers effectiveness of the overall Essential to determine the overall rating. For example, if a teacher has a 4/5 on one performance indicator and 4s in two other performance categories, the overall rating for the Essential would be a 4.

For a teacher to earn a rating of 5 for an Essential or Sub-Essential, the teacher must earn the highest level of performance for each performance indicator within that Essential/Sub-Essential. For example, in Great Aims, if a teacher earns the highest rating for each performance indicator (4/5 for effective aim, alignment and rigor, 5 for explanation of aim and connection to prior learning and 3/4/5 for posting of aims), she earns an overall rating of 5.

# 1. A Clear, High Standard for Student Achievement: Great Aims<sup>1</sup>

Value: 2 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Effective Aim<sup>2</sup></i>	<ul style="list-style-type: none"> <li>The aim is bite-sized, measurable<sup>3</sup>, standards-based, and part of a logical sequence for ALL scholars (this signifies that the teacher has considered whether or not the aim is measurable, bite-sized, and part of a logical sequence for all scholars and, only when appropriate, has differentiated<sup>4</sup> the aim for select students).</li> </ul>		<ul style="list-style-type: none"> <li>The aim is aligned to standards, but it may be missing <b>one component</b>, for example it might not be bite-sized for ALL scholars but it does convey what scholars will know and be able to do by the end of the lesson and does have a significant impact on focusing scholar learning.</li> </ul>	<ul style="list-style-type: none"> <li>The aim is not aligned to standards or may be missing <b>one component</b> that has a significant impact on focusing student learning or <b>missing more than one component</b>, for example it might not be measurable but it does attempt to convey what scholars will know and be able to do by the end of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The aim is missing completely or is so unclear or vague that it does <b>not</b> convey what scholars are learning and what they will be able to do by the end of the lesson.</li> </ul>
Alignment	<ul style="list-style-type: none"> <li>The aim clearly drives the activity in the lesson (<b>not</b> vice versa).</li> </ul>		<ul style="list-style-type: none"> <li>The lesson activity is aligned to the aim, but at 1-2 key moments instruction focuses more on completing the activity rather than mastery of the aim.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson activity is on topic, but instruction focuses more on completing the activity than mastering the aim.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson is an activity driven lesson that is disconnected from an aim.</li> </ul>
<i>Rigor</i>	<ul style="list-style-type: none"> <li>The aim is rigorous and really pushes all scholars; it is at the right level to challenge scholars, without causing frustration or wasted time.</li> </ul>		<ul style="list-style-type: none"> <li>The aim is rigorous and really pushes scholars; it is at the right level to challenge scholars, although for a small number of scholars the lesson feels like wasted time and that they could have been pushed further.</li> </ul>	<ul style="list-style-type: none"> <li>The aim is either not rigorous enough for <b>most scholars</b> (most scholars either had mastery of the aim before the class started or were able to master it within the first 5-10 minutes of the lesson) or the aim was at the frustration point for <b>most scholars</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The aim is either not rigorous enough for <b>all scholars</b> (most scholars either had mastery of the aim before the class started or were able to master it within the first 5-10 minutes of the lesson) or the aim was at the frustration point for <b>all scholars</b>.</li> </ul>
<i>Explanation of the Aim<sup>5</sup></i>	<ul style="list-style-type: none"> <li>Scholars can explain why the aim matters in their own words and how the aim ties to broader course and unit goals.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars can explain the aims for the lesson in their own words.</li> <li>Teacher strategically refers back to the aim throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher clearly explains the importance of the aim. Scholars are not expected to explain the aim.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher explanation of the aim or its importance is confusing and may lead to scholar misunderstanding.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars are clearly confused about what they are supposed to be learning as the teacher explanation is confusing or missing.</li> </ul>
<i>Connection to Prior Learning</i>	<ul style="list-style-type: none"> <li>Teacher and/or scholars make connections between this lesson and the unit's essential questions/enduring understandings.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and scholars both effectively connect the aim to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher may clearly connect the aim to prior learning but does not ask scholars to make a connection.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to connect the lesson to prior learning but it is incorrect or confusing.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not connect the lesson to prior learning or makes an incorrect connection.</li> </ul>
<i>Posting of Aims</i>	<ul style="list-style-type: none"> <li>The aim and agenda are posted clearly and neatly in a highly-visible and consistent place (which could include the student packet for teachers with traveling classrooms).</li> </ul>			<ul style="list-style-type: none"> <li>The aim is posted.</li> </ul>	<ul style="list-style-type: none"> <li>The aim is not posted for the lesson.</li> </ul>

**Notes:**

- Key Criteria for all aims: Standards based, measurable, bite-sized, part of a logical sequence for all scholars. Bite-size indicates that the learning can be accomplished within the time allocated.
- If a lesson scores a 1 on the first indicator (Effective Aim), it cannot score higher than a 1 for the Great Aims section.
- It must be clear in the language or presentation of the aim how performance will be measured. Possibilities include using a conditional statement ("by **annotating** for x," "by **thinking** x"), or including specific criteria for success, or some other way to show scholars how they will demonstrate mastery.
- Few lessons will have differentiated aims. If the aim is strategically differentiated for a subset of scholars or even one scholar, it is not necessary to post the differentiated aim(s).
- On very *rare* occasions, it **may not be** appropriate to state an aim for a lesson (for example, this might be true for an inquiry lesson where the aim would "give away" the key learning the teacher is driving toward or during a which is framed by an essential question). In these cases, an observer should evaluate the teacher based on whether the scholars are engaged in work that moves them toward mastery of an aim, even if this is **not** stated to scholars at the beginning of the lesson.

## 2. A Clear, High Standard for Student Achievement : Assessment of Aims<sup>1</sup>

Value: 2 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<p><b>2a: Checks for Understanding (1 unit):</b> *Examples of Checks for Understanding: Mini white boards, asking clarifying questions, using turn and talks, circulating to review scholar work, having scholars vote on answer choices, asking scholars to rephrase materials, signals like thumbs up/down, A,B,C,D cards, electronic clickers, conferencing with scholars during Writer’s Workshop * Examples of Ways to Adjust Instruction Based on Data: Unscramble the confusion in the moment (includes--teacher re-explains, teacher asks follow up questions to pinpoint misunderstanding, teacher enlists other scholars by asking for agreement with a student response, have another student re-explain, and then cycling back to first student, persevere and then return to see if other examples increase understanding) or Do nothing (a. if students demonstrated understanding, then move on to the next part of the lesson or b. sometimes data from a check for understanding may reveal a larger misunderstanding and addressing it in the moment will increase confusion; the teacher may acknowledge in their notes or verbally to the scholar.).</p>					
Quality and Selection of CFU <sup>1</sup>	<ul style="list-style-type: none"> <li>The teacher selects CFUs that provide reliable data to assess progress towards mastery of the aim of all students in the class.<sup>3</sup></li> <li>The CFUs strike the right balance between lower level (Bloom’s levels 1 and 2) and higher level ( Bloom’s levels 3-6).</li> <li>Teacher gathers data at <b>all</b> key points using CFUs</li> </ul>	<ul style="list-style-type: none"> <li>The teacher selects CFUs that provide reliable data to assess progress towards mastery of the aim for at least 70% of the class.<sup>4</sup></li> <li>The CFUs include both lower and higher level checks, but the ratio of questions is not optimal in either direction.</li> <li>Teacher misses <b>one</b> of the key points to collect data. This missing data point doesn’t create a significant breakdown in student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher selects CFUs that provide reliable data to assess progress towards mastery of the aim for less than 70% of the class.</li> <li>The teacher only asks low level CFUs</li> <li>Teacher uses CFUs to gather data from scholars, but does not collect data at the most important points resulting in significant challenges for scholars.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does <b>not</b> use any CFUs during the lesson.</li> </ul>	
Use of Data	<ul style="list-style-type: none"> <li>When CFUs reveal scholar misunderstandings, the teacher’s responses are <b>always</b> appropriate, effective, and efficiently executed.</li> </ul>	<ul style="list-style-type: none"> <li>When CFUs reveal scholar misunderstandings, the teacher’s responses are <b>usually</b> appropriate, effective, and efficiently executed with only 1- 2 minor exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>When CFUs reveal scholar misunderstandings, the teacher’s responses are <b>usually</b> appropriate, effective, and efficiently executed, however 3 times clarity and/or efficiency could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>When CFUs reveal scholar misunderstandings, the teacher’s responses <b>rarely</b> unscramble confusion, are inefficient, and/or are not the appropriate response to the misunderstanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does <b>not</b> attempt to use the data from the CFUs.</li> </ul>
<p><b>2b: Daily Assessment (1 unit)</b></p>					
Ability to Assess Mastery	<p>The assessment:</p> <ul style="list-style-type: none"> <li>Meets all indicators at level 4</li> <li>There is a mechanism for students to self-assess as they complete their daily assessment.</li> </ul>	<p>The assessment:</p> <ul style="list-style-type: none"> <li>allows the teacher to determine whether scholars mastered all elements of the daily aim,</li> <li>reveals common misunderstandings,</li> <li>is differentiated (when appropriate)</li> <li>gives information about student understanding of upcoming aims (when appropriate).</li> </ul>	<p>The assessment is aligned to the lesson aim and differentiated when appropriate for scholars, but</p> <ol style="list-style-type: none"> <li>it may <b>not be fully</b> comprehensive in assessing the aim, <b>or</b></li> <li>it <b>may only partially</b> uncover misunderstandings thus providing good but not great data</li> </ol>	<p>The assessment</p> <ul style="list-style-type: none"> <li>is only partially aligned to the lesson aim, <b>or</b></li> <li>may be poorly written/confusing to complete, <b>or</b></li> <li>may not assess the aim in a rigorous way (i.e. does not reveal misunderstandings).</li> <li>Is not differentiated when it should have been.</li> </ul>	<ul style="list-style-type: none"> <li>There is no systematic way to assess scholar mastery of the aim. The teacher asks one scholar to summarize the learning, uses a mechanism (partner talk) that makes it impossible to really know what each scholar knows, gives an assessment with cumulative review questions only, or runs out of time to give the ET.</li> </ul>

**Notes:**

- 1) If the aim is poor, it will be difficult to have a great daily assessment because it may not be measurable or aligned to the standards. Additionally, fuzzy aims can also have an impact on the quality of CFUs.
- 2) A teacher only checking for understanding about procedures and directions (and **not** doing CFUs about content) should **not** receive a high score on the CFU indicator. A teacher who does not use any CFUs scores a 1.
- 3) Teacher can/should differentiate the CFU for a SMALL subset of scholars if the general class-wide CFU would not “provide reliable data to assess progress towards the mastery of the aim.”
- 4) In some discussion based lessons, either teacher or student led, it can be difficult to assess whether or not the teacher has reliable data on a certain percentage of the class. In these lessons, the teacher is checking for understanding throughout the entire discussion and should have data based on a percentage of the class that could follow and participate effectively and actively. A lack of participation is useful data as it reveals a lack of understanding that needs to be addressed in that lesson or future lessons.
- 5) Ways of differentiating the daily assessment can include, but are not limited to, easier questions at the start of an ET, a lower level reading passage, sentence starters, or graphic organizers.

### 3. A Clear, High Standard for Student Achievement : Academic Rigor

Value: 4 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<b>3a: Rigorous Questioning (2 units)</b> *Questioning Techniques Include: Stretch It, Break it Down, Wait Time, Questions that prompt connections to prior learning, questions that activate higher levels of thinking by using words such as “analyze,” “classify,” “compare,” “decide,” “evaluate,” “explain,” or “represent.”					
<i>Clarity and Alignment</i>	<ul style="list-style-type: none"> <li>All key questions are clear and purposefully drive towards mastery of the aim.<sup>1</sup> These include written questions in the classroom materials.</li> </ul>	<ul style="list-style-type: none"> <li>Nearly all key questions are clear and drive towards mastery of the aim. 1-2 times a question is too vague or leading.</li> </ul>	<ul style="list-style-type: none"> <li>Most questions are clear and drive towards mastery of the aim, but there are 3-4 times when a question is too vague or too leading.</li> </ul>	<ul style="list-style-type: none"> <li>Questions are aligned to the aim, but they are too leading such that scholars do not have to do the heavy lifting <b>or</b> they are vague so that scholars waste time trying to figure out what the teacher is driving towards.</li> </ul>	<ul style="list-style-type: none"> <li>Questions lack clarity and purpose and do <b>not drive</b> towards the aim of the lesson. Questions lead to tangential, non-aim related discussion.</li> </ul>
<i>Rigor</i>	<ul style="list-style-type: none"> <li>Teacher incorporates both lower-level (remembering and understanding) and higher-level (applying, analyzing, evaluating, and creating) questions in a well-scaffolded, <b>highly effective</b> sequence.</li> <li>Scholars ask higher level follow-up questions of the teacher and/or their peers that further develop the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher incorporates both lower-level (remembering and understanding) and higher-level (applying, analyzing, evaluating, and creating) questions in a well-scaffolded, <b>usually effective</b> sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher incorporates both lower-level (remembering and understanding) and higher-level (applying, analyzing, evaluating, and creating) but the sequence is only <b>sometimes</b> effective.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher incorporates both lower-level (remembering and understanding) and higher-level (applying, analyzing, evaluating, and creating) but the sequence is <b>rarely</b> effective.</li> </ul>	<ul style="list-style-type: none"> <li>Questions fall <b>almost exclusively</b> on the lower levels of Bloom’s Taxonomy.</li> </ul>
<i>Stretch It<sup>2</sup></i>	<ul style="list-style-type: none"> <li>Teacher <b>regularly</b> stretches student thinking with questions.</li> </ul>		<ul style="list-style-type: none"> <li>Teacher <b>sometimes</b> stretches student thinking with questions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>rarely</b> stretches student thinking with questions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does <b>not</b> stretch student thinking with questions</li> </ul>

Notes:

1) In a reading class a teacher may ask questions that are not specifically aligned towards mastery of the aim, but that aid in comprehending the text as a whole. These questions ultimately support mastery of the aim even if they are not pushing specifically on the aim.

2) Questions to stretch student thinking include, but are not limited to: Why?, What does that relate to?, How do you know?, What is your evidence for that?, or How would you apply this?”

### 3. A Clear, High Standard for Student Achievement : Academic Rigor

Value: 4 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<b>3b: Standards for Top-Quality Responses (Oral &amp; Written) (2 units)</b>					
<i>Visual Anchor: Standard of Excellence</i> <sup>1</sup>	<ul style="list-style-type: none"> <li>Teacher sets clear expectations for top-quality written work. As an example of top quality work, it is neat, clear, and easy to read so that scholars can reference it during IP. As appropriate, annotations represent a standard of excellence for scholar work and reflect the criteria for success.</li> </ul>		<ul style="list-style-type: none"> <li>Teacher sets expectations for written work. However, the standard of excellence has one of the following areas of growth a) it is <b>not</b> displayed for students to reference during independent work, b) the annotations do <b>not</b> fully reflect the criteria for success, or c) could be improved in a minor way to increase clarity.</li> </ul>	<ul style="list-style-type: none"> <li>There is a sample of scholar work, but it does <b>not</b> represent a standard of excellence or the annotations are random and do <b>not</b> reflect excellence or the criteria for success.</li> </ul>	<ul style="list-style-type: none"> <li>There are no examples of excellent written work posted. (see note below)</li> </ul>
<i>Right is Right</i> <sup>2</sup>	<ul style="list-style-type: none"> <li>Almost all scholars provide high quality and accurate responses to questions.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars mostly provide high quality and accurate responses to questions.</li> <li>Teacher consistently reinforces that <i>Right is Right</i> and refuses to accept low-quality or partially accurate scholar oral responses.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars <b>sometimes</b> provide high quality and accurate responses to questions</li> <li>The teacher <b>sometimes</b> applies <i>Right is Right</i> when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>rarely</b> provide high-quality or accurate oral responses</li> <li>Teacher only <b>rarely</b> applies <i>Right is Right</i>.</li> <li>The lack of <i>Right is Right</i> emphasis significantly impedes the depth of scholar understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars <b>do not</b> provide high-quality or accurate oral responses.</li> <li>All answers are accepted by the teacher.</li> </ul>
<i>Evidence</i> <sup>2</sup>	<ul style="list-style-type: none"> <li>Teacher <b>always</b> prompts scholars to supply evidence if not included.</li> </ul>	<ul style="list-style-type: none"> <li>Nearly all scholars answer questions using evidence appropriate to support their answer.</li> <li>Teacher <b>usually</b> prompts scholars to supply evidence if not included.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars <b>sometimes</b> answer questions using evidence to support their answer.</li> <li>Teacher <b>sometimes</b> prompts scholars to supply evidence if not included.</li> </ul>	<ul style="list-style-type: none"> <li><b>Most</b> scholars answer questions without using evidence to support their answer.</li> <li>Teacher <b>rarely</b> prompts scholars to supply evidence if not included.</li> </ul>	<ul style="list-style-type: none"> <li>Scholar responses are one-word and do not provide evidence.</li> <li>Teacher does not prompt scholars to supply evidence if not included.</li> </ul>
<i>Academic Language</i>	<ul style="list-style-type: none"> <li>Nearly all scholar responses are top-quality, including the use of standard grammar and complete sentences, with little to no prompting from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Most scholars (&gt;80%) use standard grammar and complete sentences when responding to teacher questions; but when they do <b>not</b>, the teacher efficiently corrects.</li> </ul>	<ul style="list-style-type: none"> <li>The majority of scholars (&gt;50%) use standard grammar and complete sentences when responding to teacher questions; teacher reinforcement is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Less than half of scholars use standard grammar and complete sentences when speaking; teacher reinforcement is rare.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars answer in incomplete sentences, use slang, or incorrect grammar, and this is <b>never</b> addressed by the teacher.</li> </ul>
<i>Accountability (Oral Responses)</i> <sup>3</sup>	<ul style="list-style-type: none"> <li>Teacher uses <i>No Opt Out</i> efficiently and cycles back to scholars who didn't answer a question correctly the first time</li> </ul>		<ul style="list-style-type: none"> <li>Teacher uses <i>No Opt Out</i> to cycle back to scholars, but misses 1-2 moments.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>uses</b> <i>No Opt Out</i> to cycle back to scholars, but misses more than 2 moments.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars are allowed to opt out. There is no prompting or there no consequences for opting out.</li> </ul>

Note:

- 1) There are some lessons when it is not necessary to display a standard of excellence. If a visual anchor was not necessary, do not score this particular rubric row.
- 2) In order to achieve a high score on Right is Right, Evidence, and Academic Language, scholars must have ample opportunity to articulate their thinking. If sufficient opportunity is not provided, then the scoring of these categories cannot go above a 2.
- 3) The accountability for oral responses is focused on the practice of cycling back not in how effective the teacher cycles back. Efficacy can be measured through the use of data section from CFU.

