

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Agenda For The Board of Trustees Meeting

September 16, 2021, 5:30 p.m.

In-Person and via Zoom

Preliminary: Board Development (5:30 pm):

Summer Bridge and Street Law (Amy Wallace)

6:00 pm:

1. Welcome and Call to Order (3 minutes)
2. Consent Agenda (Items on the Consent Agenda are automatically approved unless a Board member removes an item from the consent agenda. In that event, the item will be subject to Board approval by majority vote.)
 - a. Approval of August Minutes
 - b. Approval of New UFT Contract (3 minutes)
3. Financials- Mr. Burke (10 minutes)
4. Executive Director (15 minutes)
 - b. Discussion on re-opening
5. Chairman Report (20 minutes)
6. Committee Reports-None (20 minutes)
 - a. Finance Committee
 - b. Academic Committee-
 - c. Fundraising
 - d. Governance- Board Retreat
7. New Business: (20 Minutes)
8. Statements from Members of the Public
Any member of the public who signed up to speak may speak in conformity with the School's Open Meetings Law Policy.
9. Next Meeting: October 21, 2021, 6:00 pm
10. Motion to Adjourn

August 16, 2021 – August 15, 2023 Collective Bargaining Agreement

Article 1 Recognition

The Charter High School for Law and Social Justice (the “Employer,” “CHSLSJ,” or the “School”) recognizes the United Federation of Teachers, Local 2, NYSUT, AFT, AFL-CIO (the “Union” or the “UFT”) as the exclusive collective bargaining representative of all pedagogical staff of the Employer including, but not limited to, Teachers, Social Workers, Special Education Coordinators, Instructional Coaches, College Counselors, School Counselors, and Guidance Counselors employed by the School (hereinafter collectively referred to as “Bargaining Unit Members,” “Employees,” or “Faculty”). Should the School employ a new title or category of Employees having a community of interest with the Bargaining Unit Members described herein, Employees in such new title or category shall be included within the existing bargaining unit, and upon request of the Union, the Parties shall negotiate the terms and conditions of employment for such new title or category of Employees; but nothing contained herein shall be construed to require re-negotiation of terms and conditions of employment applicable to Bargaining Unit Members in the existing bargaining unit as a result of the School’s re-designation of the title or category of Bargaining Unit Members in the unit.

Article 2 Anti-Discrimination

The School shall not discriminate against any Employee on the basis of race, creed, color, national origin, sex, marital status, sexual orientation, gender identity or expression, handicapping condition, age, or any other basis protected by applicable federal, state or local law; or membership or participation in, or association with the activities of, any Employee organization.

Article 3 Personnel Policies

The policies set forth in the UFT CHS for Law and Social Justice Employee Handbook (“UFT Handbook”) shall apply to bargaining unit members to the extent that such policies are not contrary to or inconsistent with this Agreement. If the UFT or a Bargaining Unit member believes the School has violated the Employee Handbook or the UFT Handbook, this allegation shall be subject to the grievance procedure set forth in Article 8 herein. To the extent that the UFT Handbook is contrary to or inconsistent with this Agreement, this Agreement supersedes the UFT Handbook.

Article 4

Rates of Pay

A. Salary Schedules

1. Employees shall be placed by the School in the salary step of the applicable salary schedule reflecting his/her years of experience with the School and his/her years of comparable work experience with previous employer(s) subject to final approval by the Executive Director/Principal and as further set forth below. (Step 1 reflects less than one year of experience; Step 2 reflects more than one but less than two years of such experience, etc.). The criteria used to determine and provide credit for prior teaching experience and comparable professional experience shall be uniformly applied. Employees shall be placed by the School in the column reflecting the highest level of education completed (i.e., BA, MA, MA+30). The salary schedules applicable to all titles are attached hereto as Exhibit A and Exhibit B.

2. During each school year Employees shall advance one step on the anniversary date of his/her date of employment at the School which occurs after they have completed the years of service to qualify for the next step, adjusted for breaks in service and for prior credited comparable service. Employees shall advance to a higher differential column when they provide official transcripts to establish that they have met the degree or college credits required in education or other area relevant to the School's mission and position. Upon providing the official transcripts to the School, the Employee's pay shall be increased retroactive to the date the qualifications were met, or two months prior to providing such evidence, whichever is less.

3. The School may employ a Temporary Employee to replace an Employee on leave of absence. Such Temporary Employee shall be informed at the time of hire that he/she is being employed for the duration of the leave of absence. A Temporary Employee shall be eligible for the contractual pay applicable to the position minus the summer pay, and to the other terms and conditions of the Agreement, but shall not be eligible for medical insurance or for the Deferred Compensation/Retirement Plan. Temporary Employees do not accrue seniority, but should a Temporary Employee subsequently become a regular Employee, his/her seniority shall include his/her Temporary Employee service.

B. Professional Development Compensation

Effective on the commencement of the 2021-2022 school year Employees shall receive additional compensation at a rate of \$27.86 per hour. Effective on the commencement of the 2022-2023 school year, Employees shall receive additional compensation at a rate of \$28.69 per hour. All professional development that takes place outside of the regularly scheduled work hours of the school day and/or school year shall be optional for all Employees.

C. Coverage Compensation

Effective on the commencement of the 2021-2022 school year, Employees used to cover classes in emergencies shall receive additional compensation at a rate of \$44.57 per period.

Effective on the commencement of the 2022-2023 school year, Employees used to cover classes in emergencies shall receive additional compensation at a rate of \$45.91 per period.

D. Additional Hourly Compensation/ Per-Session Pay

Effective on the commencement of the 2021-22 school year, Employees shall receive additional compensation at a rate of \$54.63 per hour. Effective on the commencement of the 2022-2023 school year, Employees shall receive additional compensation at a rate of \$56.27 per hour.

The hourly rates above reflect the rate of additional compensation for employment during the summer and in any extracurricular programs (academic and non-academic). Working during summer and in any extracurricular programs shall be optional for all Employees.