## 4. Design and Delivery of an Effective Lesson: Core Instruction of the Aim

Value: 5 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<b>4a: Evidence of Planning (3 units)</b>					
<i>Accuracy</i> <sup>1</sup>	<ul style="list-style-type: none"> <li>All information is factually accurate. Definitions are clear and precise.</li> </ul>		<ul style="list-style-type: none"> <li>All information is factually accurate; however, some information and/or definitions are not precise.</li> </ul>	<ul style="list-style-type: none"> <li>Some information is inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>Information is factually inaccurate and could lead to significant scholar misunderstanding.</li> </ul>
<i>Misunderstandings</i> <sup>2</sup>	<ul style="list-style-type: none"> <li>Teacher has anticipated <b>all</b> key scholar misunderstandings, and has proactively planned for many of them</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has anticipated and proactively addressed <b>most</b> scholar misunderstandings. She/he has applied the “if the students don’t get x, they won’t get y thinking.”</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has anticipated and proactively addressed <b>some</b> of the key misunderstandings in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has anticipated and proactively addressed <b>few</b> (1-2) scholar misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has <b>not</b> anticipated scholar misunderstandings.</li> </ul>
<i>Concrete to Abstract</i> <sup>2</sup>	<ul style="list-style-type: none"> <li>Lesson activities and/or explanations are the most effective at making an abstract concept concrete.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher effectively makes abstract concepts concrete through the explanation or lesson activities selected. The link between the concrete and the abstract idea/concept is so clear that scholars can state the link between the concrete and abstract in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes abstract concepts concrete through explanation or lesson activities selected, although the link between the concrete and the abstract idea/concept could have been clearer.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to make abstract concepts concrete through the explanation or activities selected, but the link between the concrete and the abstract idea/concept is unclear and causes scholar confusion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not attempt to make abstract concepts concrete for scholars.</li> </ul>
<i>Differentiation of Process</i> <sup>23</sup>	<ul style="list-style-type: none"> <li>The methods of differentiation are matched perfectly for the needs of the scholar and seamlessly integrated into the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher effectively differentiates the process for scholars and it has a significant positive impact on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher differentiates the process for scholars. The implementation causes some minor scholar confusion because a method may not be the most effective or a method may be applied to the wrong point in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>attempts</b> to differentiate the process for scholars, but the differentiation methods <b>do not improve</b> learning outcomes for scholars.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>does not attempt</b> to differentiate the process for scholars and it has a significant negative impact on their learning.</li> </ul>
<i>Visual Anchor: Reference</i>	<ul style="list-style-type: none"> <li>When appropriate, the lesson refers to a visual anchor that <b>effectively</b> captures key ideas and concepts.</li> <li>Whether the visual anchor is prepared before the lesson or developed with scholars, it is clear that the teacher has a clear vision for the visual anchor and the purpose it will serve.</li> </ul>		<ul style="list-style-type: none"> <li>Teacher has thought through the visual anchor in advance, but it <b>could be more effective</b> at capturing a key idea or concept by making a minor change.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson refers to a visual anchor but it is <b>not effective</b> in capturing the key ideas and concepts of the lesson (e.g. It may be disorganized, represented in a confusing way, have errors, or have limited purpose).</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>no</b> visual anchor <b>when it is needed</b>.</li> </ul>
<i>Relevancy</i>	<ul style="list-style-type: none"> <li>Teacher explicitly connects this lesson’s content with other content areas, personal experiences and interests, or current events leading to <b>significant</b> scholar interest in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher explicitly connects this lesson’s content with other content areas, personal experiences and interests, or current events leading to <b>increased</b> scholar interest in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher explicitly connects this lesson’s content with other content areas, personal experiences and interests, or current events leading to <b>some</b> scholar interest in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher explicitly connects this lesson’s content with other content areas, personal experiences and interests, or current events, but it <b>does not</b> increase relevancy or build scholar interest.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does <b>not</b> attempt to make learning relevant for scholars.</li> </ul>

**Notes:**

- The most important indicator in this row is accuracy. If a lesson scores a 2 on accuracy, the score for the entire essential cannot exceed a 2.
- Misunderstandings, concrete to abstract, and differentiation of process should be weighted equally when evaluating this section of the rubric. They are presented in this order as this is the order a teacher would plan a lesson.
- There are multiple methods for differentiating the process for scholars, including those which a) change the volume of work, b) present ideas and concepts using multiple modalities to make learning concrete and sticky, and, when appropriate, consider the auditory and visual processing needs of ALL scholars. c) change the rate of work, d) provide increased accountability, and e) provide increased scaffolding (e.g. graphic organizers, extra prompts in questions) beyond what was provided for the whole class.

## 4. Design and Delivery of an Effective Lesson: Core Instruction of the Aim

Value: 5 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<b>4b: Effective and Efficient Delivery (2 units)</b>					
<i>Most Effective Strategy</i>	<ul style="list-style-type: none"> <li>Teacher <b>effectively</b> uses agreed upon (by school) best practices for teaching the content matter (e.g. Guided Reading, F&amp;P Continuum, IQWST, Marilyn Burns, network History lesson, enVisions, physics lab etc).</li> </ul>		<ul style="list-style-type: none"> <li>Teacher uses agreed upon (by school) best practices for teaching the content matter <b>although</b> there may be <b>minor</b> problems with implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>attempts</b> to use the agreed upon best practice strategy, <b>but</b> there are problems with implementation that have <b>significant</b> impact on the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does <b>not</b> use an agreed upon best practice to teach the content.</li> </ul>
<i>Explanation of Material</i>	<ul style="list-style-type: none"> <li>Teacher clearly explains new content and concepts, demonstrating strong knowledge of the relevant standards/concepts. Teacher allocates time in explanation to the most important content in a way that leads to <b>significant</b> student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher clearly explains new content and concepts, demonstrating strong knowledge of the relevant standards/concepts. Explanations are presented in an efficient way that <b>increases</b> student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher explanations of new content and concepts are generally clear, but might be not be as <b>effective or efficient</b> as possible, thus creating a minor point of confusion or causing the pace of scholar learning to slow unnecessarily.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher explanations are not effective or efficient. They either lead to <b>moderate</b> scholar confusion or significantly slow the pace of scholar learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher explanations are not effective or efficient and lead to <b>significant</b> scholar confusion or impede learning progress.</li> </ul>
<i>Heavy Lifting</i>	<ul style="list-style-type: none"> <li>Scholars enthusiastically do the “heavy lifting” without constant prodding from the teacher; scholars push other students to do more lifting.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars are required to take on the “heavy lifting” at just the right points during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars do some of the necessary “heavy lifting,” but the teacher misses 1-2 key points.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars do very little of the “heavy lifting.” Teacher talk dominates the lesson or scholars are only asked procedural questions.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars do <b>not</b> have to do any heavy lifting.</li> </ul>
<i>Language</i>	<ul style="list-style-type: none"> <li>Scholars can clearly explain the key content and concepts they are learning in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars and teacher <b>appropriately</b> use academic language and content specific vocabulary during the lesson.</li> <li>Teacher uses language and explanations that hit the right balance of challenging and kid friendly.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>appropriately</b> uses academic language and content specific vocabulary during the lesson.</li> <li>Scholars attempt to use academic language and content specific vocabulary, but the teacher does not consistently reinforce the use.</li> <li>Teacher uses language and explanations that hit the right balance of challenging and kid friendly.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> language or explanations may not be right for the grade level of the scholars—either too challenging, too easy, or not kid-friendly.</li> <li>Teacher only introduces vocabulary, but does not use it through the lesson</li> <li>Scholars do not attempt to use academic language and content specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Most language or explanations are <b>not</b> right for the grade level of the scholars—either too challenging, too easy, or <b>not</b> kid-friendly.</li> <li>Vocabulary is not taught or reinforced.</li> </ul>
<i>Intro to New Material (only score for I-We-You lessons)</i>	<ul style="list-style-type: none"> <li>The lesson includes a clear and effective “think aloud”, modeling, or other explicit instruction.</li> <li>The think aloud uses a strong example.</li> <li>Examples and step-by-step processes are thoughtfully planned and clearly delivered.</li> </ul>		<ul style="list-style-type: none"> <li>The lesson includes a “think aloud”, modeling, or other explicit instruction, but it may <b>not</b> be clear or effective or it is too long.</li> <li>Step-by-step process explanations might <b>miss a</b> step or include an unnecessary, scaffolded step.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson includes a “think aloud”, modeling, or other explicit instruction, but lacks clarity and focus, for example, the example chosen might be a special case or inappropriate for the skill.</li> <li>Step-by-step process explanations <b>miss more than one</b> step or <b>overly</b> complicate the process.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson does <b>not</b> include a “think aloud”, modeling, or other explicit instruction.</li> <li>Step-by-step process explanations are absent when needed.</li> </ul>
<i>Declining Scaffolding (only score for I-We-You lessons)</i>	<ul style="list-style-type: none"> <li>Teacher leads scholars through GP with declining scaffolding/ guidance using data from checks for understanding to make those decisions.</li> </ul>		<ul style="list-style-type: none"> <li>Teacher reduces scaffolding during guided practice, but it is <b>not</b> based on the understanding scholars are demonstrating.</li> <li>The reduction in scaffolding is effective for most scholars.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides the same level of scaffolding throughout the entire lesson <b>or</b> the level of scaffolding is random and does <b>not</b> gradually release scholars to independence <b>or</b> “the I-We” is muddled, setting up “instructional whack a mole.”</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence of declining scaffolding.</li> </ul>

## 5. Design and Delivery of an Effective Lesson: Independent Work Time

Value: 2 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Successful At Bats</i>	<ul style="list-style-type: none"> <li>Scholars have multiple successful at bats in order to work towards mastery of the aim independently.</li> </ul>		<ul style="list-style-type: none"> <li>Scholars successfully work towards mastery of the aim independently at the appropriate level of rigor, but they don't get a sufficient number of at bats.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars work towards mastery of the aim at the appropriate level of rigor, but many of the scholars are <b>not</b> successful, <b>or</b> scholars have many successful at bats, but the rigor level is too low.</li> </ul>	<ul style="list-style-type: none"> <li>The majority of scholars cannot complete their work independently.</li> </ul>
<i>Time * group and independent</i>	<ul style="list-style-type: none"> <li>Scholars have at least 30% of the lesson to independently process and work towards mastery of the aim. In reading students are in text at least 75% of the total class time.</li> </ul>		<ul style="list-style-type: none"> <li>Scholars have less than 30% of the lesson to process independently and work towards mastery of the aim. In reading, students are in text at least 60% of the total class time.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars have very limited time to work independently towards mastery of the aim. In reading, students are in text 40-60% of the total class time.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars do <b>not</b> get to work independently because there was no time. In reading, students are in text less than 40% of the total class time.</li> </ul>
<i>Difficulty Level</i>	<ul style="list-style-type: none"> <li>Teacher has prepared a highly-engaging and challenging extension that students who successfully finish early can do.</li> </ul>	<ul style="list-style-type: none"> <li>Independent work challenges scholars but does not exceed the complexity of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The majority of independent work matches the difficulty of instruction, but <b>sometimes</b> it is either too hard or too easy.</li> </ul>	<ul style="list-style-type: none"> <li>There is sufficient time for independent work, but because the majority of the work is <b>too hard</b>, scholars cannot successfully complete the work independently <b>or</b> because the majority of the work is <b>too easy</b>, the scholars finish with significant time remaining.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars do <b>not</b> get to practice independently.</li> </ul>
<i>Differentiated Entry Points<sup>1</sup> and Outcomes</i>	<ul style="list-style-type: none"> <li>. When appropriate, teacher differentiates entry points and outcomes for independent work and <b>this maximizes practice time</b> for all scholars on independent work.</li> </ul>	<ul style="list-style-type: none"> <li>When appropriate, teacher differentiates entry points and outcomes for independent work and this leads to <b>increased success</b> for all scholars on independent work</li> </ul>	<ul style="list-style-type: none"> <li>When appropriate, teacher differentiates entry points and outcomes for independent work and this leads to a <b>minor increase</b> in success for all scholars on independent work.</li> </ul>	<ul style="list-style-type: none"> <li>When appropriate, teacher differentiates entry points and outcomes for independent work, but it does <b>not lead to increased</b> scholar success.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not differentiate entry points or outcomes to independent work when it is needed</li> </ul>
<i>Feedback and Adjustment * group and independent</i>	<ul style="list-style-type: none"> <li>Teacher circulates to assess the work of 100% of scholars.</li> <li>Teacher gives targeted and effective positive and constructive feedback to 100% of scholars. (*In a workshop teacher confers with 100% of the students planned that day)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher circulates to assess the work of approximately 90% of scholars.</li> <li>Teacher gives targeted and effective feedback to 90% of scholars.</li> <li>Teacher insists that scholars redo work not up to standard – and follows through to ensure it is done.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher circulates to assess the work of most scholars.</li> <li>Teacher gives feedback to a majority of scholars, but some feedback is too general.</li> <li>Teacher insists that scholars redo work not up to standard – and follows through to ensure it is done, but the work is only marginally better.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to circulate but gets to less than 50% of scholars to assess mastery.</li> <li>Teacher provides very little effective, targeted feedback during the lesson.</li> <li>Teacher insists that scholars redo the work, but does not follow through.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not circulate during the lesson and/or does not provide any feedback when circulating.</li> <li>Teacher never insists that scholars redo work not up to standard.</li> </ul>
<i>Group Work (Score only when applicable)</i>	<ul style="list-style-type: none"> <li>When used, scholars work together seamlessly, because it is obvious that they have had multiple opportunities to practice working in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars work effectively and efficiently together to master the aim.</li> <li>Group work is the most effective mechanism to accomplish the aim.</li> <li>All scholars contribute to group productivity and show mastery independently.</li> </ul>	<ul style="list-style-type: none"> <li>All but a few scholars work effectively and efficiently together to master the aim.</li> <li>Group work is the most effective mechanism to accomplish the aim, <b>but</b> some added structure could improve implementation.</li> <li>All but a few scholars contribute to group productivity and show mastery independently.</li> </ul>	<ul style="list-style-type: none"> <li>The majority of scholars work effectively and efficiently together to master the aim.</li> <li>Group work could have been the most effective mechanism to accomplish the aim, but the lesson required additional structure.</li> <li>The majority of scholars contribute to group productivity, but there are some free riders.</li> </ul>	<ul style="list-style-type: none"> <li>Group work was an ineffective mechanism to accomplish the aim.</li> <li>Few scholars contribute to the productivity of the group; free riding off the work of top students is the norm.</li> </ul>

### Notes:

- 1) Entry point refers to the point at which a scholar starts independent work. Some ways to differentiate the entry point include easier questions at the start of a worksheet, a lower level reading passage, or staged multiple choice questions before an open ended response.
- 2) Feedback should include feedback on the quality of written work.

## 6. Design and Delivery of an Effective Lesson: Scholar Engagement

Value: 2 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<b>6a: Pacing/Maximizing Instructional Time (1 unit)</b>					
<i>Sense of Urgency</i>	<ul style="list-style-type: none"> <li>Both teacher and scholars demonstrate a palpable sense of urgency and purpose in the classroom. For scholars, this means that they eagerly “jump” to it, readily volunteer with little to no prompting, or execute the routines efficiently.</li> </ul>		<ul style="list-style-type: none"> <li>Teacher demonstrates a palpable sense of urgency and purpose in the room, although scholars only <i>sometimes</i> appear to share in this urgency.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates a mild sense of urgency and purpose in the room. Scholars <i>rarely</i> demonstrate a sense of urgency.</li> </ul>	<ul style="list-style-type: none"> <li>Neither the teacher nor scholars demonstrate a sense of urgency or purpose.</li> </ul>
<i>Alignment of Time to Activity</i>	<ul style="list-style-type: none"> <li>Teacher spends the appropriate amount of time on each part of the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>In general, the teacher spends the appropriate amount of time on each part of the lesson, but extends or shortens one part of the lesson that has a <b>minor</b> impact on learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher spends too much time on one part of the lesson (e.g. 20 minutes on the Do Now) or cuts off guided practice too quickly to address scholar misunderstanding.</li> </ul>	<ul style="list-style-type: none"> <li>Time allocated to different parts of the lesson appears unplanned and <b>not</b> purposeful and poor pacing significantly impacts scholar learning.</li> </ul>
<i>Down Time</i>	<ul style="list-style-type: none"> <li>Scholars experience <b>no</b> down time waiting for the teacher as every minute of instructional time is maximized</li> </ul>	<ul style="list-style-type: none"> <li>Scholars experience <b>little</b> down time waiting for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars experience <b>some</b> down time waiting for the teacher, but it does not have a significant impact overall.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars experience <b>significant</b> down time waiting for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars sit idly and there is a palpable sense of time being wasted. (e.g. materials are <b>not</b> prepared or organized in advance and scholars have to wait for the teacher)</li> </ul>
<i>Routines</i>	<ul style="list-style-type: none"> <li>Scholars and teachers share in the responsibility for the routines in the classroom that drive the pace of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>There is a predictable routine/regular agenda to the class that effectively moves the pace of the lesson.</li> <li>The routines are seamlessly integrated to maintain pace.</li> </ul>	<ul style="list-style-type: none"> <li>The agenda and routines generally move the pace of the lesson, but one time scholars demonstrate confusion about what they should be doing or a routine/transition takes longer than it should.</li> <li>This loss of time does not have a significant impact on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>There are a number of points in the lesson when scholars demonstrate confusion about what they should be doing because they lack a routine.</li> <li>More than one routine could have been tightened to take less time.</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>not</b> a predictable routine /regular agenda to the class that effectively moves the pace of the lesson.</li> </ul>
<i>Sweat the Small Stuff</i>	<ul style="list-style-type: none"> <li>The teachers is able to “sweat the small stuff” without having an impact on lesson pacing, through the use of efficient verbal and non-verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>When the teacher sweats the small stuff, the impact on lesson pacing is minimal, with 1 minor exception which could have been executed with greater efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>When the teacher sweats the small stuff, the impact on lesson pacing is generally minimal, with 2-3 minor exceptions which could have been executed with greater efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>When the teacher sweats the small stuff, the lesson pacing <b>slows considerably</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not sweat the small stuff.</li> </ul>
<i>Classroom Set-up<sup>1</sup></i>	<ul style="list-style-type: none"> <li>The classroom is intentionally and thoughtfully set up to maximize learning time.</li> </ul>		<ul style="list-style-type: none"> <li>The classroom set-up supports learning time, but there are minor changes that could be made to maximize instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom set-up impedes learning time.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom set-up is seriously flawed and this has a significant impact on student learning.</li> </ul>

**Note:**

- 1) When looking at classroom set-up, some aspects to notice are whether or not all scholars can see the board, the teacher can circulate effectively, or if in a seminar all scholars can see each other in order to have an effective discussion.

## 6. Design and Delivery of an Effective Lesson: Scholar Engagement

Value: 2 units

5: Exemplary      4: Strong      3: Solid      2: Emergent      1: Ineffective

### 6b: Effective Use of Engagement Strategies (1 unit)

**Examples of Engagement Strategies:** Cold Call, Call and Response, Mini-White Boards, Pepper, Choral Response, Non-verbal response, “Everybody writes,” Turn and talks, Narrating hands. There is also an overlap between engagement strategies and checks for understanding.

**Saphier’s Attention Continuum:** Saphier groups the repertoire of attention getting moves into 5 categories: desisting, alerting, enlisting, engaging, and winning. Skillful teachers effectively match the right move to a given context.

<p><i>Accountability and Variety</i></p>	<ul style="list-style-type: none"> <li>• Teacher deliberately chooses engagement strategies that are the best fit for the instructional goals.</li> <li>• Teacher varies the use of strategies to raise or lower the class’s energy level.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses a variety of high engagement strategies to ensure that all scholars are accountable.</li> <li>• Teacher selects the right strategy or move at the right time to engage scholars.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses at least two different high engagement strategies that are effective at holding the majority of scholars accountable.</li> <li>• Teacher <i>sometimes</i> selects the right strategy or move at the right time to engage scholars.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses engagement strategies, although they are <i>not</i> varied, and they are <i>not</i> effective in holding the majority of scholars accountable (e.g. teacher may only use one effective engagement strategy).</li> <li>• Teacher <i>rarely</i> selects the right strategy or move at the right time to engage scholars.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher only uses strategies that engage one scholar at a time.</li> </ul>
<p><i>Scholar Engagement</i></p>	<ul style="list-style-type: none"> <li>• Scholars are authentically engaged and invested in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Scholars are engaged and invested in their work, needing very few reminders (1-2).</li> </ul>	<ul style="list-style-type: none"> <li>• At <b>some</b> points in the lesson, <b>some</b> students become less engaged and tune out of class.</li> <li>• Teacher may emphasize the importance of completing the assignment, but scholars do <i>not</i> appear to share in this sense of importance and need 3-5 reminders to stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>• Scholars need <b>frequent</b> reminders and corrections to stay engaged with their work.</li> <li>• Scholars are rewarded for silence rather than engagement in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant number of scholars are disengaged or disruptive.</li> <li>• Scholars are rewarded for silence rather than engagement in the lesson.</li> </ul>

# 7. Classroom Culture

Value: 4 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<b>7a: High Expectations and Routines (2 units)</b>					
<i>High Behavioral Expectations</i>	<ul style="list-style-type: none"> <li>Teacher differentiates strategies so that all scholars meet high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher aligns expectations to high behavioral standards and consistently sweats the small stuff (e.g. SLANTing, headings, volume).</li> <li>Scholars align their own behavior to these high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher generally has high expectations and addresses most (but <b>not</b> all) of the “small stuff.”</li> <li><b>Nearly all</b> scholars align their own behavior to these high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher aligns expectations to behavioral standards that are not high enough, and only sometimes sweats the small stuff.</li> <li><b>Most</b> scholars align their behavior to high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher aligns expectations and routines to <b>low</b> behavioral standards, and does not sweat the small stuff.</li> <li><b>Less than half</b> of scholars align their own behavior to high expectations.</li> </ul>
<i>Teacher Rationale for Scholar Behavior</i>	<ul style="list-style-type: none"> <li>Teacher <b>always</b> provides rationale for scholar behavior.</li> <li>Rationale is appropriate for the situation (can be teacher authority, extrinsic, or intrinsic)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>usually</b> provides rationale for scholar behavior.</li> <li>Rationale is <b>usually</b> appropriate for the situation (1-2 times it is not)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>sometimes</b> provides rationale for scholar behavior.</li> <li>Rationale is <b>mostly</b> appropriate for the situation (3-4 times it is not)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>rarely</b> provides rationale for scholar behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>never</b> gives rationale for scholar behavior</li> </ul>
<i>Clear Expectations</i>	<ul style="list-style-type: none"> <li>Expectations have been taught so clearly and consistently that teacher gives very few reminders.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets and reinforces clear expectations with clear <i>What to Do</i> statements that are specific, concrete, sequential and measurable.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets and reinforces clear expectations with <i>What to Do</i> statements, although these statements could be made more specific, concrete, sequential or measurable.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets clear expectations, but does <b>not</b> consistently reinforce them or expectations and routines are present but inefficient.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does <b>not</b> set clear expectations</li> </ul>
<i>Feedback on Expectations-Positive Framing</i>	<ul style="list-style-type: none"> <li>Scholars celebrate the success of their peers and give each other positive praise without prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>regularly</b> uses <i>Positive Framing</i> effectively to support classrooms expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>sometimes</b> uses <i>Positive Framing</i> to support classroom expectations, but misses key opportunities or overly narrates when a correction would be more effective.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>rarely</b> uses <i>Positive Framing</i> or <b>only</b> uses <i>Positive Framing</i> to correct behavior (when a correction would have been more effective).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>never</b> uses <i>Positive Framing</i>.</li> </ul>
<i>Feedback on Expectations—Do it Again</i>	<ul style="list-style-type: none"> <li>There is no need to ask scholars to “Do it Again.”</li> </ul>	<ul style="list-style-type: none"> <li>As appropriate, teacher insists scholars <i>Do It Again</i> if it’s not great, and this <b>consistently</b> produces a change in scholar action.</li> </ul>	<ul style="list-style-type: none"> <li>As appropriate, teacher insists scholars <i>Do It Again</i> if it’s not great, but this does <b>not consistently</b> produce a change in scholar action.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher insists scholars <i>Do It Again</i> if it’s not great, but this does <b>not</b> produce a change in scholar action.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does <b>not</b> insist that scholars <i>Do It Again</i>.</li> </ul>
<i>Corrections</i>	<ul style="list-style-type: none"> <li>There are few to no instances of off task behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher immediately corrects <b>all</b> instances of off-task behavior</li> </ul>	<ul style="list-style-type: none"> <li>Teacher immediately responds to <b>most</b> instances of off-task behavior</li> </ul>	<ul style="list-style-type: none"> <li>Teacher immediately corrects <b>some</b> off-task behavior, but more <b>frequently</b> waits until a problem has grown before addressing it</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not correct off task behavior.</li> </ul>
<i>100%</i>	<ul style="list-style-type: none"> <li>It doesn’t feel like a lot of work to get the class to 100%.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher insists and gets 95% of scholars on task and engaged with 95% of directions / assignments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher insists and gets 85% of scholars on task and engaged, 85% of the time</li> </ul>	<ul style="list-style-type: none"> <li>Teacher insists on 100% of scholars on task and engaged most of the time, but less than 85% of scholars are on task less than 85% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>rarely</b> insists on 100%; students are <b>rarely</b> on task</li> </ul>
<i>Strong Voice</i>	<ul style="list-style-type: none"> <li>Teacher <b>rarely</b> has to use <i>Strong Voice</i> to address scholars.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>regularly</b> and <b>effectively</b> uses <i>Strong Voice</i> when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses <i>Strong Voice</i> when it is appropriate, but misses one moment when it was needed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>rarely effectively</b> uses <i>Strong Voice</i> when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>never effectively</b> uses <i>Strong Voice</i> when appropriate.</li> </ul>
<i>Consistency with School Wide Discipline System</i>	<ul style="list-style-type: none"> <li>Teacher effectively uses school-wide discipline system as designed, addressing all of the relevant behaviors both with consequences and recognition.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher fails to address 1-3 behaviors that should have been addressed under school-wide discipline system or addresses them in a way that is inconsistent with the system.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher fails to address more than three behaviors or otherwise inconsistently or ineffectively uses school-wide discipline system.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does <b>not</b> use school-wide discipline system at all.</li> </ul>	

## 7. Classroom Culture

Value: 4 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<b>7b: Positive Classroom Climate (1 unit)</b>					
<i>Classroom Atmosphere</i>	<ul style="list-style-type: none"> <li>There is a strong, palpable sense that students “want it” –their smiles, engagement, and dedication are readily apparent.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is <b>generally</b> a fun, joyful place where scholars are enthusiastic and excited about learning.</li> <li>The classroom feels like a place where scholars want to be consistently throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is <b>usually</b> a fun, joyful place where scholars are enthusiastic and excited about learning.</li> <li>There are real, authentic moments of joy and enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is <b>sometimes</b> a fun, joyful place where scholars are enthusiastic and excited about learning.</li> <li>There are <b>few</b> authentic moments of joy and enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars are bored or unhappy.</li> <li>The classroom feels dull or apathetic.</li> <li>Scholars don’t appear to care about what they’re learning.</li> </ul>
<i>Teacher Tone</i>	<ul style="list-style-type: none"> <li>Teacher is authentically positive, modeling “warm-demanding;” teacher communicates caring as well as high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher conveys a positive, up-beat and urgent tone through smiling, humor, challenge, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets a neutral, professional tone, although there are some strong attempts at positivity using word choice, voice modulation, and body language.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets a neutral classroom tone. There are moments when teacher stress shows or a situation could have been handled more positively.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher tone is overly negative or harsh or teacher inappropriately uses sarcasm.</li> </ul>
<i>Planned Joy</i>	<ul style="list-style-type: none"> <li>One lesson element is structured in such a way as to be particularly high-interest or “fun” for scholars while still effectively and efficiently addressing the lesson aim. <b>For example, the teacher has a particularly effective hook, leverages chants or cheers, uses humorous or personal examples as a part of the mini-lesson or IP, incorporates a game or competition into the lesson, or gets scholars to demonstrate a deep investment in the content or discipline. This last example is particularly true for high school and specials teachers.</b></li> </ul>		<ul style="list-style-type: none"> <li>One lesson element is structured in such a way as to be particularly high-interest or “fun” for scholars to address the lesson aim, but could show some minor improvement in its efficiency or effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts a high interest or fun lesson element to address the aim, but requires significant improvement to be effective and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>frequently</b> misses opportunities to make learning high interest or relevant to scholars.</li> </ul>
<i>Teacher-Student Relationship</i>	<ul style="list-style-type: none"> <li>The teacher is very intentional about building relationships with scholars in the classroom by making connections to the scholars’ lives, interests, and preferences. <b>Nearly all</b> scholars are equally invested in building a positive relationship with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is intentional about building strong relationships by connecting to the lives, interests, and preferences of scholars. <b>Most</b> scholars respond positively to these connections.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is proactively building relationships, although scholars generally respond in a neutral way to these attempts at building relationships.</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>little</b> evidence that the teacher has strong relationships with the scholars in the class. Teacher action may hamper building relationships with some scholars.</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>no</b> evidence that the teacher has strong relationships with the scholars in the class or there is evidence that the teacher “plays favorites.”</li> </ul>
<i>Positive to Corrective Ratio</i>	<ul style="list-style-type: none"> <li>There are <b>three times as many</b> positive comments as there are corrective comments.</li> </ul>		<ul style="list-style-type: none"> <li>There are <b>more positive</b> than corrective comments.</li> </ul>	<ul style="list-style-type: none"> <li>The ratio of positive to corrective comments is <b>about equal</b>.</li> </ul>	<ul style="list-style-type: none"> <li>There are <b>more corrective</b> than positive comments.</li> </ul>

## 7. Classroom Culture

Value: 4 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<b>7c: Embedded Character (1 unit)</b>					
<i>Embedded Character Instruction</i>	<ul style="list-style-type: none"> <li>There is an explicit or implicit character aim (in addition to a content aim) that is driving the lesson and both the content and character aim are executed effectively.</li> </ul>	<ul style="list-style-type: none"> <li>When appropriate, teacher strategically picks lesson examples, literature, and activities that reinforce key messages<sup>1</sup> (e.g. College, Team &amp; Family, REACH). These examples are clear and specific.</li> </ul>	<ul style="list-style-type: none"> <li>When appropriate, teacher strategically picks lesson examples, literature, and activities that reinforce key messages (e.g. College, Team &amp; Family, REACH), but these choices are ineffectively implemented from a character building point of view.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson design attempts to embed character skills and values, but it is not planned purposefully.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson design does <b>not</b> attempt to teach character skills and values.</li> </ul>
<i>Teachable Character Moments<sup>2</sup></i>	<ul style="list-style-type: none"> <li>Teacher uses key moments in class to explicitly celebrate and reinforce character skills. These moments flow naturally from the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>Teacher explicitly celebrates and reinforces character skills or key values/ messages, but does <b>not</b> select the most high impact moments.</li> </ul>	<ul style="list-style-type: none"> <li>If the teacher explicitly celebrates character skills, the moment is <b>not</b> high impact or it takes up too much instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher misses opportunities to teach character skills and values.</li> </ul>
<i>Respect</i>	<ul style="list-style-type: none"> <li>Scholars/teachers are nice and respectful to each other. For example, students consistently track one another without prompting</li> <li>PETSY (please, excuse me, thank you, sorry, you're welcome) use is extremely common.</li> </ul>		<ul style="list-style-type: none"> <li>Scholars are generally respectful of the teacher and their peers, but there are some exceptions. The teacher consistently prompts scholars to change behavior in these instances.</li> <li>Student use of PETSY is inconsistent and is not addressed by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars need significant prompting and redirection to show respect to their peers, but this only sometimes changes student action.</li> <li>PETSY (please, excuse me, thank you, sorry, you're welcome) is only used by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that scholars and teacher are <b>not</b> respectful to one another (e.g. laughing at one another, saying shut up, etc).</li> <li>PETSY is <b>not</b> used by either teacher or scholars.</li> </ul>

Notes:

- 1) A clear and specific example that reinforces key messages like college might include specific statements like “when you are in college and go to the writing center,...” or “ when you are working in your study groups in college,...” instead of generic statements, “when you are in college, you will have to work hard.”
- 2) There are many character traits that a teacher can reinforce and celebrate throughout a lesson. For example, scholars should be able to use their own resources during independent practice before raising their hand for support. A teacher would want to celebrate this moment of grit and resilience with the class or scholars individually. Another example might be messaging hard work so that scholars connect their achievements to their hard work.

## 8. Ensures Achievement for all Scholars: Cumulative Review and Building off Prior Learning<sup>1</sup> Value: 1 unit

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Evidence of Accumulated Knowledge</i>	<ul style="list-style-type: none"> <li>Scholars independently build off prior learning and integrate review content without teacher direction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher explicitly builds off prior learning and weaves in review content; the integration <b>consistently</b> pushes scholars to articulate connections between new and review content or skills.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher explicitly builds off prior learning and weaves in review content, however, the integration is only <b>sometimes</b> pushes scholars to articulate connections between new and review content or skills.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher attempts to build off prior learning and to weave in review content, but the attempt does <b>not</b> appear to be planned strategically.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is not proactively building off prior learning and weaving in review content.</li> </ul>
<i>Fast and Systematic</i>	<ul style="list-style-type: none"> <li>Scholars initiate cumulative review on their own without teacher prompting (e.g. flash cards, “assign yourself” review packets, etc).</li> <li>Cumulative review is designed to help scholars understand and correct errors they make (e.g. there is a mechanism for them to check their answers) and there is evidence that scholars go back and re-do work until they get it right.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars get a routine(daily), fast and well-executed opportunity to systematically and successfully review and practice skills that they have already mastered (e.g. QQ/Do Now, cumulative review activity or game).</li> </ul>	<p>Scholars get an opportunity to systematically review and practice skills, but it could have been more efficient. It appears that CR is part of a daily routine.</p>	<ul style="list-style-type: none"> <li>Scholars get an opportunity to systematically review and practice skills that they have already mastered, but the review takes up far too much class time or most scholars are not successful. It is not clear that this is a daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>There is no cumulative review in the lesson.</li> </ul>
<i>High Impact</i>	<ul style="list-style-type: none"> <li>Cumulative Review assignments are differentiated based on student data.</li> </ul>	<ul style="list-style-type: none"> <li>Review targets foundational skills and concepts that scholars will need to be successful in the future.</li> <li>Standards included in cumulative review are truly review for nearly all scholars.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the review targets foundational skills and concepts that scholars will need to be successful in the future.</li> <li>Almost all of the standards included in cumulative review are truly review.</li> </ul>	<ul style="list-style-type: none"> <li>Review targets a number of skills or concepts that are <b>not</b> foundational to the course.</li> <li>Teacher is using review when s/he should be re-teaching; 20% or more of the class cannot successfully complete the review.</li> </ul>	<ul style="list-style-type: none"> <li>There is no cumulative review in the lesson.</li> </ul>

Note:

1) When scoring this section, observers may only be able to score the first line, evidence of accumulated knowledge. If there is also a routine based, cumulative review time, score all three rows.

## 9. Outcome: Scholar Learning<sup>1</sup>

Value: 3 units

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Outcomes<sup>2</sup></i>	<ul style="list-style-type: none"> <li>At least 95% of scholars master the aim.<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>85-95% of scholars master the aim.</li> </ul>	<ul style="list-style-type: none"> <li>75-85% of scholars master the aim.</li> </ul>	<ul style="list-style-type: none"> <li>65-75% of scholars master the aim.</li> </ul>	<ul style="list-style-type: none"> <li>Fewer than 65% of scholars master the aim.</li> </ul>
<i>Lesson Development Towards Mastery</i>	<ul style="list-style-type: none"> <li>All parts of the lesson effectively move scholars towards mastery of the aim.</li> </ul>	<ul style="list-style-type: none"> <li>Almost all of the lesson effectively moves scholars towards mastery of the aim.</li> </ul>	<ul style="list-style-type: none"> <li>Most scholar work on the exit ticket or collected work illustrates exemplary mastery of both learning process and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Some parts of the lesson are <b>not</b> aligned to the aim and thus do <b>not</b> move scholars towards mastery of the aim.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson is generally disorganized and does <b>not</b> move scholars towards mastery of the aim.</li> </ul>
<i>Student Work Output</i>	<ul style="list-style-type: none"> <li>Scholar work on the exit ticket or collected work illustrates exemplary mastery of both learning process and outcomes (i.e. matches expectations as defined by the standard of excellence).</li> </ul>	<ul style="list-style-type: none"> <li>Scholar work on the exit ticket matches the quality of work defined by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Only a few samples of scholar work on the exit ticket or collected work illustrates exemplary mastery of both learning process and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>The majority of scholar work on the exit ticket or collected work is unacceptable.</li> </ul>	
<i>Overall Evaluation</i>	<ul style="list-style-type: none"> <li>This lesson was an outstanding use of instructional time, resulting in exceptional levels of student learning for all scholars.</li> </ul>	<ul style="list-style-type: none"> <li>This lesson was an effective use of instructional time and resulted in significant student learning for almost all scholars.</li> </ul>	<ul style="list-style-type: none"> <li>This lesson failed to effectively teach important concepts to a significant minority of the class (at least 25%).</li> </ul>	<ul style="list-style-type: none"> <li>This lesson resulted in little student learning.</li> </ul>	

### Notes:

- 1) If the aim for the lesson is **not** sufficiently rigorous, the maximum score the lesson can receive for scholar learning is a 3.
- 2) Scholar learning should be determined by reviewing the daily assessments after the lesson.
- 3) There are some lessons where quantifying mastery in terms of percentage goals is not a good indicator of the impact of a lesson. For example, when judging a writing lesson where scholars are revising essays, it is nearly impossible to note as an observer if 85% of scholars mastered the aim. Similarly, in a reading class, we can expect written response to text to provide valuable formative data that is not easily transferable to percent mastery data. Observers will need to apply professional judgment in noting whether the outcomes of the lesson demonstrated effective progress towards mastery.

## Phase 2: Core Instruction – Are 100% of lessons designed to maximize student learning?

**Coaching Strategies**  
(awareness-building and skill-building)

**Additional Resources**  
(video clips of exemplars, readings, etc.)

### Strengthen teacher’s understanding of skill/content knowledge

*TCP Essential Indicator: Accuracy, Misunderstandings, and Concrete to Abstract (Evidence of Planning)*

- Examine state standards together to identify areas of emphasis. Look at grades above and below to figure out which skills/content areas are fundamental.
- Examine sample state assessments together to see what these skills and content look like in action.
- Encourage teacher to talk to colleagues with experience teaching same content/grade level or older grade levels. Ask them to identify which skills or concepts are fundamental to long-term understanding.
- Discuss how the teacher learned certain key concepts. Ask her to think metacognitively about the process.
- Brainstorm as many different ways as possible to teach one standard.
- Call Team Teaching and Learning content area expert for resources and support.