E. Pay Practices

Employees shall have his/her annual salary, which is earned during August through June, pro-rated over twelve months to provide summer pay.

Employees who work less than the full academic year shall have his/her annual salary pro-rated to reflect his/her actual days in pay status during the academic year as a proportion of the total number of academic calendar days.

F. One-time Lump Sum Bonus

Effective September 15, 2022, Employees shall receive a one-time lump sum bonus ("bonus") of \$3500.00. Employees shall be paid bonus in a separate check within the first pay period following September 15, 2021.

Article 5
Salary Underpayment / Overpayment Errors

- A. In the event an Employee believes CHSLSJ has made a salary error that has resulted in an underpayment, a concise summary of the error shall be submitted to the Executive Director/Principal in writing within twenty (20) school days of the discovery of the error. The time limitation to recover the underpayment shall be six years prior to submitting the written summary to the Executive Director/Principal. The grievance procedure of Article VII shall be followed.
- B. In the event CHSLSJ believes that it has made an overpayment to an Employee that is the result of a mathematical or clerical error by CHSLSJ, CHSLSJ shall provide written notice to the Employee and the Union that includes a description of the alleged error and the exact amount

of the alleged overpayment. CHSLSJ may recover overpayments that occurred up to the six years prior to providing the written notification. The grievance procedure of Article 8 shall be followed, with the following modifications:

Level One: Executive Director/Principal

1. CHSLSJ, the Employee and a Union representative shall meet with the Executive Director/Principal within five (5) days of receiving the notice to discuss the alleged overpayment.
 - a. If, at this meeting, the Employee and the Union agree that there has been an erroneous overpayment, the Employee, the Union and the School may agree in writing to a schedule of deductions from the Employee's compensation to pay back to CHSLSJ the amount of the overpayment.
 - b. If the Employee and the Union agree that there has been an erroneous overpayment, but cannot agree to a wage deduction schedule, CHSLSJ may impose a wage deduction schedule, provided, however, in no event may the deductions exceed 10% of the gross wages earned by the Employee in any pay period. Such a deduction schedule must be reduced to writing.
 - c. If the Employee and the Union do not agree that there has been an overpayment to the Employee that is the result of a mathematical or clerical error by CHSLSJ, within five (5) days, the Executive Director/Principal shall render a written memo of the alleged error and the exact amount of the alleged overpayment. Within fifteen (15) school days after receiving the written memo, the Union may file a Level 2 grievance concerning the dispute, in accordance with Article 8 of the collective bargaining agreement.

Level Two: Board Chair or Designee

2. CHSLSJ, the Employee and a Union representative shall meet with the Board Chair or his/her designee within 10 days of receiving the Level 2 Grievance.
 - a. If, at this meeting, the Employee and the Union agree that there has been an erroneous overpayment, the Employee and CHSLSJ may agree in writing to a schedule of deductions from the Employee's compensation to pay back to CHSLSJ the amount of the overpayment.

- b. If, at this meeting, the Employee and the Union agree that there has been an erroneous overpayment to the Employee, but cannot agree to a wage deduction schedule, CHSLSJ may impose a wage deduction schedule, provided, however, in no event may the deductions exceed 10% of the gross wages earned by the Employee in any pay period. Such a deduction schedule must be reduced to writing.
- c. If, at this meeting, the Union does not agree that there has been an overpayment to the Employee that is the result of a mathematical or clerical error by CHSLSJ, CHSLSJ will render a written decision. Within fifteen (15) school days of receiving this decision, the Union may file a grievance by submitting a notice of arbitration with the Employer, with a copy to the American Arbitration Association, consistent with Article 8, Section D of the collective bargaining agreement.
- d. If the Union does not proceed to Level Three by requesting arbitration, CHSLSJ may impose a wage deduction schedule, provided, however, in no event may the deductions exceed 10% of the gross wages earned by the Employee in any pay period. Such a deduction schedule must be reduced to writing.

Level Three: Arbitrator

- 3. If the Union proceeds to Level Three, the arbitrator shall have the authority to determine whether an overpayment has been made, and what the repayment plan shall be.
- 4. Except pursuant to 1(a), 1(b), or 2(a), 2(b) or 2(d) above, no wage deductions may be made from an Employee's compensation until the arbitrator has rendered an award and such deductions must be in accord with the arbitrator's decision. An arbitrator shall not order deductions that exceed 10% of the gross wages earned by the Employee in any pay period, nor for a period longer than six years, unless the Employee agrees to a longer deduction period.

5. The arbitrator's award shall be final and binding, consistent with Article 8 of the collective bargaining agreement.
6. CHSLSJ may not make recoupment wage deductions for more than three years, unless the Employee agrees to a longer deduction period.
7. Nothing herein shall constitute an abridgement of any parties' ability to pursue any causes of action pursuant to law.

Article 6 Benefits

The School shall offer Employees the opportunity to participate in the ADP 401(k) Plan and Vanguard 403(b) Plan.

Effective January 1, 2021, after the first year of service, the School will match Employee contributions up to six percent (6%) percent of the Employee's salary in a 401(k) plan or 403(b) plan. An Employee is fully vested after one (1) year of service.

Effective August 1, 2019, The School shall provide health insurance benefits through UFT Empire Blue Cross and Blue Shield and Welfare Fund for Dental, Optical, Disability and Prescriptions. Employee contributions are as follows:

MEDICAL

Employee only	3%
Employee and spouse	15%
Employee and child(ren)	15%
Employee and family	15%

The Union shall be notified of any proposed material changes in School Employee benefits or percentage costs. No material change including, but not limited to, the currently in-effect provisions and procedures governing eligibility, enrollment, benefit coverage, percentage contributions to premiums, co-pays and carriers shall be implemented without appropriate prior consultation and negotiation with the Union.

If an employee opts not to take the school's health insurance plan, the employee shall receive one thousand dollars (\$1,000) for every year that s/he opts out of the plan. Payment shall be made on the next pay period following notification of the employee's decision to not take the school's health insurance plan.

The School shall provide workers' compensation insurance, and shall cover the employee's contribution for New York Paid Family Leave.

Article 7

Due Process

A. Just Cause

No Employee shall be disciplined without just cause. Discipline shall include discharges, terminations, suspensions with or without pay, and written reprimands. An Employee shall not be fined.

B. Progressive Discipline

Any discipline shall be in accordance with the procedures for progressive discipline. The use of progressive discipline is intended to correct and deter Employee misconduct. Thus an Employee will ordinarily receive verbal counseling before a written reprimand, and a written reprimand before being suspended. Moreover, a short suspension will generally precede a longer suspension and/or dismissal. However, in cases where an Employee engages in serious misconduct, the School may skip some steps or even dismiss an Employee, provided that just cause for the discipline imposed is established. Depending on the particular facts of each case, examples of such serious misconduct may include, but are not limited to:

1. Intentional falsification of employment records, employment information or other School records;
2. Theft or intentional damage or destruction of any School property or the property of any Employee or student;
3. Possession of any firearms or any other dangerous weapons on School premises at any time;
4. Possession, distribution, use or being under the influence of any intoxicant on School grounds or at a School-sponsored event, including but not limited to alcohol, illegal drugs and controlled substances (unless such substances are supported by a valid prescription);
5. Conviction of any felony or crime involving moral turpitude, or criminal harassment;
6. Conviction of any crime involving physical abuse of a student or minor;
7. Failure to maintain necessary credential(s) required for the position;
8. Abandonment of position, which shall mean absence for five (5) consecutive school days without notice unless the Employee shall have reasonable cause for the failure to notify;
9. Inappropriate conduct with, or directed at, a student of a sexual nature, including, but not limited to: (i) sexual harassment; (ii) sexual contact, including touching; (iii) conduct that may reasonably be interpreted as soliciting or seeking consent to sexual contact; (iv) communications of a sexual nature; and (iv) possession, distribution, or use of child pornography.

For purposes of discipline based on a performance evaluation, the procedures set forth in Article 9 shall constitute progressive discipline.

C. School Days

All reference to school days in this Agreement shall be deemed to exclude Saturdays, Sundays, contractual holidays, and all other days that the School is closed. All reference to school days in this Agreement shall also exclude the summer vacation period except in the case of a grievance that arises during the summer vacation period.

D. Procedures for Notice of Suspension or Dismissal

To initiate suspension or dismissal, the School shall deliver a Notice of Discipline ("Notice") to the Employee either (i) in person or (ii) by certified and registered mail and e-mail. E-mail may not be the sole method for delivering Notice to the Employee. The Notice shall contain a statement, in ordinary language, of the factual basis upon which the suspension or dismissal is based, any rule or regulation alleged to have been violated, and the proposed penalty. The Employee shall also be given a copy of any documentary materials, with redactions when required by law, upon which such action is based. A copy of the Notice shall be mailed and emailed to the Union, including all relevant records and documentary evidence at the same time as the Notice to the Employee, although failure to adhere to this timetable shall not affect discipline imposed upon the Employee.

E. Employee Files

Official personnel files in the School shall be maintained under the following conditions:

1. An Employee shall be provided a copy of any disciplinary material which is to be placed in his/her official file. The Employee shall acknowledge that he/she has received and read such material by affixing his or her signature on the actual copy to be filed, with the understanding that such signature merely signifies that he/she has read the document to be filed and does not necessarily indicate agreement with its content. An Employee's refusal to sign the document shall be just cause for discipline.
2. An Employee has the right to view his/her personnel file and to reproduce the material in it after scheduling an appointment with reasonable notice with the School office.
3. Once an official of the School has been placed on notice of an incident, if the incident has not been reduced to writing within one (1) month of its occurrence, exclusive of the summer vacation period, the incident may not later be added to the file.
4. An Employee shall have the right to answer, within thirty (30) calendar days, in writing, any disciplinary material placed in his or her file. His/her answer shall be attached to the file copy of the material.

5. An Employee shall have the right to have material removed from his/her file three (3) years from the date it was placed in the file, provided that the material is not being used in a grievance or arbitration concerning discipline, or in litigation.

6. The only disciplinary documents in the personnel file of the Employee (whose discipline is at issue) that may be introduced by the employer at an arbitration are those that have been properly placed in an Employee's personnel file in accordance with this Article. Upon request, the School shall also provide copies of records and documentary evidence that is relevant to the discipline imposed to the Union together with those documents being prepared in accordance with this paragraph.

7. While the content of disciplinary material in the file cannot be grieved, an Employee has the right to challenge the accuracy and fairness of such material in a grievance or arbitration concerning the discipline.

F. Grievances under this Article

An Employee may initiate a grievance challenging a violation of this Article by filing a grievance at Level One pursuant to Article 8, §D. An Employee who is grieving discipline pursuant to the School's teacher evaluation system shall initiate the grievance at Level Two.

G. Right to Representation

Employees are entitled to be accompanied by a Union representative ("Representative") at any meeting that may result in discipline (a "Disciplinary Meeting"). Prior to the Disciplinary Meeting, the School shall notify the Employee of the nature of the meeting and his/her right to have a Representative present. The Employee may request to be joined by a Representative prior to or during such a meeting. During a non-disciplinary meeting, if the subject of the meeting evolves into a Disciplinary Meeting, the Employee may assert the right to have Union representation.

Such Disciplinary Meetings shall be scheduled at a mutually acceptable time and within a reasonable period of time from the occurrence or issue in question. The Union acknowledges and agrees that there may be emergent situations, including those involving health or safety issues, when immediate intervention may be required. If necessary, the meeting will be rescheduled to allow the Employee to obtain Union representation. The meeting shall be suspended until such representation is secured or refused by the Employee. However, nothing in this Agreement shall prevent a supervisor from observing and counseling teachers about his/her performance in accordance with the School's established procedures.