- [Sample Content Knowledge TLP](#)
- [AF scope and sequence documents by content area](#)
- [Common Core Standards](#)
- [New York State Learning Standards \(click on content areas for PDFs of standards and student work\)](#)
- [Connecticut State Frameworks and Learning Standards \(click on content areas for PDFs of curriculum frameworks and standards\)](#)
- [How to Conduct a Co-Planning Session](#)
- Chapter on “**Begin with the End**” from *Teach Like a Champion: 49 Techniques that Put Students on the Path to College* by Doug Lemov (p. 57-59)
- “[Deciding What to Study](#)” from “[Study Driven: A Framework of Planning Units of Study in the Writing Workshop](#)” by Katie Wood Ray (Chapter 6)
- [“Improving Reading Instruction” resource list](#)
- [AF Professional Booklist for Elementary Reading Teachers](#) (reach out to Colleen for materials)
- [Suggested math readings](#) and [recommended middle school math resources](#)
- [Teaching and Learning Long Division for Understanding in School](#) from [Analysis of Arithmetic for Mathematics Teaching](#) by Magdalene Lampert
- *Introducing Difficult Topics in the Elementary Classroom* (Sample chapter on rounding [here](#)) and *Math Misconceptions and Activities to Undo Math Misconceptions* (borrow all of the above from Steph Lyons 😊)
- [Elementary Math Checklist](#)

- [AF Science Resources: Vision Document and Key Readings](#)

### Write great aims and align them to exit tickets

*TCP Essential Indicator:*  
Effective Aim (Great Aims) and Alignment (Daily Assessment)

- Give feedback on teacher’s low-mid quality aims and share how the aims could be improved
- Co-plan aims and exit tickets for next week together. Identify the key concepts and enduring understandings, then make sure each lesson’s aims align, build on the previous, and increase in rigor (for example, using Bloom’s taxonomy).
- Play “guess my goal.” Look at exit ticket without knowing the aim and see if you can identify the aim from the questions.
- Examine one lesson in detail and ask: “What do you hope students will learn? How are they going to get there?” “How are you going to use \_\_\_\_\_ to teach \_\_\_\_\_?” “What do you want to measure at the end of the lesson?”
- Model strategies for investing students in the aims
- When you observe, ask students to share the aims in their own words or what they’re trying to learn. Share responses with the teacher.

- [Sample Great Aims TLP](#)
- AF [aims](#) and [exit tickets](#)
- [How to Conduct a Co-Planning Session](#)
- [Video of John Saphier holding a planning conference with a teacher.](#)
- [Understanding by Design](#) by G. Wiggins and Jay McTighe (p. 13-21)
- [Understanding by Design](#) by G. Wiggins and Jay McTighe (p. 256-267)
- [UBD in a nutshell](#) and [overview](#) materials by Ali Brown
- [Chapter on “Objectives” from The Skillful Teacher: Building Your Teaching Skills](#) by John Saphier et al.(p. 371-394)
- [Video of Jeff Vasquez investing students in the aims](#)
- [KIPP NYC Annotated Lesson Plan Guide](#)
- Chapters on “**Begin with the End**”, “**4Ms**”, “**Post It**”, and “**Shortest Plan**” from *Teach Like a Champion: 49 Techniques that Put Students on the Path to College* by Doug Lemov (p. 57-65)

### Assess and activate students’ prior knowledge

*TCP Essential Indicator:* Connection to Prior Learning (Great Aims) and Relevancy (Evidence of Planning)

- Ask the teacher to brainstorm everything students might know about the subject, based on personal experience. Co-plan places in the lesson where this knowledge could be incorporated.
- Review prior grades’ standards and curricula together to identify prior academic experience.
- Introduce tools for assessing and activating prior knowledge (e.g., KWL charts, anticipation guides, role plays, concept maps, or prior knowledge forms). If necessary, discuss ways to apply pre-reading strategies to other types of instruction.

- [Building on Prior Knowledge and Meaningful Contexts/Cultures](#)
- [“Activators” by Jon Saphier \(vii-43\)](#)
- “Frontloading Meaning” in *When Kids can’t Read* by Kylene Beers (73-101)

### Plan clear, tight, aligned mini-lessons

*TCP Essential Indicator:* Intro to New Material (Effective and Efficient Delivery)

<ul style="list-style-type: none"> <li>○ Plan a great mini-lesson together</li> <li>○ Observe and analyze teachers with awesome mini-lessons (or model one as the coach)</li> <li>○ Co-plan a week’s worth of mini-lessons in painful detail.</li> <li>○ Have the teacher “rehearse” the think-aloud for you</li> <li>○ Focus feedback on daily lesson plans on the mini-lesson</li> <li>○ Play “guess my goal.” Look at mini-lessons without knowing the aim and see if you can identify the aim from the activities. Then look at lesson plans from other teachers to develop “eye” for alignment.</li> <li>○ Video mini-lesson. Watch and debrief together, pausing to discuss strengths, timing, and missed opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Sample Teacher Learning Plan: Delivering the “I”</a></li> <li>○ <a href="#">How to Conduct a Co-Planning Session</a></li> <li>○ <a href="#">Instructional Planning and Delivery</a> by Teach For America (p. 80-97)</li> <li>○ <a href="#">AF Annotated Lesson Plan</a></li> <li>○ <a href="#">KIPP NYC Annotated Lesson Plan Guide</a></li> <li>○ <a href="#">“Modeling Thinking Aloud”</a> by John Saphier</li> <li>○ <a href="#">“Modeling Thinking Aloud”</a> video by John Saphier</li> <li>○ Chapters on <b>“Name the Steps,” “Board=Paper,”</b> and <b>“Circulate”</b> from <i>Teach Like a Champion: 49 Techniques that Put Students on the Path to College</i> by Doug Lemov (p.65-67 and 82-88)</li> <li>○ <a href="#">“The Thinking Behind Think-Alouds”</a> from <i>Improving Comprehension with Think Aloud Strategies</i> by Jeff Wilhelm (p. 7-12)</li> <li>○ <a href="#">Sample ELA mini-lessons</a> by Maddie Witter</li> <li>○ <a href="#">“What All Good Readers Do”</a> from <i>Improving Comprehension with Think Aloud Strategies</i> by Jeff Wilhelm (Chapter 2)</li> <li>○ <a href="#">“Lessons about Conventions of Writing”</a> and <a href="#">“Lessons about Strategies for Reading”</a> by Nancie Atwell (p. 184-216)</li> </ul>
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<b>Create a purposeful and engaging hook to open your lesson</b>	TCP Essential Indicator: Planned Joy (Positive Classroom Climate)
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<ul style="list-style-type: none"> <li>○ Identify the key elements and types of great hooks.</li> <li>○ Watch video of exemplar hooks and opening routines together.</li> <li>○ Observe teachers with inspiring lesson openings.</li> <li>○ Connect teacher with others for fun hook brainstorming and create a running list for team to use as resources.</li> <li>○ Co-plan to write great hooks for the next two weeks.</li> <li>○ Give lesson plan feedback focused on the hook/opening.</li> <li>○ Review lesson plans together and look for places to “re-hook” students.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Chapter on “The Big Picture”</a> from <i>The Skillful Teacher: Building Your Teaching Skills</i> by John Saphier and Robert Gower (p. 210-218)</li> <li>○ <a href="#">Understanding by Design</a> by G.Wiggins and Jay McTighe (p. 201-208)</li> <li>○ <a href="#">Fires in the Bathroom</a> by Kathleen Cushman (p. 123-143)</li> <li>○ Chapters on <b>“The Hook”</b> and <b>“Without Apology”</b> from <i>Teach Like a Champion: 49 Techniques that Put Students on the Path to College</i> by Doug Lemov (p. 75-77 and 51-55)</li> <li>○ <a href="#">“Activators”</a> by Jon Saphier (vii-43)</li> <li>○ <a href="#">Chi’s New Staff Training materials on classroom set-up and hooks</a></li> </ul>
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<b>Create clear visual anchors that represent the standard of excellence</b>	TCP Essential Indicator: Visual Anchor (Standards for Top-Quality Responses)
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<ul style="list-style-type: none"> <li>○ Go on “field trips” to classrooms with evidence of great visual anchors</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Sample Teacher Learning Plan: Delivering the “I”</a></li> </ul>
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<ul style="list-style-type: none"> <li>and analyze what makes them great</li> <li>○ Look at upcoming lesson plans and create two strong visual anchors together. Have fun with the poster machine. 😊</li> <li>○ Ask teacher to submit lesson plans with clear visual anchors</li> <li>○ Co-plan future lessons, focusing on alignment of guided practice and the visual anchor with the work students do in independent practice</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>The Learning Gap</i> by Harold Stevenson and James Stigler</li> <li>○ <a href="#">Video of Cristina Thompson creating a visual anchor</a></li> <li>○ <a href="#">Visual Anchor Comparing Numbers and Place Values</a> and <a href="#">“Rounding to Buy”</a></li> </ul>
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**Strategically decrease scaffolding to support students in independent practice**

TCP Essential Indicator: Declining Scaffolding (Effective and Efficient Delivery)

<ul style="list-style-type: none"> <li>○ Co-plan or ask teacher to plan backwards from exit ticket – what will students need to do in independent practice to be successful? What support will they need to accomplish that?</li> <li>○ Brainstorm all the different ways to scaffold student understanding in guided practice (e.g., students assist teacher in completing task; students direct teacher in to complete task; students work in groups to complete tasks collaboratively; students explore one idea or skill through multiple points of view, with opportunities to re-think and revise; teacher uses graphic organizers to target focal skill/concept; teacher breaks down task into component parts and introduces each piece sequentially; teacher slowly increases difficulty of tasks over course of lesson; etc.)</li> <li>○ Watch an exemplar teacher/video together to identify effective scaffolds.</li> <li>○ Observe the “we” part of the teacher’s lesson, tracking 2-3 students who tend to have difficulty during independent practice. What parts of scaffolding do they need most? When are they successful? How can the teacher know they’re ready to work independently?</li> <li>○ Video the “we” part of a lesson. Watch together, tracking student comments and questions to check scaffolding.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Sample Teacher Learning Plan: Scaffolding and Heavy Lifting</a></li> <li>○ <a href="#">“Break It Down” Taxonomy materials</a> and <a href="#">“Break It Down” Taxonomy video</a></li> <li>○ <a href="#">Understanding by Design</a> by G. Wiggins and Jay McTighe (p. 208-215)</li> <li>○ Chapter on <a href="#">“Working in the Learning Zone”</a> from <i>Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy</i> by Irene C.Fountas and Gay Su Pinnell (p. 191-193)</li> <li>○ Chapter on <a href="#">“Double-Plan”</a> from <i>Teach Like a Champion: 49 Techniques that Put Students on the Path to College</i> by Doug Lemov (p. 65-67)</li> <li>○ <a href="#">“Classroom Talk”</a> from <i>Scaffolding Language, Scaffolding Learning</i> by Pauline Gibbs (Chapter 2)</li> <li>○ <a href="#">“Listening”</a> from <i>Scaffolding Language, Scaffolding Learning</i> by Pauline Gibbs (Chapter 6)</li> </ul>
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**Anticipate misconceptions and unscramble confusions**

TCP Essential Indicator: Misunderstandings (Evidence of Planning)

<ul style="list-style-type: none"> <li>○ Connect teacher to teachers who have taught same subject in previous years OR teach the grade above/below. Encourage teacher to ask where to expect student misunderstandings and identify successful strategies</li> </ul>	<ul style="list-style-type: none"> <li>○ Chapter on <a href="#">“Clarity”</a> from <i>The Skillful Teacher: Building Your Teaching Skills</i> by John Saphier and Robert Gower (p. 194-198)</li> </ul>
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for addressing them.

- Look at student work together to identify weaknesses in understanding from previous lessons that might affect upcoming concepts/skills.
- Co-plan to address previous confusions and prevent misunderstandings.
- Video and review with teacher to watch moments where students misunderstood and ID strategies s/he could use to clarify.
- Play the role of a student and have teacher “rehearse” explanations with you. ID questions s/he needs to ask to uncover your misunderstandings.

### Ensure that students have enough time and support for independent work-time

*TCP Essential Indicator: Successful at Bats, Time, and Difficulty Level (Independent Work Time)*

- Co-plan independent practice, including questions and problems. Make sure questions are staged appropriately to scaffold understanding and challenge students as they move on.
- Review plans for independent practice, checking alignment and level of difficulty against guided practice, model, and anchor. Ask the teacher, “How do you know students will be ready to do this? What has prepared them? How? What do they need to be able to think, know, or do?”
- Ask teacher to submit lesson plans with times for modeling, GP, and IP clearly marked. Check to make sure that students have 15-20 minutes (minimum) of independent practice time. Observe teacher and hold him/her accountable for timing.
- Observe teacher and map how teacher circulates and supports students in IP time. Do all students’ questions get answered? Do some dominate teacher’s time/attention? Do students who don’t ask for help receive it if they need it?
- Review student work and do an error analysis together.

- [AF independent practice materials](#) (content-specific resources and New Staff Training framework)
- [Independent practice checklist](#) for coaches
- [Independent practice weekly aims tracker](#) for teachers
- Chapters on “**At Bats**” and “**Take a Stand**” from *Teach Like a Champion: 49 Techniques that Put Students on the Path to College* by Doug Lemov (p. 104-108)

### Regularly and systematically check to see if the group and individual students are with you

*TCP Essential Indicator: Quality of CFU (Checks for Understanding)*

- After lesson observation, discuss how the teacher knew if students are mastering the aims throughout the lesson.

- [Checking for Understanding: Formative Assessment Techniques for Your Classroom](#) by D. Fisher and Nancy Frey (p. 1-4 and 134-138)

<ul style="list-style-type: none"> <li>○ Co-plan strategic checkpoints for checking for understanding into upcoming lessons.</li> <li>○ Brainstorm a big list of ways teacher can check for understanding – ask teacher to incorporate at least three ways in each lesson plan.</li> <li>○ Ask teacher to submit lesson plans with CFU’s highlighted along with space for tracking data.</li> <li>○ Observe a lesson, tracking CFUs and student responses.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">“Call and Response”</a> and <a href="#">“Cold Call”</a> Taxonomy videos</li> <li>○ <a href="#">“Checking for Student Understanding”</a> video by John Saphier</li> <li>○ <a href="#">Understanding by Design</a> by G. Wiggins and Jay McTighe (p. 248-249)</li> <li>○ <a href="#">Video of Rita Ashlock checking students’ understanding</a></li> <li>○ Chapters on <a href="#">“Check for Understanding”</a> and <a href="#">“Take a Stand”</a> from <i>Teach Like a Champion: 49 Techniques that Put Students on the Path to College</i> by Doug Lemov (p. 97-104 and 106-108)</li> </ul>
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<b>Hold all students accountable for top-quality work</b>	
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*TCP Essential Indicator: Right is Right and Accountability (Standards for Top-Quality Responses)*

<ul style="list-style-type: none"> <li>○ Ask teacher to observe colleagues who have strong strategies for top-quality oral responses (esp at beginning of year).</li> <li>○ Ask teacher to list criteria and/or sentence starters for top-quality oral responses (e.g., full sentences, appropriate volume, etc.)</li> <li>○ Co-create a visual anchor of criteria and/or sentence starters for oral responses to post in classroom</li> <li>○ Ask teacher to list criteria for top-quality written responses (e.g. heading, neatness, etc.). Co-create a visual anchor to post in classroom.</li> <li>○ Co-plan a mini-lesson and/or co-create a tracker focused on expectations for oral and/or written responses</li> <li>○ Observe teacher with seating chart – mark students called on, correct responses, and/or circling back</li> <li>○ Video teacher and have him/her track strategies and student responses.</li> </ul>
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<ul style="list-style-type: none"> <li>○ <a href="#">Sample Teacher Learning Plan: Rigor</a></li> <li>○ <a href="#">“No Opt Out” Taxonomy materials</a> and <a href="#">“No Opt Out” Taxonomy video</a></li> <li>○ <a href="#">“Right is Right” Taxonomy materials</a> and <a href="#">“Right is Right” Taxonomy video</a></li> <li>○ <a href="#">“Break It Down” Taxonomy materials</a> and <a href="#">“Break it down” Taxonomy video</a></li> <li>○ <a href="#">“Format Matters” Taxonomy materials</a> and <a href="#">“Format Matters” Taxonomy video</a></li> <li>○ <a href="#">“The End of the Never-Ending Line”</a> by Stephen Levy.</li> </ul>
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<b>Formally and informally assess long-term student learning</b>	
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*TCP Essential Indicator: Alignment and Data (Daily Assessment) and Student Work Output (Scholar Learning)*

<ul style="list-style-type: none"> <li>○ Identify key elements of formative vs summative assessments</li> <li>○ Examine exit ticket and other assessments exemplars together and analyze what makes them effective</li> <li>○ Ask teacher to identify criteria for mastery of skill/content being assessed and as many ways as possible for students to demonstrate mastery</li> <li>○ Co-create and use an exit ticket tracker.</li> <li>○ Do an error analysis of one set of exit tickets or other assessments and</li> </ul>
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<ul style="list-style-type: none"> <li>○ <a href="#">Chapter on “Assessment”</a> from <i>The Skillful Teacher: Building Your Teaching Skills</i> by John Saphier and Robert Gower (p. 459-514).</li> <li>○ <a href="#">Checking for Understanding: Formative Assessment Techniques for Your Classroom</a> by D. Fisher and Nancy Frey (p. 1-4 and 134-138)</li> <li>○ <a href="#">PD PowerPoint on using data to diagnose why students struggled on challenging standards</a></li> <li>○ <a href="#">Understanding by Design</a> by G. Wiggins and Jay McTighe (p. 215-218)</li> </ul>
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<p>plan how findings will inform upcoming aims and instruction</p> <ul style="list-style-type: none"> <li>○ Co-plan exit tickets, formal assessments, and/or rubrics.</li> <li>○ Co-plan lessons teaching students how to use rubrics to assess own work.</li> <li>○ Practice “staging” questions on assessments. Then, analyze student work. What was an issue of student misunderstanding and what was an issue of question clarity or sequencing?</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Chapters on “Thinking Like an Assessor” and “Criteria and Validity” from <i>Understanding by Design</i> by G. Wiggins and Jay McTighe (p. 146-190)</a></li> <li>○ <a href="#">Fires in the Bathroom</a> by Kathleen Cushman (p. 68-69)</li> <li>○ <a href="#">“The Rest of the Story”</a> by Thomas Guskey</li> <li>○ <a href="#">“The Best Value in Formative Assessment”</a> by Chappuis and Chappuis</li> </ul>
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**Provide fast, fun opportunities for students to successfully practice skills/content already mastered**

*TCP Essential Indicator: Fast and Systematic (Cumulative Review)*

<ul style="list-style-type: none"> <li>○ Share lists and resources of potential CR activities. Ask teacher to ID what types of activities would work best with what kinds of material.</li> <li>○ Review lesson plans together. ID opportunities for CR at beginning of class, end of class, and/or transitions.</li> <li>○ Brainstorm criteria for successful CR. Co-create observational tracking tool aligned to criteria.</li> <li>○ Ask teacher to use tracking tool with an exemplar teacher/video.</li> <li>○ Video CR and ask teacher to observe self, using tracking tool.</li> <li>○ Observe lesson, tracking 2-3 KWLMs during CR.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Chapter on “Clarity” from <i>The Skillful Teacher: Building Your Teaching</i> by John Saphier and Robert Gower (pp. 218-219).</a></li> <li>○ <a href="#">“Summarizers”</a> by John Saphier</li> <li>○ <a href="#">Cumulative review materials on shared server</a></li> <li>○ <a href="#">“Student Engagement” Taxonomy materials</a></li> <li>○ “Student Engagement” Taxonomy videos: <a href="#">“Call and Response,”</a> <a href="#">“Pepper,”</a> and <a href="#">“Cold Call”</a></li> <li>○ Chapter on <b>“Vegas”</b> from <i>Teach Like a Champion: 49 Techniques that Put Students on the Path to College</i> by Doug Lemov (p. 141-144)</li> </ul>
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**Phase 3: High Investment and Character Development – Do 100% of students feel included, cared for, invested, and willing to take risks? Are students deeply invested in their education, and do they solve their own problems?**

<p align="center"><b>Coaching Strategies</b> (awareness-building and skill-building)</p>	<p align="center"><b>Additional Resources</b> (video clips of exemplars, readings, etc.)</p>
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## **Protocol For Analyzing Student Work**

### **Time**

Approximately 40 minutes

### **Roles**

Facilitator (who sometimes participates, depending on the size of the group)

Participants (group members who ask questions and discuss)

### **Pre-Work (each task must be completed by COB)**

- Monday – Facilitator sends out request for what student work is being reviewed (i.e. high, medium and low personal narrative, lowest TA work from past week), and which intern is collecting materials
- Tuesday – Teachers give student work to intern
- Wednesday – Intern compiles student work and gives it all to teachers
- BEFORE PD on Friday – Teachers and facilitator review student work in preparation for meeting. Look at the work with the lens of the following topics:
  - What the students appear to know or appear able to do
  - What the students appear not to know or unable to do
  - Any trends, themes, patterns or inconsistencies noticed in the work

The facilitator thanks the group for sharing their experience with the group and asks that all group members participate fully in the discussion with a spirit of constant learning. The facilitator also addresses the confidentiality that's required for this discussion.

- 1. Introduction (5 min)** – The facilitator gives a brief introduction of the student work. S/he explains:
  - **What the assignment was**
  - **What standards or skills the assignment intended to measure**
  - **Any other relevant information (void of excuses)**
- 2. Discussion (25 min.)** – The facilitator leads the group through a discussion. The group should spend approximately 6 minutes on each question.
  - What do the students know? What can students do? What instructional strategies do you think have been most effective in getting students to mastery?
  - What do these students NOT know? What can these students not do yet? What instructional strategies have not been as effective?
  - Where are the greatest inconsistencies in student performance? What can some students do that others cannot?
  - What instructional path for whole class instruction does this student work suggest? What could an effective sequence of aims and daily assessments be? What interventions may be necessary based on this student work? Which students? What skills/knowledge?
- 3. Closing (5 min.)** – The facilitator summarizes what he or she heard. S/he then leads the group in a short discussion of what the focus for student work should be over the next few weeks until the next meeting and what take-aways can be for each of our classrooms.

## Protocol For Video Analysis

### **Time**

Approximately 40 minutes

### **Roles**

Presenter (whose video is being discussed by the group)

Facilitator (who sometimes participates, depending on the size of the group)

Participants (group members who ask questions and discuss)

### **Pre-Work (each task must be completed by COB)**

- Monday -- Facilitator identifies teacher who will be videotaped, date and time of observation as well as essential, FOI or taxonomy focus for the video analysis. Facilitator emails teacher as well as intern who will coordinate videotaping.
- Tuesday or Wednesday -- Intern videotapes lesson and collects lesson plan and completed student work from teacher
- Thursday -- Facilitator edits video to 10 minute time and updates template with focus questions; Intern compiles lesson plan and student work and gives it to all of the teachers
- BEFORE PD on Friday -- Teachers and facilitator review lesson plan and student work in preparation for meeting. Look at the work with the lens of the essential/FOI/taxonomy focus

The facilitator thanks the group for sharing their experience with the group and asks that all group members participate fully in the discussion with a spirit of constant learning. The facilitator also addresses the confidentiality that's required for this discussion.

- 1. Introduction (5 min)** -- The facilitator gives a brief introduction of the video. S/he explains:
  - **What the aim of the lesson was and where it fell in the sequence of the unit**
  - **What standards or skills the assignment intended to measure**
  - **Any other relevant information (void of excuses)**
  - **The focus of the video analysis which is either an element of the Essentials of Effective Instruction, a Fundamentals of Instruction checklist or a Taxonomy technique**
- 2. Watch the Video (10 min.)** -- The group watches the video with the lesson plan and student work in front of them. The group takes notes using the focus element (the essentials rubric, an FOI or a Taxonomy chapter)
- 3. Discussion (20 min.)** -- The group talks with each other about the video using the questions provided by the facilitator. The presenter doesn't speak during this discussion, but instead listens and take notes. The goal of the discussion is to examine the video with new eyes, describing patterns, possibilities, and insights around teacher actions and instructional next steps around the focus area. By listening and reflecting rather than entering into the discussion, the presenter is moved to distance him or herself from the experience, to "get up on the balcony" and see the lesson from a new and broader perspective.
- 4. Closing (5 min.)** -- The presenter and facilitator summarize what they heard. S/he then leads the group in a short discussion of what the focus for lesson planning and execution should be over the next few weeks until the next meeting, and what take-aways can be for each of our classrooms.

# R.E.A.C.H. Rubric - Achievement First: Did I REACH for My Personal Best?

Name: _____ Date: ____/____/____	Student Evaluation	Teacher Evaluation
<b>RESPECT</b> <ul style="list-style-type: none"> <li>• I treat my teachers like PLATINUM, with total respect. I use a positive tone and body language when talking with teachers. I do not talk back.</li> <li>• I am nice and kind. I treat my teammates as I wish to be treated. I do not tease, laugh at, or put down others.</li> <li>• I keep my hands to myself, even when playing or in line.</li> <li>• I have patience and respect for others. I raise my hand to speak and do not call out.</li> </ul>	1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5	1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5
<i>Advisor Comments:</i>		
<b>ENTHUSIASM</b> <ul style="list-style-type: none"> <li>• I am excited about climbing the mountain to college. I bring a positive attitude. I never whine, pout or act out when things are new, hard, or don't go my way.</li> <li>• I jump to it and follow directions correctly <u>the first time</u>.</li> <li>• I SLANT, track the speaker, and participate actively in class. I ask questions and share my thoughts with my teammates. I keep my head up.</li> <li>• I wear my uniform properly every day with my shirt tucked in.</li> <li>• I participate with positive energy in Morning Circle by saying the chant and doing the hand motions; I do not talk or distract others.</li> </ul>	1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5	1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5
<i>Advisor Comments:</i>		
<b>ACHIEVEMENT</b> <ul style="list-style-type: none"> <li>• I do my absolute best - TOP QUALITY - on all classwork, homework, and tests. I do not rush through my work or settle for so-so. I check over my work to make sure it is neat and complete.</li> <li>• I continue to climb the mountain at home by completing all my homework and independent reading every night.</li> <li>• I keep my binders, desk, homework folder, pencil box, and all materials organized.</li> <li>• I set a high goal on my last REACH rubric, and I made progress toward meeting it.</li> </ul>	1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5	1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5
<i>Advisor Comments:</i>		
<b>CITIZENSHIP</b> <ul style="list-style-type: none"> <li>• I know that we are a Team &amp; Family, and I celebrate the achievements of others. Without being asked, I help my teammates without expecting anything in return. I step up and show leadership when my team needs me.</li> <li>• I work well with my teammates on group assignments.</li> <li>• I take responsibility for my actions. I accept my consequences without making excuses, blaming others, or worrying about what consequences others may receive.</li> <li>• I leave a place cleaner than I found it. I keep the school clean and throw away any trash I see. I do not chew gum.</li> <li>• I have integrity and a good character. I do not lie, cheat, or steal.</li> </ul>	1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5	1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5
<i>Advisor Comments:</i>		

1 = Never / Very Poor	2 = Once in a while / Mediocre	3 = Half the time or more / Good
4 = Almost Always / Very Good	5 = Always / Excellent	

HARD WORK		
• I have outstanding attendance. I come to school every day, and I arrive on time.	1 2 3 4 5	1 2 3 4 5
• I come to class "Good to Go" with all necessary books and materials.	1 2 3 4 5	1 2 3 4 5
• I stay focused on what I need to learn without distracting others or letting others distract me. I do not prevent my teammates from learning what they need.	1 2 3 4 5	1 2 3 4 5
• When I am given an assignment or asked a question, I try my best and do not give up. I ask my teachers for help and, if necessary, I give up free time to get help.	1 2 3 4 5	1 2 3 4 5
• I make up missed assignments. I take the initiative and ask for material I missed.	1 2 3 4 5	1 2 3 4 5
<i>Advisor Comments:</i>		

To qualify for a R, E, A, C, or H award, you must have <u>all</u> 4s or 5s in that category.	To qualify for the overall REACH Award, you must have a score of 4 or 5 in <u>every</u> category.
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## Goal Setting

My goal for the next month is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The steps I will take to achieve this goal are: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

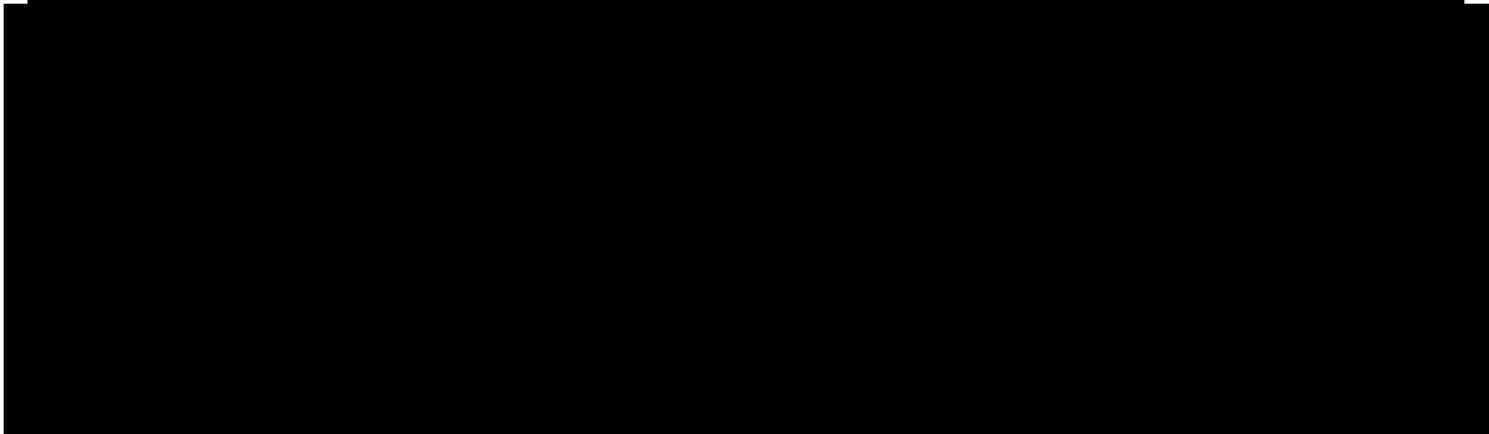
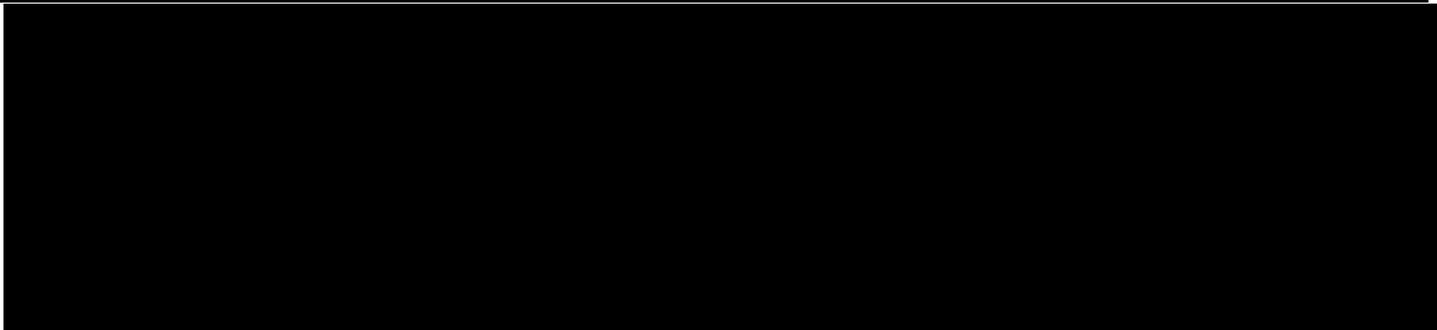
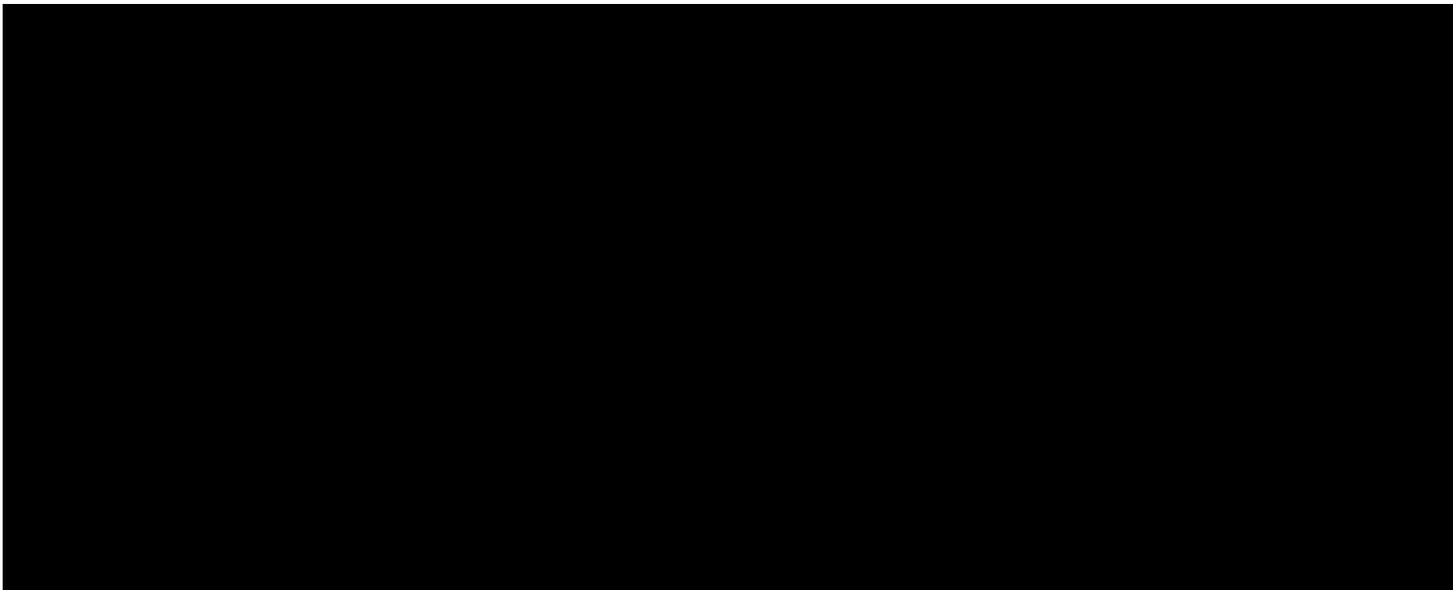
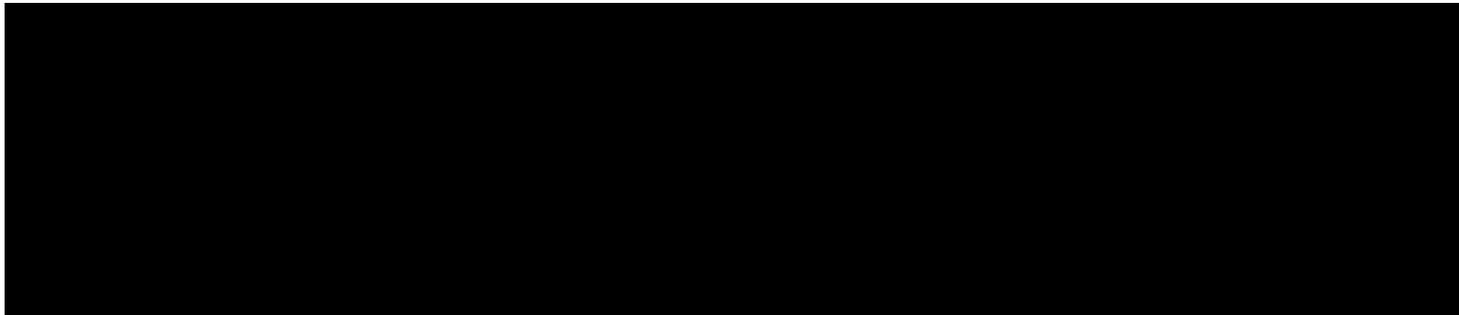
This REACH rubric must be signed by your parent and returned in your homework folder the next day. Failure to do this will result in ScholarDollars being deducted, and it may result in other privileges being lost.

1 = Never                      3 = More than half the time                      5 = Always  
 2 = Once in a while                      4 = Almost always

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# KEVIN ANDERLE

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**EDUCATION**

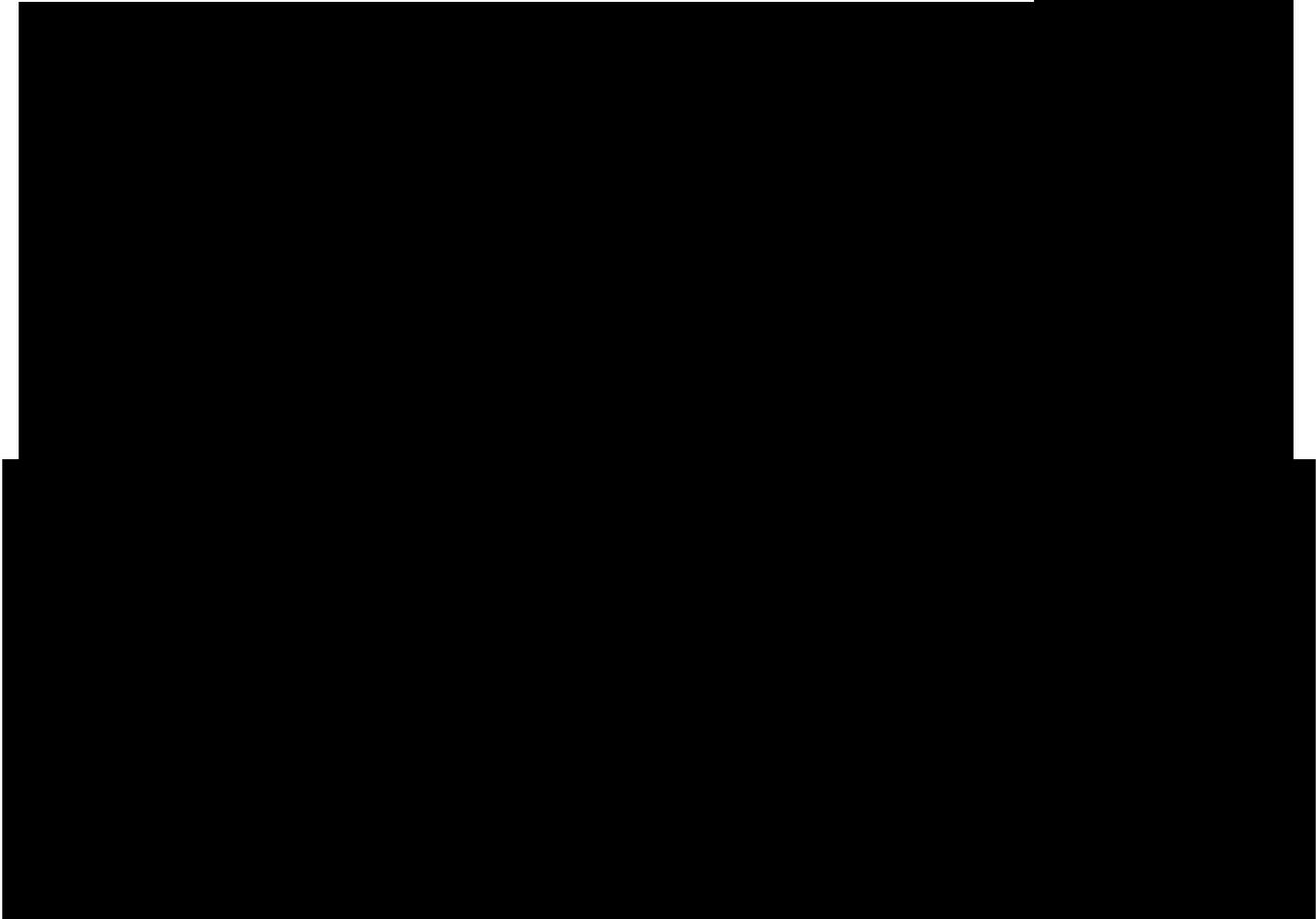
**Hunter College**  
M.S.Ed., Childhood Education

**New York, NY**  
Fall 2010

**The University of Texas at Austin**  
B.S., Communication Studies: Human Relations

**Austin, TX**  
Spring 2005

# Sarah Kasok



## EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION, 6/08  
Masters in Education

Cambridge, MA

SAN JOSE STATE UNIVERSITY, 12/05  
Multiple Subject Teaching Credential

San Jose, CA



# ACADEMIC AND BUSINESS SERVICES AGREEMENT

By and Between

ACHIEVEMENT FIRST, INC. and

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

This Academic and Business Services Agreement (the “Agreement”) is made and entered into by and between Achievement First, Inc., a Connecticut not for profit corporation (“AF”), and the Achievement First Endeavor Charter School, a New York education corporation (the “School,” and the School together with AF, each a “Party” and collectively the “Parties”), as of March 22, 2010, which is the date Board of Trustees of the State University of New York issued the Charter (the “Effective Date”).