H. Probationary Period

Employees hired after August 1, 2019 must serve for one (1) school year in a probationary capacity. During this probationary period, such employees may be released from employment with CHSLSJ without cause and at the sole discretion of the Board. Following passage of the probationary period, such employees will be entitled to the due process procedures as defined in this Article.

Article 8 Grievance

An individual Employee, a group of Employees, or the Union on behalf of all the Employees (collectively, the “Grievant”) may initiate a grievance pursuant to the terms of this Agreement. A “grievance” shall mean a complaint by an Employee, a group of Employees or the Union that there has been a violation, misinterpretation or misapplication of any of the provisions of this Agreement, or policies of the Employer, including those contained in the UFT Handbook or the Employee Handbooks.

A. Scheduling of Grievance Meetings

Conferences held pursuant to “Informal Level” or “Level One” through “Level Three” (“Grievance Meetings”) held under this Article shall be conducted at such times as to afford a fair and reasonable opportunity for all persons entitled to be present to attend. Ordinarily, such meetings shall be scheduled at a mutually convenient time when the Employee is not working with students. However, should the School convene a meeting during the workday of any Employee who is entitled to be present, such Employee shall be relieved from work to the extent necessary to permit attendance, and shall not suffer a loss of pay or other benefit.

B. Right to Representation

Employees are entitled to be accompanied by a Union Representative (“Representative”) at any Grievance Meeting.

C. Grievance Concerning Termination

Any grievance concerning termination shall be initiated at Level Two of the grievance procedure.

D. Grievance Procedures

Informal Level

Every effort should be made to resolve the grievance informally between the Grievant and the supervisor involved.

Level One: Executive Director/Principal

If the grievance is not resolved at the Informal Level, a concise summary of the grievance shall be submitted to the Executive Director/Principal in writing within twenty (20) school days of the occurrence or omission or the realization of the occurrence or omission, detailing the article or articles of the contract allegedly violated. A conference shall take place within five (5) school days of delivery of the grievance to the Executive Director/Principal. A written memo will be returned by the Executive Director/Principal to the Grievant and Union within five (5) school days of the occurrence of the conference. If the grievance has not been resolved or the conference has not taken place, the Union may take the grievance to Level Two.

Level Two: Board Chair or Designee

If the grievance is not resolved at Level One or for a grievance concerning termination, within fifteen (15) school days after receiving the written decision or Notice of Termination, or after failure to respond within the time limit, the Union may appeal to the Board Chair or his/her designee. Within ten (10) school days of receiving the appeal, the Board Chair or designee will facilitate a meeting to attempt to find an acceptable resolution. Resolution of the grievance will be discussed and a written decision will be returned within ten (10) school days of the occurrence of the conference by the Designee. If the grievance has not been resolved or the meeting has not been facilitated, the Union may take the grievance to Level Three.

Level Three: Arbitrator

If the grievance (including but not limited to a grievance related to discipline) is not resolved at Level Two, the Union, within fifteen (15) school days after receiving the Level Two response, or after the failure to respond within the time limit, may submit a notice of arbitration to the Employer with a copy to the American Arbitration Association (AAA). The notice shall set forth the claim submitted for arbitration, the specific provision(s) of the Agreement involved, and the remedy sought.

The Union shall request the AAA to process the grievance to arbitration in accordance with the Labor Arbitration Rules of the AAA, which rules shall apply to all aspects of the arbitration proceeding. The arbitrator shall have no authority to add to, subtract from, fail to apply, alter, amend or in any way modify the terms and provisions of the Agreement. An arbitrator may provide for and direct such relief as the arbitrator deems necessary and proper, subject to the limitations set forth herein and any applicable limitation of law.

As soon as practicable, the parties agree to identify three (3) AAA qualified arbitrators mutually acceptable to both parties for the resolution of disputes by proposing candidates to the other party. The arbitrators shall serve on a rotational basis to hear and determine the case submitted within twenty-one (21) school days if possible. If no panel arbitrator is available to hear

the case within twenty-one (21) school days, the regular rotational order shall determine the arbitrator selected for the case. All arbitration hearings will be concluded within thirty (30) school days unless a later date is mutually agreed upon by the parties. The arbitrator shall have one (1) month from the conclusion of the proceeding to issue the award.

The arbitrator's decision shall be final and binding on the Employer, the Union and the Grievant. The Employer agrees to apply to all substantially similar situations the decisions of an arbitrator sustaining a grievance. The Union agrees that it will not bring or continue any grievance that is substantially similar to a grievance denied by the decision of an arbitrator. All costs for the services of the arbitrator including, but not limited to, per diem expenses, travel and subsistence expenses, and the cost, if any, of a hearing room, shall be shared by the School and the Union. All other costs, except for release time for the grievant(s) and witnesses, shall be borne by the party incurring them.

Failure on the part of the Employer to answer a grievance at any step within the specified time limit shall entitle the Union to proceed to the next Level, as applicable.

E. No Reprisals

Neither the Board nor the School's supervisors/managers shall retaliate against any grievant, any party in interest, or any other participant in the grievance procedure by reason of such participation.

Article 9 Teacher Evaluation System

Each teacher shall be evaluated and rated as "Highly Effective," "Effective," "Developing," or "Ineffective" using Danielson's Framework for Teaching (2013 Edition). Ratings shall be based on the following measures and weights; evidence for ratings shall be collected using the processes described below.

Observations

Each teacher shall be evaluated and rated on observations. Each teacher shall have at least two (2) Formal Observations and one (1) Informal Observation per school year as defined herein. A teacher shall be observed no more than six (6) times per school year, including no more than three (3) Formal Observations and no more than three (3) Informal Observations.

Formal Observations

A Formal Observation shall be defined as an observation in which the Executive Director/Principal or Assistant Principal observes a teacher for a full classroom period and evaluates the teacher using Danielson's Framework for teaching (2013 Edition). Prior to a Formal Observation, the Executive Director/Principal or Assistant Principal shall provide the teacher

being observed notice at least two (2) weeks prior to observation via email. The Formal Observation shall consist of the following:

- A pre-observation meeting during which the teacher meets with the Executive Director/Principal or Assistant Principal and brings his/her lesson plan and any materials (books and/or materials) that the teacher plans on using on the day of the formal observation. The pre-observation meeting should be a time for open discussion, defining strategies, explaining reasoning behind choices, and discussing lesson mapping and differentiation.
- A full-period observation in which the Executive Director/Principal or Assistant Principal observes and writes down what he/she sees during the lesson using Danielson's Framework for Teaching (2013 Edition).
- A post-observation conference in which the Executive Director/Principal or Assistant Principal shares his/her observations from the full period observation with the teacher and explains his/her reasons for the rating. At the post-observation conference, the Executive Director/Principal/Assistant Principal will discuss next steps and improvements with the teacher.

Informal Observations

An Informal Observation shall be defined as a 20-minute classroom observation evaluating the teacher based on Danielson's Framework for Teaching (2013). Prior to an Informal Observation, the Executive Director/Principal shall give the teacher notice via email that the Informal Observation will be taking place within the next two (2) weeks. Teachers can be observed any time within the two (2) weeks after notice is given. A teacher must have had a Formal Observation prior to any Informal Observation.

Lesson Plans

1) Teachers shall have a lesson plan for every school day. Co-Teachers scheduled for the same classes and preparation periods should plan together. Teachers shall submit exactly two (2) lesson plans per week to the Executive Director/Principal or Assistant Principal. Teachers shall submit their lesson plans on Wednesday no later than 4pm. ICT Teachers shall submit their lesson plans on Thursday no later than 4pm. The lesson plans submitted shall be for lessons to be taught in the subsequent week. The Executive Director/Principal or Assistant Principal shall return the lesson plans to the teacher on Friday no later than 5pm with narrative feedback. A request by a teacher to submit lesson plans (referenced above) at a later date shall not be unduly denied and shall not be disciplined for late submission.

Measures of Work Habits, Family and Community Outreach, and Professional Responsibilities

The following types of evidence shall be used in documenting performance in Work Habits, Family and Community Outreach, and Professional Responsibilities:

- Attendance and participation at School and department meetings
- Professional development activities and training
- Family/Parent meetings and contacts via phone/email
- Adherence to School and contractual regulations, including lateness and attendance policies and timely submission of grades and student records

Overall Final Rating

By June 30, the Executive Director/Principal shall schedule a final meeting with every teacher. This deadline may be extended by mutual consent. This meeting shall also include a discussion of the teacher's final rating on each standard and the teacher's final overall rating.

The final overall rating shall be determined using the following process:

By the final day of the school year, the Executive Director/Principal shall assign a value from 1-4 (including up to one decimal point) for each standard rated for evaluative purposes using the process described above. The rating on each standard and the final rating shall be based on evidence assessed by the observer according to the rubric in Exhibit D, and the numerical value shall be based on the following scale.

Highly Effective:	3.5-4
Effective:	2.5-3.4
Developing:	1.6-2.4
Ineffective:	1-1.5

All standards shall be weighted equally by the Executive Director/Principal in determining a final rating. In cases in which multiple ratings for a single standard are given over the course of the year, the most recent rating shall be used by the Executive Director/Principal in determining the teacher's final rating, unless the most recent rating is lower than a previous rating. In that case, all ratings for the standard over the course of the year shall be used in determining the final average rating for that standard. Standards which are not applicable or which are not observed and documented during the year shall not be considered in the final rating.

The Executive Director/Principal, Assistant Principal or designee shall average the numerical values of all rated standards to create an overall numerical and final rating based on the same scale.

Highly Effective:	3.5-4
Effective:	2.5-3.4
Developing:	1.6-2.4
Ineffective:	1-1.5

Professional Growth Plans

There are two ways to receive a Professional Growth Plan (“the Plan”):

1. If a teacher receives two (2) Ineffective formal observations, or three (3) Developing formal observations, or two (2) Developing and one (1) Ineffective formal observations during the school year as his/her rating, he/she shall be placed on a Plan of no less than ninety (90) school days.
2. If a teacher receives an Ineffective as his/her yearly final rating, he/she shall be placed on a growth Plan of no less than sixty (60) school days for the subsequent school year.
3. The Plan shall be created collaboratively by the teacher and the Executive Director/Principal, and shall be in place within fifteen (15) school days in which the second Ineffective rating or third Developing rating or second Developing rating combined with one Ineffective rating for a formal observation was received or within the first fifteen (15) school days of the subsequent school year upon receiving the ineffective as a final rating.
4. If there is there is no evident progress based on the areas of growth identified in the plan, and the final rating is “ineffective” for the school year, the school may terminate.

The professional growth plan shall include the following:

- a. Areas of growth where specific improvement is needed and supporting evidence;
- b. Specific suggestions for improvement;
- c. Resources to be utilized to assist with the improvement;
- d. The means by which improvement shall be measured; and
- e. A reasonable date for achieving the specified improvement(s).

As part of the Plan, the Executive Director/Principal shall take affirmative action to give support to help the teacher correct any cited deficiencies. Such action shall include specific recommendations for improvement and direct assistance in implementing the recommendations as part of the growth plan. A Plan shall include one (1) additional Formal Observation, but may include more by mutual agreement between the Principal and the teacher.

The Plan timelines may be shortened by mutual agreement between the Executive Director/Principal and the teacher if the improvements cited under the Plan are achieved before the deadlines set in the plan.

Article 10

Counselor Evaluation System

Each Counselor shall be evaluated and rated as “Highly Effective,” “Effective,” “Developing,” or “Ineffective” using Danielson’s “School Counselors Rubric” (2015 Edition). Ratings shall be based on the following measures and weights; evidence for ratings shall be collected using the processes described below.