**WHEREAS**, AF is a charter school management organization;

**WHEREAS**, on the Effective Date the Authorizer (as defined below) granted the School authority to operate a charter school;

**WHEREAS**, it is the Parties’ intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

**WHEREAS**, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

**NOW, THEREFORE**, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

## 1. DEFINITIONS

“AF” has the meaning set forth in the recitals.

“AF School Model” means the School model based on the AF curriculum, described in the Charter Contract and in the AF School Model Agreement, which is attached as Exhibit A hereto.

“Agreement” has the meaning set forth in the recitals.

“Approved Per Pupil Operating Expense” means the annual per pupil amount of State funds granted to the School. The amount is established and announced for all New York City public schools each year.

“Arbitration Rules” has the meaning set forth in Section 11.2(b).

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“Authorizer” means the Board of Trustees of the State University of New York, or the Charter Schools Institute, or both, as the context may require.

“Board of Trustees” means the Board of Trustees of the School.

“Charter Contract” means the School’s contract with the Authorizer, which authorizes the School and AF to organize and operate the School, and which includes the final charter application.

“Claims” has the meaning set forth in Section 9.2.

“Confidential Information” has the meaning set forth in Section 8.1.

“Cure Period” has the meaning set forth in Section 10.2(b).

“Derivatives” has the meaning set forth in Section 8.2.

“Director of School Operations” means the senior-most School employee who manages non-instructional operations.

“Dispute” has the meaning set forth in Section 11.2(a).

“Effective Date” has the meaning set forth in the recitals.

“Facility” means a building or other structure, of sufficient size to house the Minimum Enrollment Level, suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a School.

“FERPA” has the meaning set forth in Section 6.6.

“Indemnified Claims” has the meaning set forth in Section 9.2.

“Indemnified Party” has the meaning set forth in Section 9.6(a).

“Indemnifying Party” has the meaning set forth in Section 9.6(a).

“IT” has the meaning set forth in Section 4.7.

“Initial Term” has the meaning set forth in Section 10.1.

“Marks” has the meaning set forth in Section 8.3.

“Master Teacher” means a teacher who has mastered the skills appropriate to an enhanced level of teaching competence as described in the AF School Model.

“NYCCCE” has the meaning set forth in Section 11.2(b).

“Party” and “Parties” has the meaning set forth in the recitals.

“Principal” means the person in charge of the day-to-day operation of the School.

“Regulatory Authority” means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

“Renewal Term” has the meaning set forth in Section 10.1.

“School” has the meaning set forth in the recitals.

“School Indemnified Persons” has the meaning set forth in Section 9.2.

“Service Fee” has the meaning set forth in Section 7.4.

“State” means New York State.

“Student Confidential Information” means all personal and academic information and records pertaining to the students of the School.

“Term” has the meaning set forth in Section 10.1.

“Termination Assistance Period” has the meaning set forth in Section 10.7.

“Termination Notice” has the meaning set forth in Section 10.2(b).

“Third Party Claim” has the meaning set forth in Section 9.6.

“Threshold Amount” has the meaning set forth in Section 9.4.

“Use” means the right to load, execute, store, transmit, display, copy, disseminate, reproduce, maintain, modify, enhance, create derivative works, make and cause to be made.

## **2. REPRESENTATIONS AND WARRANTIES**

### **2.1 Representations and Warranties of AF.**

AF represents and warrants as follows:

- (a) Organization and Status. AF is a non-stock, not for profit corporation duly organized under the laws of the state of Connecticut, with the purpose and legal ability to contract to provide educational management services. AF shall notify the School in writing of any change in its corporate status, or if it enters into a receivership, becomes the subject of a voluntary or involuntary bankruptcy

proceeding, or makes an assignment for the benefit of creditors. AF shall not change its corporate status such that this Agreement is materially affected.

- (b) Authority. AF is authorized to do business in the State. AF has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of AF, enforceable against AF in accordance with its terms.
- (c) Full Disclosure. No representation or warranty of AF herein and no statement, information or certificate furnished or to be furnished by AF pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of AF, threatened before any Regulatory Authority, to which AF is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon AF. No such judgment, order, decree or award has been entered against AF which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of AF, threatened before any Regulatory Authority involving AF which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.
- (e) Conduct of AF. AF has complied, and at all times during the Term will comply, with all local, state and federal laws and regulations that are applicable to AF, which include, but are not limited to, the Internal Revenue Code, the non-profit corporation law of Connecticut and the Charter Schools Law. AF has maintained and will maintain adequate records of the activities and decisions of AF to ensure and document compliance with all such laws and regulations.

## 2.2 Representations and Warranties of the School.

The School represents and warrants as follows:

- (a) Organization and Tax Exempt Status. The School is, and at all times during the Term will be, an education corporation duly organized under the laws of New York, with the purpose and legal ability to contract to operate a charter school and to contract for educational management services. The School shall apply for federal tax-exempt status no later than one year following the execution of the Charter Contract. Should the Internal Revenue Service require changes to this Agreement in conjunction with the School's application for or continuation of tax exempt status, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

- (b) Authority. The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.
- (c) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority, to which the School is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.
- (d) Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (e) Conduct of the School and the Board of Trustees. The School has complied, and at all times during the Term will comply, with all local, State and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the non-profit corporation law of New York, the open records and meetings laws of New York, and the Charter Schools Law. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide AF with copies of all such records and to allow AF to, at AF's discretion, assist with the preparation and retention of such records.
- (f) Due Authorization. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Regardless of the delegation of any duties to AF, the School shall at all times retain all rights and responsibilities under the Charter Contract.

### **3. AUTHORITY**

#### **3.1 Delegation of Authority to AF.**

The School hereby authorizes AF to undertake the functions specified in this Agreement in regards to business and academic services of the School on behalf of the School, it being

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understood that, at all times, AF remains accountable and subject to the oversight of the School, the Authorizer and State authorities, as provided for in this Agreement and by law. The School also authorizes AF to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in AF's good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Board of Trustees.

### **3.2 AF Authority to Subcontract.**

Except to the extent prohibited by law or this Agreement, AF may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge AF from any obligation or liability under this Agreement.

### **3.3 Board of Regents Authority.**

Nothing in this Agreement shall be construed in any way to limit the authority of the Board of Trustees of the State University of New York, including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the *New York Charter Schools Act of 1998*, as amended.

### **3.4 Conflict with Charter.**

Subject to Section 13.5, to the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

## **4. DUTIES AND OBLIGATIONS OF AF**

In exchange for the Service Fee, described in Section 7.4 and paid by the School to AF, AF will provide the following services as and to the extent more specifically described in the balance of this Article 4 (which more specific descriptions shall control):

- Developing a curriculum and supporting the School's implementation of the curriculum
- Preparing a budget for recommendation to the Board of Trustees
- Recruiting the Principal, teachers and administrators
- Professional development for teachers
- Training and evaluating the Principal
- Finding an adequate Facility and coordinating the completion of major repairs
- Facilitating the School's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school
- Managing the School's start-up process
- Conducting a school inspection and evaluation every two years
- Fundraising
- Marketing and advocacy for the School

AF may, but is not obligated to, provide additional services for additional compensation. AF may perform functions off-site, except as prohibited by State law. AF may utilize web-based systems to provide support and counsel to the School.

In addition to any duties and obligations expressly attributed to AF as set forth in Article 5, AF (and the School) shall have the following duties and obligations:

#### **4.1 Curriculum.**

AF shall support the school in implementing the AF curriculum in a manner that is consistent with all applicable laws, including requirements regarding content and subjects of instruction, unless such requirement has been waived by the relevant authorities. AF will provide the School with information and systems for implementing the curriculum, and initial staff training. The curriculum will include scope and sequence, an assessment system, a daily schedule and a variety of curriculum materials and related documents.

#### **4.2 Student Evaluation.**

AF shall implement student performance evaluation systems, which permit evaluation of the educational progress of each student at the School in accordance with the goals set forth in the Charter Contract and any additional guidelines set forth by the Authorizer. The School shall, with AF's assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The School, with AF's assistance, shall maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. AF and the School shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parent, teacher, and student satisfaction.

#### **4.3 Annual Audit.**

AF shall cooperate and provide all reasonably requested information, to the extent such information is in possession or under the control of AF, needed to complete an annual audit of the School.

#### **4.4 Budget and Financial Statements.**

On or before May 1 of each year, AF, in consultation with the Principal, will provide the School Finance Committee with a projected budget for the next fiscal year, for review and approval by the Board of Trustees. The annual budget for the School shall provide for payment of all operating expenses related to the opening and operation of the School, including, but not limited to: reimbursement to AF of certain expenses including AF's Service Fee; the Principal's compensation, including his or her salary and benefit costs; debt payments owing and owed to AF by the School; marketing and public relations costs; supplies; maintenance; staff development; curriculum materials; assessment materials and consulting fees; other third party consulting expenses; accountability plan costs; transportation and travel; printing and duplicating; postage; legal fees; and accounting fees. With respect to these items, AF may act as the disbursement agent on behalf of the School to timely pay all such agreed upon budget

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expenditures out of funds available therefore from the School bank accounts, from which the School shall give AF authority to remit payments. The School shall be the lawful owner of all real and personal property purchased with such funds, except for property covered by Article 8, which property shall be the sole and exclusive property of AF. AF shall have no responsibility to make any purchases on behalf of the School or to act as disbursement agent for the School unless and until the funds for such expenditures are in the School bank accounts to which AF has access.

The budget shall grant certain levels of discretion to the Principal (including, but not limited to, teacher salaries and the Principal's Discretionary Fund, as allocated in the budget) within parameters established by the Board of Trustees and approved in good faith by AF. Such AF approval shall not be unreasonably withheld.

The Director of School Operations, with the assistance of and in close consultation with AF, shall prepare bimonthly financial statements for review and approval by the Board of Trustees.

#### **4.5 Principal.**

The accountability of AF to the School is an essential foundation of the Parties' relationship, and the performance of the Principal is critical to the School's success. Therefore, AF shall have the authority and responsibility, to the maximum extent consistent with State law, to recruit and supervise the Principal and to hold him or her accountable for the success of the School.

AF shall nominate a candidate to become the Principal. The Board of Trustees shall vote on whether to accept the candidate nominated by AF. If the Board of Trustees votes not to accept the candidate, AF shall nominate additional candidates until the Board of Trustees and AF agree that a candidate so nominated meets their shared standards of excellence.

AF shall present the proposed terms of the Principal's employment to the Board of Trustees, including therein the duties and compensation of the Principal. The Board of Trustees shall then vote on the approval of the terms of the Principal's employment.

The Principal shall serve pursuant to a year-to-year contract, which contract may be renewed by the Board of Trustees, subject to approval by AF. If either the Board of Trustees or AF wishes not to renew the Principal's contract, it shall not be renewed. In that event, AF shall nominate a new candidate to become the Principal (and present proposed terms of that Principal's employment), as provided above, until the Board of Trustees and AF agree that a candidate so nominated meets their shared standards of excellence.

AF may recommend termination of the Principal's employment. However, the Board of Trustees shall have the final authority with respect to termination of the Principal.

The Principal shall coordinate the management of the School with, and report on a day to day basis to the AF Superintendent or a designee specified in writing by the AF Superintendent. Notwithstanding the foregoing, the Principal shall be an employee of the School and, as set forth

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above in this Section 4.5, the Board of Trustees may (1) refuse to renew the Principal's contract and (2) terminate the Principal. AF shall provide to the Board of Trustees an annual report regarding the Principal's performance.

AF will (a) provide an intensive leadership training program for the Principal, (b) conduct a Principal evaluation once per year, using a comprehensive performance assessment model and (c) provide ongoing coaching and training for the Principal.

#### **4.6 Teachers and Other School Personnel.**

AF shall support the School in the recruitment of teachers, administrators, and other personnel for the School. Specifically, AF will work to build a pool of qualified applicants through advertising, networking and other methods. AF will conduct preliminary screens of candidates and will forward resumes of promising candidates to the Principal. The Principal shall have the final authority to hire such teachers, administrators, and other personnel. All employees working at the School shall be employees of the School. The Principal shall have the final authority to terminate School employees, although AF may recommend termination of a School employee.

The Principal shall have the authority to determine the compensation of all School employees, within the constraints of the budget adopted by the Board of Trustees.

AF, in conjunction with the Principal, shall perform the following personnel functions:

- (a) determining staffing levels;
- (b) determining staff responsibilities;
- (c) providing counsel as to evaluation and discipline of personnel;
- (d) initial training in AF's methods, curriculum, program, and technology to all teaching personnel, including a two-year sequence of professional development;
- (e) training to all non-teaching personnel as AF, in consultation with the Principal, determines is necessary.

Over time, AF will assist the School (specifically the Principal and Academic Dean) to develop the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the AF methodology. AF will continue to work closely with the Principal to jointly plan and deliver ongoing teacher training, especially the more advanced training and opportunities for Master Teachers. Should there be a change in Principal at the School, AF will again become involved more directly in initial teacher training until the new Principal is able to run this training independently.

#### **4.7 Equipment and Information Technology.**

AF will manage the School's start-up process, and facilitate the School's purchase, at the School's expense, of desks and other furniture, equipment, library and media materials, and other similar materials and furnishings integral to the operation of a school.

AF will facilitate the School's purchase and procurement of information technology ("IT") equipment and services. In addition, AF will provide the following computer and IT support to the School:

- (a) maintaining and providing training in the use of a central file server containing electronic curricular and school administration resources;
- (b) providing training in the use of a student information system specifically designed to support the AF program;
- (c) providing all desktop and laptop support to the School staff and students;
- (d) recommending and ensuring the effective implementation of a data back-up protocol;
- (e) providing a phone system and voicemail support; and
- (f) creating and maintaining a link from AF's website to a page specific to the School.

All vendor products and services will be paid for by the School, unless otherwise specified by AF.

#### **4.8 School Evaluation.**

AF will conduct a thorough school evaluation within three years of the Effective Date. The evaluation will be designed as a comprehensive school inspection by a team of both AF and outside evaluators. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with parents, students, and teachers, and engage in other activities designed to obtain a detailed picture of school and student success in preparation for charter renewal.

#### **4.9 Fundraising.**

AF will conduct fundraising activities on behalf of the School and other charter schools which AF manages. Monies raised from AF fundraising activities specifically for the School shall be given to or used for the benefit of the School. Other monies derived from general AF fundraising activities shall be used or distributed as AF deems appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the charter schools that AF manages.

#### **4.10 Marketing; Advocacy.**

AF will market and advocate for the School.

### **5. DUTIES AND OBLIGATIONS OF THE SCHOOL**

In addition to any duties and obligations expressly attributed to the School as set forth in Article 4, the School (and AF) shall have the following duties and obligations:

#### **5.1 Provision of Suitable School Facilities.**

- (a) The initial location of the School shall be at 84 Schaefer Street, Brooklyn, N.Y. 11207. Should the School need to be moved in any subsequent year because of a need for more space, a dispute with the operators of the Facility or other reason, the School shall use its best efforts to provide the charter school with a suitable Facility located in the same general area. AF, if requested by the School, will use commercially reasonable efforts to assist the School in the identification of a Facility. The School will consult with and obtain approval from AF prior to entering into a lease or purchase of a Facility. AF will assist the School in providing Facilities needed to expand the School in the future.
- (b) The School shall procure and maintain insurance, or otherwise hold AF harmless, for damage or loss to the property. AF shall not be liable under any lease or other document pertaining to a facility.

#### **5.2 Annual Audit.**

The School shall arrange and pay for an annual audit of the School to be conducted in compliance with State law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Board of Trustees of the School, who shall consult with AF prior to selecting the certified public accountant.

#### **5.3 Legal Services.**

The School shall arrange and, if necessary, pay for its own legal services.

#### **5.4 Accounting, Bookkeeping, Procurement, and other Financial Functions.**

The School shall be responsible and accountable for the following financial, accounting, and bookkeeping functions:

- (a) timely payment of invoices;
- (b) payroll, in accordance with Section 5.5.
- (c) monthly reconciliation of bank statements;

- (d) debit and credit entries, using the financial management software selected by AF; and
- (e) procurement.

AF shall provide initial training to the Director of School Operations in the use of the financial management software selected by AF, and shall provide support and oversight as may pertain to the functions listed above. AF shall also work closely with the Director of School Operations to ensure accurate and timely financial reporting to the Board of Trustees and funding agencies, including but not limited to the New York City Department of Education and the State Education Department of New York.

### **5.5 Payroll, Employee Salaries and Benefits.**

The School shall be responsible and accountable for the funding and payment of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed at the School. All such payments shall be made on a timely basis, in accordance with all State and federal laws and regulations, including all tax requirements.

### **5.6 Power and Authority.**

The School shall ensure that AF has all power and authority necessary to carry out the duties of AF under this Agreement. This shall include ensuring that no other entity or any individual, including any officer, agent or director of the School, has or exercises any authority which might interfere with the duties of AF.

### **5.7 State and Federal Waivers.**

The School shall, with AF's assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the AF School Model.

## **6. OPERATION OF THE SCHOOL**

### **6.1 Students with Special Needs.**

The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the *Individuals with Disabilities Education Act (IDEA)* and Section 504 of the *Rehabilitation Act of 1973*. As required by law, the School shall be open to individuals with handicapping conditions and other special needs. AF may, on behalf of the School, subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which shall not be unreasonably withheld. Any cost, fee or expense associated with such subcontract will be paid by the School.

### **6.2 Recruitment and Admission.**

AF and the School shall be jointly responsible for the recruitment of students and the administration of the lottery. The School and AF shall encourage applications that will result in

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a student body reflecting the racial, ethnic, academic, and economic diversity of the community of Brooklyn which the School most directly serves.

Application by or for students shall be voluntary, and shall be in writing. Admission shall be open to all individuals who reside within the State, on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. If there are more applications for enrollment for any grade in the School than there are spaces available for such grade, students shall be selected using a random selection process, provided however, to the extent permitted by law, preference for enrollment will be given first to students who were enrolled in the School in the previous year, then to siblings of current students, and then to students residing the school district in which the School is located.

### **6.3 School Day and Year for Students.**

The normal school day shall be approximately eight hours. The normal school year will consist of approximately 180 days of regular instruction for students, as well as 15 days of summer academy during which the school day may be shorter (for a total of 195 school days). The School's calendar shall be developed annually by the Principal in consultation with AF, and shall extend from on or about September 6 to on or about July 31, with scheduled vacations. AF may extend the school year, subject to the School's approval and available funds.