Counselors shall receive a formal evaluation twice each school year. One evaluation shall occur at mid-year, one at the end of the school year. The Executive Director/Principal or Assistant Principal shall meet with all counselors at the beginning of the year to review the required components and documents and to identify any school-wide priorities for the year. Both the mid-year and the final evaluation shall consist of a “Highly Effective,” “Effective,” “Developing,” or “Ineffective” rating for each counselor on each of the components; the final evaluation shall also include a final overall rating of “Highly Effective,” “Effective,” “Developing,” or “Ineffective” based on their performance on the components referenced in the rubric in Appendix A for the entire school year.

Counselors shall receive ratings for each component which the Executive Director/Principal or Assistant Principal has been able to observe through professional contact or through the means described below over the course of the school year. Any component which

cannot be observed or documented over the course of the year, or which are not applicable (for example, in regard to the college counselor), shall not be rated.

Counselors may submit the following documents and any other evidence toward their evaluation:

- Counseling logs
- Grade talk notes
- Kid talk notes
- Homework sheets
- Advisory communication documents

College counselors may submit the following documents and any other evidence toward their evaluation:

- Student logs
- Parent logs
- Spreadsheet of students who applied to SUNY and CUNY colleges
- Spreadsheet of college representative visits to schools.
- Spreadsheet of students who completed FAFSA forms
- Spreadsheet of students and the colleges they plan to attend

If during the course of a Executive Director/Principal or Assistant Principal's professional contact with a counselor, the Executive Director/Principal or Assistant Principal observes practice that is "ineffective" or "developing" on a single component or multiple components, the Principal shall promptly notify the counselor in writing.

If the Counselor has been rated "developing" or "ineffective" during the mid-year evaluation by the administrator and has been notified in writing three (3) times prior to receiving that rating as per the paragraph above, a professional growth plan ("the plan") shall be collaboratively created by the Executive Director/Principal and Counselor to help foster counselor growth.

The plan shall include the following:

1. Areas of growth, where specific improvement is needed and supporting evidence;

2. Specific suggestions for improvement;
3. Resources to be utilized to assist with the improvement and who will provide them;
4. The means by which improvement will be demonstrated and measured
5. A reasonable and mutually agreed-upon date for achieving the specified improvement(s).

The Executive Director/Principal will take affirmative action to give support to help the counselor correct any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations and identification of who will provide the assistance, and adequate resources for achieving the improvement, such as release time for the counselor to observe best practices by other counselors in CHLSJ or other schools, professional development based on individual needs, and scheduled time for counselors to collaborate. A Counselor shall receive reasonable clarifications and additional resources to support the plan upon request.

The plan shall be for the remainder of the school year. If there is there is no evident progress based on the areas of growth identified in the plan, and the Counselor has been rated “ineffective” on the final evaluation for the school year, the school may terminate.

If the Counselor has been notified in writing three (3) times prior to receiving a final rating of “Developing” or “Ineffective” for the school year and did not receive a plan after the mid-year evaluation, a plan shall be collaboratively created between the Executive Director/Principal and Counselor as described above for the subsequent school year. The plan shall be until the mid-year evaluation. If there is there is no evident progress based on the areas of growth identified in the plan, and the Counselor has been rated “ineffective” on the mid-year, the school may terminate.

The Plan timelines may be shortened by mutual agreement between the Executive Director/Principal and the Counselor if the improvements cited under the Plan are achieved before the deadlines set in the plan.

Mid-Year and Final Ratings

Both the mid-year and final overall rating shall be determined using the following process:

The Executive Director/Principal shall assign a value from 1-4 (including up to one decimal point) for each standard rated for evaluative purposes using the process described above. The rating on each standard and the final rating shall be based on evidence assessed by the Executive Director/Principal according to the rubric in Exhibit__, and the numerical value shall be based on the following scale.

Highly Effective:	3.5-4
Effective:	2.5-3.4
Developing:	1.6-2.4
Ineffective:	1-1.5

All standards shall be weighted equally by the Executive Director/Principal in determining a mid-year and final rating.

By June 30, the Executive Director/Principal shall schedule a final meeting with every Counselor. This deadline may be extended by mutual consent. This meeting shall also include a discussion of the Counselor's final rating on each standard and the Counselor's final overall rating.

In cases in which multiple ratings for a single standard are given over the course of the year, the most recent rating shall be used by the Executive Director/Principal in determining the Counselor's final rating, unless the most recent rating is lower than a previous rating. In that case, all ratings for the standard over the course of the year shall be used in determining the final average rating for that standard. Standards which are not applicable or which are not observed and/or documented during the year shall not be considered in the final rating.

Article 11

Work Schedules and Assignments

A. Work Year and Day

1. Except as specifically stated in paragraph A (2) of this Article, Employees shall work no more days than teachers employed by the New York City Board of Education. In no circumstance may the number of days worked by a Member in a school year exceed more days than the number of days in the annual school calendar of the New York City Board of Education.

2. In addition to the obligations in paragraph A(1) of this Article, Employees shall be required to attend professional development during the 10 days (not including weekends) immediately prior to the start of the school year, but Employees are not required to attend the Friday before Labor Day. The professional development days referenced in this paragraph shall begin at 9:00 A.M. and end at 1:30 P.M. All other professional development outside of the work day and work year shall be deemed optional for all Employees.

3. The School shall follow the same holiday schedule of the New York City Board of Education.

4. Work Day: Employees' normal work day shall begin at 8:00 A.M. and end no later than 4:00 P.M.

5. Meetings/School Functions: Unless formally excused, teachers shall participate in all regular School functions during or outside of the normal school day, such as parent conferences, graduations and other similar activities such as holiday shows and celebrations, and major fund-raising events. School functions which will occur outside of the normal school day shall be announced at least two (2) weeks in advance, and shall be scheduled no more than once a month. If an Employee is unable to attend due to a prior commitment or personal hardship, the Employee shall not be disciplined for not attending.