### **6.4 School Policies.**

The School and AF are committed to the success of the educational program set forth in the AF School Model (attached as Exhibit A hereto) and related documents, which are part of the Charter Contract, and which are incorporated by reference herein. Consequently, AF shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the School to implement the AF School Model; and the School shall exercise good faith in considering and adopting AF's recommendations, so that AF's School Model may be properly implemented.

### **6.5 Due Process.**

The School shall provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records. The Principal shall have the authority to suspend a student as provided for in the Charter Contract or in subsequent policies adopted by the Board of Trustees. Only the Board of Trustees may expel a student, based on a recommendation by the Principal.

### **6.6 Family Educational Rights and Privacy Act.**

The School hereby designates employees of AF as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). AF, its officers and employees shall comply with FERPA at all times.

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## **7. FINANCIAL ARRANGEMENTS**

### **7.1 Funding Eligibility.**

The Director of School Operations and Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive from the New York City, State, and federal governments all applicable funds to which the School is entitled. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. AF shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The School shall permit AF to review any such applications and reports prior to their submission, and AF shall have the right to assume control of the application and report process if and to the extent it deems it appropriate to do so.

### **7.2 Donations and Grants.**

Both the School and AF may solicit and receive grants and donations consistent with the mission of the School.

### **7.3 Extracurricular Fees.**

Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

### **7.4 Service Fee.**

- (a) For each school year covered by this Agreement (those school years being five successive 12-month periods, each beginning on July 1, and the first beginning on July 1, 2008), the School shall pay AF a service fee equal to ten percent of: the average number of students enrolled during that school year, times the Approved Per Pupil Operating Expense (the "Service Fee"). The Service Fee shall be based on an estimate of the number of students expected to be enrolled in that school year. At the end of that school year, if the estimated enrollment differs from the actual enrollment, the Service Fee shall be adjusted accordingly and (i) for the first four school years, the amount equal to the difference between the estimated Service Fee and the actual Service Fee shall be added to or subtracted from, as appropriate, the first invoice of the following school year (*i.e.*, in accordance with Section 7.4(b), the October invoice) and (ii) for the final school year of the Term, the amount equal to the difference between the estimated Service Fee and the actual Service Fee shall be paid by the appropriate party to the other party no later than the first day of October following such school year.
- (b) Subject to Section 7.4(a) and Section 7.4(c), the Service Fee shall be due and payable in four equal installments on the fifteenth day of October, January, April and July.

- (c) If AF fails to meet its obligation to raise the dollar amount of private funds to which it agreed as part of the School's approved budget for any school year and if the School's budgeted expenses exceed its revenue for that year, the fourth (July) payment with respect to that year (or such smaller portion of the fourth payment as is equal to the difference between revenue and budgeted expenses for that year) shall be deferred until the school shall obtain sufficient resources to meet the budgeted expenses, including the full Service Fee, for that year.

#### **7.5 AF Not Required to Make Loans or Advances.**

AF shall have no obligation to advance or loan any funds to the School.

### **8. PROPRIETARY AND CONFIDENTIAL INFORMATION**

#### **8.1 Confidential Information.**

"Confidential Information" means:

- (a) any and all technical and non-technical information, whether communicated orally or in writing, including, without limitation, patent, copyright, trade secret and proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, formulae, apparatus, equipment and biological materials related to the current, future and proposed products, services, or projects of AF, and includes, without limitation, information concerning research, experimental work, development, design details and specifications, engineering, financial information, procurement requirements, purchasing, manufacturing, customer lists, business forecasts and sales and marketing plans, and any Derivatives of the foregoing whether created by AF or the School;
- (b) any instructional materials, training materials, curriculum and lesson plans, and any other materials developed by AF, its employees, agents or subcontractors, any individual working for or supervised by AF, or any individual employed by the School working primarily at the School;
- (c) any information that AF treats or maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally;
- (d) any information disclosed by AF to the School or known by the School as a result of the relationship created by this Agreement, which information is not generally known or publicly available and that in any way relates to AF's products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and
- (e) all information received in confidence from third parties by AF.

"Confidential Information" shall not include Student Confidential Information.

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## 8.2 Derivatives.

“Derivatives” means:

- (a) for copyrightable or copyrighted material, any translation, abridgement, revision or other form in which an existing work may be recast, transformed or adapted;
- (b) for patentable or patented material, any improvement thereon; and
- (c) for material which is protected by trade secret, any new material derived from such existing trade secret material, including new material which may be protected by copyright, patent, trade secret, and/or any other recognized proprietary right.

## 8.3 Marks.

“Marks” means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to AF. Such materials shall include, but are not limited to, “Achievement First” and “Achievement First Brownsville Charter School.”

## 8.4 Treatment of Marks.

- (a) Ownership of Marks. All Marks, whether created by AF or the School, remain the property of AF, and no license or other right to use, modify and/or sell the Marks is granted or implied hereby, except as set forth in Section 8.4(b).
- (b) License to the School. AF hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to Use the Marks during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to Use the Marks, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants comply with the terms of this Article 8.
- (c) Cease of Use of Marks. Upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the extent that the School’s corporate name, curriculum or any other materials include any of the Marks, including but not limited to the AF name, and unless expressly agreed to in writing by AF, the School shall immediately upon termination or expiration of this Agreement (i) return to AF or destroy such materials as may be returned or destroyed and (ii) change such name and/or materials so that they do not include any of the Marks, or any portion of the Marks.

## 8.5 Treatment of Confidential Information.

- (a) Ownership of Confidential Information. All Confidential Information and any Derivatives thereof, whether created by AF or the School, remain the property of AF, and no license or other right to use, modify and/or sell the Confidential Information and any Derivatives thereof is granted or implied hereby, except as set forth in Section 8.5(b).
- (b) License to the School. AF hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to have access to and Use the Confidential Information during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to have access to and Use the Confidential Information, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants agree in writing to comply with the terms of this Article 8.
- (c) Use of Third Party Proprietary Information. The School will not knowingly infringe upon, or permit any of its employees or agents to knowingly infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement, and if the School becomes aware of any such infringement or alleged instance of infringement, the School agrees to notify AF promptly in writing.
- (d) Disclosure of Confidential Information. The School acknowledges that prior to the Term, AF may have disclosed, and during the Term AF may disclose, Confidential Information to the School, including that information which is currently in existence as well as that which may be created in the future.
  - (i) The School agrees that it will not at any time or in any manner, directly or indirectly, disclose any Confidential Information to any third party without the prior written consent of AF. AF agrees that it shall not unreasonably withhold such written authorization.
  - (ii) The School shall treat all Confidential Information with the same degree of care as a reasonable and prudent person would accord his or her own confidential information, and shall use its best efforts to assure that it, its employees and its agents do not disclose or Use such Confidential Information, other than as may be reasonably necessary in connection with the performance of this Agreement.
  - (iii) To the extent a final order from a Regulatory Authority requires the School to disclose any Confidential Information, the School shall not be considered in breach of this Section 8.5(d); provided that the School provides prior notice to AF, if permitted by the Regulatory Authority.

- (e) Return of Confidential Information. Any and all Confidential Information and any Derivatives thereof, including all written and electronic copies, in the School's possession or control shall be returned to AF promptly upon termination or expiration of this Agreement or upon request by AF. All materials furnished by AF to the School in connection with any Confidential Information and any Derivatives thereof, including all written and electronic copies, shall be returned to AF promptly upon termination or expiration of this Agreement or upon request by AF. Upon such return, the School will not have any right to Use the AF Confidential Information, nor any Derivatives thereof, nor such materials.
- (f) Rights to Confidential Information. Except as required for the Parties' performance hereunder, nothing in this Agreement shall be construed to require AF to provide, or to entitle the School to obtain, any Confidential Information or any rights therein.

## **8.6 Specific Performance.**

In addition to all of the remedies otherwise available to AF, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 8, AF shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 8. All of AF's remedies for breach of this Article 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that AF's rights under this Article 8 are special and unique and that any violation of this Article 8 by the School would not be adequately compensated by money damages alone.

## **9. INDEMNIFICATION**

### **9.1 Representations and Warranties.**

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties.

### **9.2 Indemnification of the School.**

AF shall hold the School and its trustees, officers, successors, assigns, and agents (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate of *The Wall Street Journal*, Midwest edition, from time to time prevailing (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of (i) AF's gross negligence or willful misconduct or (ii) any breach or violation of AF's representations, warranties, covenants, or agreements contained in this Agreement.

### **9.3 Indemnification of AF.**

The School shall hold AF and its affiliates and the shareholders, directors, officers, partners, successors, assigns, and agents of each of them harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them resulting from or arising out of (i) the School's gross negligence or willful misconduct or (ii) any breach or violation of the School's representations, warranties, covenants and agreements contained in this Agreement.

### **9.4 Limitation on Claims of the School.**

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and AF shall have no obligations or liabilities pursuant to Section 9.2 :

- (a) until the aggregate of the Claims suffered or incurred by the School exceeds five thousand dollars (\$5,000) (the "Threshold Amount"). After the Threshold Amount has been met there shall be liability for the aggregate amount of all Claims. In computing the amount of the Claims incurred by the School, the amount of any income tax savings actually realized by the School as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;
- (b) to the extent such liabilities exceed the Service Fee paid to AF during the academic year in which the action or omission giving rise to the Claim occurred;
- (c) if such liabilities are covered by insurance, to the extent the amount of such liabilities exceeds the amount of any insurance proceeds received for the insured event (under insurance policies referenced in this Agreement) giving rise to the liabilities; and
- (d) if the claim for indemnification is made pursuant to Section 9.2, to the extent that AF can demonstrate that the School had, prior to the Closing, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached or that the applicable covenant had been breached or was unfulfilled prior to the Closing.

### **9.5 Limitation on Claims of AF.**

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and the School shall have no obligations or liabilities pursuant to Section 9.3:

- (a) until the aggregate of the Claims suffered or incurred by AF exceeds the Threshold Amount; provided, however, that the limitation in this clause (a) shall not apply to Claims relating to misuse of intellectual property (including breach of Article 8). After the Deductible has been met there shall be liability for the aggregate amount of all Claims. In computing the amount of the Claims incurred by AF, the amount of any income tax savings actually realized by AF as a result

thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;

- (b) to the extent such liabilities exceed the Service Fee paid by the School during the academic year in which the action or omission giving rise to the Claim occurred; provided, however, that the limitation in this clause (b) shall not apply to Claims or other liabilities relating to misuse of intellectual property (including breach of Article 8);
- (c) if such liabilities are covered by insurance, to the extent the amount of such liabilities exceeds the amount of any insurance proceeds received for the insured event (under insurance policies referenced in this Agreement) giving rise to the liabilities; provided, however, that the limitation in this clause (c) shall not apply to Claims or other liabilities relating to misuse of intellectual property (including breach of Article 8); and
- (d) if the claim for indemnification is made pursuant to Section 9.3, to the extent that the School can demonstrate that AF had, prior to the Closing, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached prior to the Closing.

## **9.6 Indemnification of Third-Party Claims.**

The obligations and liabilities of any Party to indemnify the other under this Article 9 with respect to a Claim relating to or arising from third parties (a “Third Party Claim”) shall be subject to the following terms and conditions:

- (a) Notice and Defense. The Party to be indemnified (the “Indemnified Party”) will give the Party from whom indemnification is sought (the “Indemnifying Party”) prompt written notice of any such Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party’s duty or obligations under this Article 9 except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Article 9 with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense.

- (b) Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Claim and fails to defend such Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.
- (c) Indemnified Party's Rights. Anything in this Article 9 to the contrary notwithstanding, (i) if there is a reasonable probability that a Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Claim.

## **9.7 Payment.**

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 9. Upon judgment, determination, settlement or compromise of any third party claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

## **9.8 Adjustment of Liability.**

In the event an Indemnifying Party is required to make any payment under this Article 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

## **9.9 Loans from AF to the School.**

Any loan or advance made by AF to the School shall not be subject to the foregoing provisions of this Article 9, and shall instead be subject to the terms of such loan or advance.

## **10. TERM AND RATIFICATION; TERMINATION**

### **10.1 Term and Ratification.**

This Agreement shall have an initial term commencing on July 1, 2008 and ending on June 30, 2013 (the "Initial Term"). Beginning on July 1, 2011, the Agreement shall be renewed automatically for additional terms ending on the later of (i) June 30 of each year and the (ii) expiration of any renewal term of the Charter Contract (each a "Renewal Term" and, collectively with the Initial Term, the "Term"), unless written notice of intent to terminate or renegotiate is given by either Party not later than the December 31 prior to the end of the Initial Term or the December 31 prior to the end of any Renewal Term. Neither giving such notice nor engaging (or failing to engage) in such negotiations shall extend the Term of this Agreement, which shall not, in any event, extend beyond the latest date on which any renewal term of the Charter Contract granted by the Authorizer remains effective. The School hereby retroactively authorizes and ratifies all action taken by AF on the School's behalf or in contemplation of the terms of this Agreement prior to commencement of the Initial Term of this Agreement.

### **10.2 Termination by the School.**

The School may terminate this Agreement in accordance with the following provisions:

- (a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.2, the term "for cause" shall mean:
  - (i) AF becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;
  - (ii) AF has been found by an arbitrator to have been grossly negligent in the use of funds to which the School is entitled;
  - (iii) a Regulatory Authority has revoked any license which may be required for AF to carry on its business and perform its obligations and functions under this Agreement;
  - (iv) the School fails to meet school-wide Adequate Yearly Progress, as that term is defined in the federal No Child Left Behind Act of 2001, for two years in a row, provided however, that this termination provision shall not be effective until July 1, 2009;

- (v) subject to Section 5.7, AF violates any provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School;
  - (vi) AF materially breaches any of the material terms and conditions of this Agreement;
  - (vii) the Authorizer revokes its Charter Contract with the School;
  - (viii) the State revokes the Charter Contract between the Authorizer and the School pursuant to State statute; or
  - (ix) subject to Section 5.7, the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an “Action”), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School’s Charter Contract with the Authorizer materially violates the School’s, the Authorizer’s or the State’s responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.
- (b) AF Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), the School shall give AF written notice of its basis for terminating the Agreement (a “Termination Notice”). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, AF shall have 60 business days to remedy the breach (the “Cure Period”). If the breach is not corrected within the Cure Period, the School may immediately terminate the Agreement.
- (c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 10.2, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the AF School Model, the School’s termination right under Section 10.2(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 5.7. Upon either (i) failure of the Parties’ good faith efforts to obtain such a waiver or (ii) the determination of AF, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of AF and the School, the School’s right to terminate, and AF’s right to cure, will be restored as set forth in Section 10.2(a) and Section 10.2(b).

### **10.3 Termination by AF.**

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AF may terminate this Agreement in accordance with the following provisions:

- (a) Termination For Cause. Subject to the provisions of subparagraph (b) below, AF may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.3, the term “for cause” shall mean that:
- (i) the School materially breaches any of the material terms and conditions of this Agreement;
  - (ii) the School fails to comply with a material provision of its Bylaws;
  - (iii) subject to Section 5.7, the School violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to AF or to the School;
  - (iv) the School takes any action which materially interferes with the ability of AF to perform under this Agreement;
  - (v) the School refuses or willfully fails to follow any material direction of AF related to implementation of the AF School Model;
  - (vi) the Authorizer revokes its Charter Contract with the School;
  - (vii) subject to Section 5.7, the State revokes the Charter Contract between the Authorizer and the School pursuant to State statute; or
  - (viii) the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an “Action”), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School’s Charter Contract with the Authorizer materially violates the School’s, the Authorizer’s or the State’s responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which AF was a party on the Effective Date.
- (b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.3(a), AF shall give the School a Termination Notice specifying the Section of this Agreement upon which AF is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, AF may immediately terminate the Agreement.

- (c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 10.3, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the AF School Model, AF's termination right under Section 10.3(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 5.7. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of AF, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of AF and the School, the AF's right to terminate, and the School's right to cure, will be restored as set forth in Section 10.2(a) and Section 10.2(b).

#### **10.4 Termination Upon Agreement of the Parties.**

This Agreement may be terminated upon written agreement of the Parties.

#### **10.5 Avoidance of Disruptions to Students.**

Notwithstanding the foregoing provisions of this Article 10, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

#### **10.6 Payment of Service Fee.**

Upon termination of this Agreement, the School shall pay AF any previously unpaid portion of the Service Fee for services performed by AF until the time of termination.

#### **10.7 Assistance Following Termination by AF.**

In the event of termination of this Agreement by AF, AF shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another plan for management of the School, whether by the School itself or with another charter management organization. During the Termination Assistance Period, AF will be entitled to receive and the School shall continue to pay AF's Service Fee and shall reimburse AF for all expenses incurred by AF in providing such transition assistance.

#### **10.8 Records upon Termination.**

Upon termination or expiration of this Agreement for any reason, AF shall give to the School all student, fiscal and other School records.

### **11. GOVERNING LAW, DISPUTE RESOLUTION, JURY WAIVER, AND VENUE**

#### **11.1 Governing Law.**

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This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of New York, without giving effect to the principles of conflict of laws thereof; provided, however, that the *Federal Arbitration Act*, to the extent applicable and inconsistent, will supersede the laws of New York and shall govern.

## 11.2 Alternative Dispute Resolution.

- (a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or Claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a “Dispute”), except for a Claim by AF relating to its intellectual property rights (including under Article 8), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty calendar days from delivery of the notice of intent to negotiate, either Party may give written notice to the other of a demand for arbitration, whereupon the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.
- (b) Binding Arbitration Except With Respect to Intellectual Property and Loans from AF to the School. Any Dispute, except for a Claim by AF relating to its intellectual property rights (including under Article 8) or the School’s repayment of a loan or advance from AF to the School, will be resolved by binding arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association (the “Arbitration Rules”), except as stated below in this clause (b). A Claim by AF relating to its intellectual property rights (including under Article 8) or the School’s repayment of loan or advance from AF to the School shall not be subject to arbitration absent further agreement by the parties. Within seven calendar days following the giving by either Party of a written notice of a demand for arbitration, (1) each Party shall designate its panel representative and (2) the Party giving such notice shall also give notice to the New York City Center for Charter Excellence (“NYCCCE”), requesting that they designate the third panel member, who shall serve as the Chairperson. If the NYCCCE is unwilling or unable to designate a third panel member within seven calendar days of being requested to do so, the Party representatives shall do so within seven additional calendar days. The arbitrators shall convene a hearing as soon as possible thereafter. Each Party may present witnesses, documentary, and other evidence on its behalf, but strict rules of evidence shall not apply. The arbitrators may permit the filing of briefs upon request of either Party. The arbitrators shall issue a written opinion concerning the Dispute, together with their award, within 30 days following the close of the hearing.

- (c) Notices. All notices, demands, claims, responses, requests and documents will be sufficiently given or served if delivered in the manner described in Article 12 of this Agreement.
- (d) No Punitive Damages Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, the arbitrators are not empowered to award punitive damages.
- (e) Expense Shifting For Arbitration Avoidance. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, and except for a Claim by AF relating to its intellectual property rights (including under Article 8) or the School's repayment of a loan or advance from AF to the School, which Claim is not subject to arbitration, no Party may seek judicial relief regarding any Dispute. In the event a Party violates this provision by bringing any action for judicial relief in the first instance without pursuing arbitration prior thereto, such Party will be liable to the other Party for, among other things, all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such Party may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrators must grant, and the Party may seek immediately to confirm such award of costs and expenses. In addition, if either Party brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the Party bringing such action to vacate or modify or opposing confirmation of such award does not prevail, the Party bringing such action will pay all of the costs and expenses (including, without limitation, court costs and attorneys' fees) incurred by the other Party in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost-shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or modification of an award, or any order on an appeal to which the preceding sentence applies.

### **11.3 Waiver of Jury Trial.**

The Parties knowingly and willingly waive the right to a jury trial with respect to any Dispute, whether or not subject to the foregoing arbitration provision, and including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason.

### **11.4 Venue When Judicial Resort is Authorized.**

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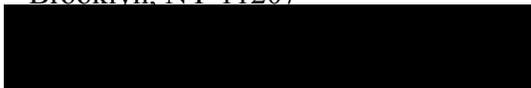
Any action to confirm an arbitral award rendered pursuant to Section 11.2 shall be brought in the courts of New York located in the School's county or the courts of the United States serving New York City. The Parties agree that this Agreement concerns transactions involving commerce among the several states and, except as otherwise provided in Section 11.2(e), hereby irrevocably waive any objection which either may now or hereafter have to personal jurisdiction or the laying of venue for confirmation of an arbitral award in the courts referred to in the preceding sentence. The Parties hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum. Nothing herein shall limit the right of either Party, following the confirmation of an arbitral award, to seek to enforce such award in any appropriate state or federal court. Nothing herein shall limit the right of either Party to seek redress with respect to any Dispute not subject to the foregoing arbitration provision (including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason) in any state or federal court.

## 12. NOTICE

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

AF:

Dacia Toll, President  
Achievement First, Inc.  
790 East New York Avenue  
Brooklyn, NY 11207



The School:

Kelly Wachowicz  
Chair, AF Brownsville Board of Trustees  
28 Old Fulton Street #4K, Brooklyn, NY 11201



Fax:

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Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

### **13. INTERPRETATION AND CONSTRUCTION; AMENDMENT**

#### **13.1 Recitals and Exhibits.**

The recitals and exhibits to this Agreement are hereby incorporated herein as an integral part of this Agreement. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibit, the terms and provisions of this Agreement shall control.

#### **13.2 Defined Terms and Use of Terms.**

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms “hereunder,” “herein,” “hereby,” and similar terms refer to this Agreement.

#### **13.3 Section Headings.**

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

#### **13.4 Counterparts.**

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

#### **13.5 Entire Agreement.**

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, including the Term Sheet that forms a part of the Charter Contract, are superseded by this Agreement.

#### **13.6 Modifications and Amendments; No Parol Evidence.**

This Agreement may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Board of Trustees and by AF’s Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment to or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

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### **13.7 Severability.**

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

### **13.8 Negotiated Agreement.**

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by both of the Parties, notwithstanding any presumptions at law to the contrary.

## **14. MISCELLANEOUS**

### **14.1 Breach and Waiver.**

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

### **14.2 No Third Party Beneficiary Rights.**

With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or AF in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

### **14.3 Inspection and Access to Records.**

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

#### **14.4 Assignment.**

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or involuntarily without the prior written consent of the other Party; provided, however, that AF may assign its rights and obligations under this Agreement to a State not-for-profit organization that is (1) related to AF by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

#### **14.5 No Partnership.**

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

#### **14.6 Further Assurances.**

The Parties agree to execute and deliver, or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

### **15. SURVIVAL**

The provisions of Articles 2, 8, 9, 11, 12, 13 and this Article 15, Sections 3.3, 3.4, 10.6, 10.7, 10.8, 14.1, 14.2, 14.3, 14.4 and 14.5, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provision that is stated to extend for a specified period of time shall survive only for such specified period of time.

**- SIGNATURES ARE ON THE FOLLOWING PAGE -**

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

**THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES**

**ACHIEVEMENT FIRST, INC.**

By: *Andy DeWine*  
Title: *Regional Relations*  
Date: *January 25, 2010*

**ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL**

By: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

**THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES**

**ACHIEVEMENT FIRST, INC.**

By: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

**ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL**

By: Kelly Wachnick  
Title: President Board of Trustees  
Date: January 25, 2010

## AF Report Card Metrics 2011 - 2012 (Middle Schools)

Points	Close	CATEGORY
<b>FIFTH GRADE</b>		
<b>Fifth Grade -- state-specific - NY</b>		
4	10%	NY State Test (ELA): 60% of AF Students are at or above 659 Scale Score (90% for Feeder Schools)
--	5%	NY State Test (ELA) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students are at or above 659 Scale Score
28	10%	NY State Test (ELA): at least 50 % proficient (level 3) or better ( 70 % for schools with AF feeder school)
--	5%	NY State Test (ELA) Growth Target (if school does not meet absolute performance criteria): increase of 15 % more students at proficient (level 3) or better
14	5% for Non-Feeder, 10% for Feeder	NY State Test (ELA): at least 10 % advanced (level 4) ( 20 % for schools with AF feeder school)
5	5%	NY State Test (ELA) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	NY State Test (ELA): no more than 2 students were not tested
4	10%	NY State Test (math): 80% of AF Students are at or above 673 Scale Score (90% for Feeder Schools)
--	5%	NY State Test (math) Growth Target (if school does not meet absolute performance criteria): increase of 25% more students are at or above 673 Scale Score
28	10%	NY State Test (math): at least 70 % proficient (level 3) or better ( 80 % for schools with AF feeder school)
--	5%	NY State Test (math) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at proficient (level 3) or better
14	5% for Non-Feeder, 10% for Feeder	NY State Test (math): at least 20 % advanced (level 4) ( 35 % for schools with AF feeder school)
5	5%	NY State Test (math) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	NY State Test (math): no more than 2 students were not tested
<b>Fifth Grade -- state-specific - CT</b>		
3	10%	CMT (reading): at least 60 % proficient or better ( 90 % for schools with AF feeder school)
--	5%	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at proficient or better
16	10%	CMT (reading): at least 45 % goal or advanced ( 80 % for schools with AF feeder school)
--	5%	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 15 % more students at goal or better
7	5% for Non-Feeder, 10% for Feeder	CMT (reading): at least 20 % advanced ( 30 % for schools with AF feeder school)
5	5%	CMT (reading) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (reading): no more than 2 students were not tested
3	10%	CMT (math): at least 80 % proficient or better ( 90 % for schools with AF feeder school)
--	5%	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 25 % more students at proficient or better
16	10%	CMT (math): at least 50 % goal or advanced ( 80 % for schools with AF feeder school)
--	5%	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at goal or better
7	5% for Non-Feeder, 10% for Feeder	CMT (math): at least 25 % advanced ( 45 % for schools with AF feeder school)
5	5%	CMT (math) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (math): no more than 2 students were not tested
3	10%	CMT (writing): at least 85 % proficient or better ( 90 % for schools with AF feeder school)
--	5%	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 25 % more students at proficient or better
16	10%	CMT (writing): at least 65 % goal or advanced ( 80 % for schools with AF feeder school)
--	5%	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at goal or better
7	5% for Non-Feeder, 10% for Feeder	CMT (writing): at least 20 % advanced ( 35 % for schools with AF feeder school)
5	5%	CMT (writing) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (writing): no more than 2 students were not tested
4	10%	CMT (science): at least 70 % proficient or better ( 90 % for schools with AF feeder school)
7	10%	CMT (science): at least 40 % goal or advanced ( 83 % for schools with AF feeder school)
3	5% for Non-Feeder, 10% for Feeder	CMT (science): at least 20 % advanced ( 30 % for schools with AF feeder school)
3	5%	CMT (science) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (science): no more than 2 students were not tested

## AF Report Card Metrics 2011 - 2012 (Middle Schools)

Points	Close	CATEGORY
<b>SIXTH GRADE</b>		
<i>Sixth Grade -- state-specific - NY</i>		
4	10%	NY State Test (ELA): 70% of AF Students are at or above 653 Scale Score (90% for Feeder Schools)
--	5%	NY State Test (ELA) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students are at or above 653 Scale Score
28	10%	NY State Test (ELA): at least 65 % proficient (level 3) or better ( 80 % for schools with AF feeder school)
--	5%	NY State Test (ELA) Growth Target (if school does not meet absolute performance criteria): increase of 15 % more students at proficient (level 3) or better
14	5% for Non-Feeder, 10% for Feeder	NY State Test (ELA): at least 15 % advanced (level 4) ( 25 % for schools with AF feeder school)
5	5%	NY State Test (ELA) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	NY State Test (ELA): no more than 2 students were not tested
4	10%	NY State Test (math): 85% of AF Students are at or above 667 Scale Score (90% for Feeder Schools)
--	5%	NY State Test (math) Growth Target (if school does not meet absolute performance criteria): increase of 25% more students are at or above 667 Scale Score
28	10%	NY State Test (math): at least 80 % proficient (level 3) or better ( 85 % for schools with AF feeder school)
--	5%	NY State Test (math) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at proficient (level 3) or better
14	5% for Non-Feeder, 10% for Feeder	NY State Test (math): at least 35 % advanced (level 4) ( 45 % for schools with AF feeder school)
5	5%	NY State Test (math) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	NY State Test (math): no more than 2 students were not tested
<i>Sixth Grade -- state-specific - CT</i>		
3	10%	CMT (reading): at least 75 % proficient or better ( 95 % for schools with AF feeder school)
--	5%	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at proficient or better
19	10%	CMT (reading): at least 65 % goal or better ( 90 % for schools with AF feeder school)
--	5%	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 15 % more students at goal or better
9	5% for Non-Feeder, 10% for Feeder	CMT (reading): at least 35 % advanced ( 45 % for schools with AF feeder school)
5	5%	CMT (reading) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (reading): no more than 2 students were not tested
3	10%	CMT (math): at least 90 % proficient or better ( 95 % for schools with AF feeder school)
--	5%	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 25 % more students at proficient or better
19	10%	CMT (math): at least 80 % goal or better ( 85 % for schools with AF feeder school)
--	5%	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at goal or better
9	5% for Non-Feeder, 10% for Feeder	CMT (math): at least 35 % advanced ( 60 % for schools with AF feeder school)
5	5%	CMT (math) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (math): no more than 2 students were not tested
3	10%	CMT (writing): at least 90 % proficient or better ( 95 % for schools with AF feeder school)
--	5%	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 25 % more students at proficient or better
18	10%	CMT (writing): at least 75 % goal or better ( 85 % for schools with AF feeder school)
--	5%	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at goal or better
9	5% for Non-Feeder, 10% for Feeder	CMT (writing): at least 30 % advanced ( 40 % for schools with AF feeder school)
5	5%	CMT (writing) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (writing): no more than 2 students were not tested

## AF Report Card Metrics 2011 - 2012 (Middle Schools)

Points	Close	CATEGORY
<b>SEVENTH GRADE</b>		
<b>Seventh Grade -- state-specific - NY</b>		
4	10%	NY State Test (ELA): 85% of AF Students are at or above 653 Scale Score (90% for Feeder Schools)
--	5%	NY State Test (ELA) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students are at or above 653 Scale Score
28	10%	NY State Test (ELA): at least 80 % proficient (level 3) or better ( 85 % for schools with AF feeder school)
--	5%	NY State Test (ELA) Growth Target (if school does not meet absolute performance criteria): increase of 15 % more students at proficient (level 3) or better
14	5%	NY State Test (ELA): at least 20 % advanced (level 4) ( 25 % for schools with AF feeder school)
5	5%	NY State Test (ELA) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	NY State Test (ELA): no more than 2 students were not tested
4	10%	NY State Test (math): 90% of AF Students are at or above 663 Scale Score (95% for Feeder Schools)
--	5%	NY State Test (math) Growth Target (if school does not meet absolute performance criteria): increase of 25% more students are at or above 663 Scale Score
28	10%	NY State Test (math): at least 85 % proficient (level 3)
--	5%	NY State Test (math) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at proficient (level 3) or better
14	5%	NY State Test (math): at least 45 % advanced (level 4) ( 55 % for schools with AF feeder school)
5	5%	NY State Test (math) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	NY State Test (math): no more than 2 students were not tested
<b>Seventh Grade -- state-specific - CT</b>		
3	10%	CMT (reading): at least 85 % proficient or better ( 95 % for schools with AF feeder school)
--	5%	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at proficient or better
19	10%	CMT (reading): at least 80 % goal or better ( 95 % for schools with AF feeder school)
--	5%	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 15 % more students at goal or better
9	5%	CMT (reading): at least 40 % advanced ( 55 % for schools with AF feeder school)
5	5%	CMT (reading) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (reading): no more than 2 students were not tested
3	10%	CMT (math): at least 90 % proficient or better ( 95 % for schools with AF feeder school)
--	5%	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 25 % more students at proficient or better
19	10%	CMT (math): at least 85 % goal or better ( 90 % for schools with AF feeder school)
--	5%	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at goal or better
9	5%	CMT (math): at least 40 % advanced ( 55 % for schools with AF feeder school)
5	5%	CMT (math) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (math): no more than 2 students were not tested
3	10%	CMT (writing): at least 90 % proficient or better ( 95 % for schools with AF feeder school)
--	5%	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 25% more students at proficient or better
18	10%	CMT (writing): at least 85 % goal or better ( 90 % for schools with AF feeder school)
--	5%	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at goal or better
9	5%	CMT (writing): at least 40 % advanced ( 50 % for schools with AF feeder school)
5	5%	CMT (writing) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (writing): no more than 2 students were not tested

## AF Report Card Metrics 2011 - 2012 (Middle Schools)

Points	Close	CATEGORY
<b>EIGHTH GRADE</b>		
<b>Eighth Grade -- state-specific - NY</b>		
4	10%	NY State Test (ELA): 95% of AF Students are at or above 644 Scale Score
--	5%	NY State Test (ELA) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students are at or above 644 Scale Score
23	10%	NY State Test (ELA): at least 90 % proficient (level 3) or better
--	5%	NY State Test (ELA) Growth Target (if school does not meet absolute performance criteria): increase of 15 % more students at proficient (level 3) or better
12	5%	NY State Test (ELA): at least 25 % advanced (level 4)
5	5%	NY State Test (ELA) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	NY State Test (ELA): no more than 2 students were not tested
4	10%	NY State Test (math): 95% of AF Students are at or above 659 Scale Score
--	5%	NY State Test (math) Growth Target (if school does not meet absolute performance criteria): increase of 25% more students are at or above 659 Scale Score
23	10%	NY State Test (math): at least 90 % proficient or better
--	5%	NY State Test (math) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at proficient (level 3) or better
12	5%	NY State Test (math): at least 40 % advanced
5	5%	NY State Test (math) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	NY State Test (math): no more than 2 students were not tested
9	10%	NY State Test (science): at least 90 % proficient or better
5	5%	NY State Test (science): at least 25 % advanced
3	5%	NY State Test (science) Bonus Points: meets or exceeds benchmark district's % advanced (if data is available)
req	No Close	NY State Test (science): no more than 2 students were not tested
<b>Eighth Grade -- state-specific - CT</b>		
3	10%	CMT (reading): at least 95 % proficient or better
--	5%	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at proficient or better
16	10%	CMT (reading): at least 90 % goal or better
--	5%	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 15 % more students at goal or better
7	5%	CMT (reading): at least 45 % advanced
5	5%	CMT (reading) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (reading): no more than 2 students were not tested
3	10%	CMT (math): at least 95 % proficient or better
--	5%	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 25 % more students at proficient or better
16	10%	CMT (math): at least 90 % goal or better
--	5%	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at goal or better
7	5%	CMT (math): at least 60 % advanced
5	5%	CMT (math) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (math): no more than 2 students were not tested
3	10%	CMT (writing): at least 95 % proficient or better
--	5%	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 25% more students at proficient or better
16	10%	CMT (writing): at least 90 % goal or better
--	5%	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 20 % more students at goal or better
7	5%	CMT (writing): at least 45 % advanced
5	5%	CMT (writing) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (writing): no more than 2 students were not tested
4	10%	CMT (science): at least 90 % proficient or better ( 95 % for schools with AF feeder school)
7	10%	CMT (science): at least 80 % goal or better ( 85 % for schools with AF feeder school)
3	5%	CMT (science): at least 25 % advanced ( 30 % for schools with AF feeder school)
3	5%	CMT (science) Bonus Points: meets or exceeds benchmark district's % advanced.
req	No Close	CMT (science): no more than 2 students were not tested

## AF Report Card Metrics 2011 - 2012 (Middle Schools)

Points	Close	CATEGORY
<b>NON-ACADEMIC MEASURES</b>		
<b>Financial</b>		
5	No Close	The audit is clean (no material negative findings and no repeat minor findings)
10	1.5%	Total expenses are no more than 98.5 percent of the board-approved budget (including contingency), net of any additional expenses for which additional public revenue is specifically received (e.g., Special Ed expenses covered by Special Ed revenues). (Close is 98.5% - 100%)
-10	No Close	Penalty for 3% over the board-approved budget, net of any additional expenses for which additional public revenue is specifically received (e.g., Special Ed expenses covered by Special Ed revenues) and another 10 point penalty for each additional % over budget
<b>Students Served</b>		
2	No Close	School administered DRP to relevant grade levels.
3	5%	At least 60% of students qualify for free or reduced lunch.
3	5%	97% of parents turn in a lunch form for pay/free/reduced status
2	5%	At least 80% of students are black or Latino.
3	No Close	The % of incoming special education students is within 5% of the host district ("actual result" shows AF % - host %).**
--	--	Total student attrition (any student who started at the school and then left) - figure put for informational purposes only
4 (Fully Enrolled: 2)	No Close	Student Attrition is less than 5% per year (not including 'acceptable' withdrawals)+ **
-10	No Close	Student attrition: Penalty for every 1% over the 5% 'loss' student attrition threshold
-10	No Close	4th to 5th grade matriculation: Penalty for every 1% over the 5% 'loss' student matriculation threshold
FYI	5%	Fully Enrolled Schools Only: 70% of eligible 8th grade scholars enrolled at an Achievement First high school for 9th grade
FYI	10%	Fully Enrolled Schools Only: 90% of Eligible 8th Grade Scholars enrolled at a college preparatory high school for 9th Grade
2	No Close	Fully Enrolled Schools Only: Met the 9th Grade Matriculation Target
6	4	The Average Number of missed/sick days for teachers is no more than 3. (Close is 4)
FYI	--	[Org Health Survey] % that agree/strongly agree to: "I feel positive about working at my school"
FYI	--	[Org Health Survey] % that agree/strongly agree to: "I feel supported in pursuing my personal priorities"
FYI	--	[Org Health Survey] % that agree/strongly agree to: "There is someone at work who encourages and supports my learning and development."
FYI	--	[Org Health Survey] % that agree/strongly agree to: "I feel like I have opportunities for professional growth within my school or within the network."
FYI	--	[Org Health Survey] % that agree/strongly agree to: "The expectations for my role have been communicated well."
FYI	--	[Org Health Survey] % that agree/strongly agree to: "Achievement First creates a welcoming environment for me, given my background (e.g. race, ethnicity, c
6	5%	At least 90% of parents give the school an overall grade of "A" or "A+" on end-of-year parent feedback surveys.
req	No Close	At least 70% of parents submit parent feedback surveys.
4	5%	85% or more of full-time (>30 hours/week) teachers who received or would have received an offer came back to AF (any position within the network)
2	5%	85% or more of all full-time (>30 hours/week) staff who received or would have received an offer came back to AF (any position within the network)
--	5%	98% of IA data was scanned and ready for Data Day (Informational purposes only)
<b>Attendance</b>		
8	2%	5th Grade Student Attendance: at least 97% student attendance for year
8	2%	6th Grade Student Attendance: at least 97% student attendance for year
8	2%	7th Grade Student Attendance: at least 97% student attendance for year
8	2%	8th Grade Student Attendance: at least 97% student attendance for year