6. Employees shall be scheduled for a daily duty-free lunch period of no less than fifty (50) minutes. Each Teacher shall be given at least two (2) preparation periods per day of no less than fifty (50) minutes a period. All preparation periods shall be unassigned. Preparation time shall be used for preparation related to teaching duties and/or Union business and not for personal business or conducting personal appointments. Social Workers and Guidance Counselors shall be given at least one (1) unassigned administrative period per day of no less than fifty (50) minutes. This period shall be used for preparation related to counseling and/or professional duties and/or Union business and not for personal business or conducting personal appointments.

7. The School shall follow the schedule of the New York City Board of Education schedule regarding weather and other non-school related emergency closings.

8. Teachers shall not be scheduled for more than three (3) class periods in a row.

B. Assignments

1. The Executive Director/Principal shall make the final determination on teaching assignments using the following criteria:

- Legal requirements and qualifications
- Evaluations
- Expertise and relevant experience

2. Employees shall be notified of his/her tentative teaching assignments for the next school year on or before June 15.

Article 12 **Per Session Activities** **Department Chair or Director Assignments**

A. All per-session activities shall be posted at least fifteen (15) calendar days prior to the commencement of the activity. Postings must include a clear description of the job, required qualifications, selection criteria (including, but not limited to, certification, years of service, and expertise), number of hours available, specific work locations and work schedules. Per-session activities include but are not limited to: after-school activities, summer activities, and all other extra-curricular activities (academic and non-academic). Per-session activities do not include

the Urban Residence Program, Street Law, Summer Bridge or programs offered through New York Law School or the College of Mt. Saint Vincent.

If no qualified Employee within the School applies, the Executive Director/Principal may seek outside candidates to fill the position.

No Employee may work on a per-session basis during his/her normal working hours on a regular school day or during the daily lunch hour. Per-session employment is intended only for service of a supplemental nature.

With the exception of the programs described in the first paragraph of this section, the School shall not hire an outside vendor to provide services to the School that may include but are not limited to: after-school activities, summer activities, and all other extra-curricular activities (academic and non-academic); without appropriate prior consultation and negotiation with the Union.

B. There shall be one (1) Department Chair for each of the following Departments: Social Studies, Math, English, and Science.

Teachers serving as Chairs shall be assigned an additional 12 hours of work per month, for a total of one hundred and twenty (120) hours per year, which shall be compensable consistent with Article 4D herein.

There shall be one (1) Athletic Director Position. Teachers serving as the Athletic Director shall be assigned an additional twenty (28) hours of work per month, for a total of two hundred and eighty (280) hours per year, which shall be compensable consistent with Article 4D.

There shall be one (1) Summer Bridge Coordinator. Teachers serving as the Summer Bridge Coordinator shall work six (6) hours per day, which shall be compensable consistent with Article 4D.

The School shall post job vacancy postings for these positions on the Union bulletin board, and by email. The postings shall contain the relevant qualifications. If two (2) or more Employees are equally qualified for the position, the more senior applicant shall be selected.

Article 13

Personal Time Off and Unpaid Leaves

A. Paid Leaves

Bargaining Unit Members shall accrue paid Personal Time Off ("PTO") days at a rate of one (1) day per work month for a total of ten (10) days for each school year. Unused PTO days for all Bargaining Unit Members, up to a maximum of thirty (30) days, may be banked for future use, but may only be used as sick leave.

The provisions of the New York City Earned Sick Time Act, New York City Administrative Code § 20-911 et. seq., shall be superseded by this Article 12, which provides at least comparable benefits to Employees, and the provisions of the New York City Earned Sick Time Act are waived. PTO days may be used for all purposes as defined by the NYC Earned Sick Time Act, personal business, and any unpaid leave covered by this agreement, including any leave covered by the Family Medical Leave Act (“FMLA”).

New York State Paid Family Leave provides wage replacements to Employees for child care, and for close relatives with a serious health condition, or to relieve family pressure when someone is called to active military service.

Employees are guaranteed to be able to return to his/her job, and continue health insurance.

New York State Paid Family Leave

Year	Weeks Available	Max % of Employee Average Weekly Wage	Cap % of State Average Weekly Wage
2018	8	50%	50%
2019	10	55%	55%
2020	10	60%	60%
2021	12	67%	67%

Please see the Human Resources Manager for additional details.

A Bargaining Unit Member requiring a PTO day shall submit to the Executive Director/Principal a request by email, in person, or by telephone in advance unless circumstances do not allow for such advance notice, in which case as much notice as practicable should be given. Accrued but unused PTO days must be used during any unpaid leave. Employees shall be permitted to donate accrued PTO days to other Employees who have exhausted all of his/her available PTO days. The donated leave shall be deducted from the accrued PTO days of the Member who donates it. B. Unpaid Leaves

Bargaining Unit Members shall not earn additional PTO or seniority during any period of paid or unpaid leave in accordance with this section.

1. Family Medical Leave Act

Bargaining Unit Members who have completed at least ninety (90) days of continuous employment, and have worked at least 1,250 hours with the School during the twelve (12) months

immediately prior to the requested first day of leave, are eligible for an unpaid leave in accordance with the Family and Medical Leave Act, for the following reasons:

- 1) birth of a child, or to care for a newly-born child;
- 2) placement of a child with the Employee for adoption or foster care;
- 3) to care for an immediate family member (Employee's spouse, domestic partner, child, or parent) with a serious health condition;
- 4) because of the Employee's serious health condition that makes the Employee unable to perform the Employee's job;
- 5) to care for a covered service member or veteran with a serious injury or illness related to certain types of military service or to handle certain qualifying exigencies arising out of the fact that the Employee's spouse, son, daughter, or parent is on duty under a call or order to active duty in the uniformed services

Leave pursuant to this section may be granted for a maximum of twelve (12) weeks.

2. Miscellaneous Leaves Without Pay

Upon recommendation of the Board Chair and approval by the Board, the Board may, within its sole discretion, grant leave without compensation for a period not to exceed one school year for the following purposes: to care for a member of the immediate family who is ill; long-term illness of the member; service in an elected public office; educational travel; professional study or research; or public service. Extension of such leaves may be granted at the sole discretion of the Board.

3. Military Leave

The School shall grant a military leave of absence to any Member who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All Bargaining Unit Members requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the Member's health benefits and full salary. For service of more than thirty (30) days, Employees shall be permitted to continue his/her health benefits at his/her option through COBRA. Bargaining Unit Members are entitled to use accrued paid time off as wage replacement during time served, provided such paid time off accrued prior to the leave.

The School shall reinstate those Bargaining Unit Members returning from military leave to his/her same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy shall occur wherever necessary to comply with applicable laws.

C. Other Paid Leaves

1. Bereavement Leave

Bargaining Unit Members shall be given up to three (3) consecutive school days paid leave for the death of a spouse, domestic partner, child, parent, sibling, parent (in-laws) or step parent/child. Also, Employees shall be given two (2) school days paid leave for the death of a grandchild, grandparent, or sibling (in-laws). The last day for which the Employee may be compensated is the day after the funeral.

2. Jury and Witness Duty

Bargaining Unit Members shall be granted leave, without loss of pay or benefits, to appear in court as a witness, other than as a litigant, or to respond to an official order from duly authorized government agencies, or to serve as a juror for up to 10 school days, provided the Member promptly remits to the School any compensation paid to him/her for such jury duty. The Member is expected to notify the School promptly upon receipt of notice of a specific date of duty as a juror or a subpoenaed witness and to return to work whenever not required for duty as a juror or a subpoenaed witness and when it is concluded.

D. Requesting Leave - Documentation

A Bargaining Unit Member requiring any unpaid leave must submit to the Executive Director/Principal a written request prior to the beginning of each month with proof of the circumstances (medical or otherwise) for the leave. The School reserves the right to require proof of relationship including, but not limited to, a birth certificate or court documents, with respect to any leave related to a family member.

E. Health Insurance Coverage

The School shall continue to provide health insurance coverage for any Employee on an authorized leave in accordance with this Article.

F. Return to Work Following FMLA or Other Leave

A Bargaining Unit Member on FMLA leave must provide the School with a least two (2) weeks' written notice of his/her intent to return to work. In the case of the Bargaining Unit Member's own illness, included in this notice must be a doctor's certification stating the ability to return to work. The School reserves the right to require a medical examination by a physician of the Bargaining Unit Member's choosing, prior to the Bargaining Unit Member's resumption of duties, at the School's expense.

At the conclusion of his/her leave, the Bargaining Unit Member shall be returned to his/her former position at his/her applicable salary.

G. Failure to Return to Work Following Leave

Absent extraordinary circumstances, a Bargaining Unit Member's absence from work beyond the time of the leave granted, without other arrangements made and approved by the Executive Director/Principal, shall be deemed a voluntary resignation from employment without appropriate notice.

Article 14

Reduction in Force and Recall

In the event that economic circumstances require layoffs, the School shall employ the criteria described below for determining which Employees will be subject to such layoffs.

1. In order to maintain flexibility in the operation of the School, the School shall have the authority to determine which certification areas will be subject to layoffs, provided that within such areas designated by the School, the order of layoff(s) shall be determined according to the Employee's relative qualifications, including but not limited to subject matter expertise, which would be measured exclusively in terms of the following criteria: (i) certification status; (ii) review/evaluation scores in the previous three (3) years; and (iii) number of years at the School. Each criterion will be assigned a specific point value in accordance with the point system described below. The UFT shall be notified in writing of the layoff(s) and/or recall(s).
2. For a period of up to one (1) year after a layoff, Employees will be recalled to a subject area/program in which they worked for the School in reverse order of layoff when the vacancy occurred. An Employee who has been recalled shall have five (5) school days to respond. If an Employee declines recall, he or she shall be removed from the recall list.

Computation of Layoff and Recall Factors

Component	Amount Credited (+) Or Deducted (-)
Certification (NYSED)	
Certified	+10
Uncertified	-10
Overall Annual Performance Rating During the Last Three Years (or from date of hire, if hired more recently)	
Rated "HE"	+4 for each HE rating (possible max of +12)
Rated "E"	+3 for each E rating (possible max of +9)
Rated "D"	+2 for each D rating (possible max of +6)
Rated "I"	-3 for each I rating (possible max of -9)
CHSLSJ Years of Service (rounded to the nearest tenth)	+1 points for each year

Example: The overall points accrued by a teacher hired in September 2013 and who has received the following Annual Ratings:

For the 2013-2014 school year: D

For the 2014-2015 school year: I

For the 2015-2016 school year: E

would be calculated, for purposes of Layoff/Recall as of September 2016, in the following way:

	Certified teacher	Uncertified teacher
Certification:	+10	-10
Ratings:	+2 (+2-3+3)	+2 (+2-3+3)
Years of Service:	+3	+3
Total:	15	-5

In determining the order of layoffs, the Employee in the area selected for layoff with fewer points based on the factors above would be laid off before an Employee with more points. In the event of recall, the reverse would apply: Employees with the most points would be recalled to vacancies in the area they worked for the School before those with fewer points. The order of layoff and recall would be objectively determined and each Employee would be able to determine his/her own point score in the event of a layoff.

Article 15

Labor-Management Committee

A Labor-Management Committee shall be established for the purpose of discussing matters of importance to the School community. The Labor-Management Committee shall consist of a majority of Bargaining Unit Members, the School Executive Director/Principal, up to four additional School administrators at the Executive Director/Principal's discretion, and the UFT Chapter Leader. The parties agree to work together on a cooperative basis on curricular and extra-curricular issues. Best efforts shall be made to reach consensus on these issues and in Committee deliberations, although final decision-making authority shall rest with the School. Upon request by the UFT Chapter Leader, the School shall provide the Committee with the duly adopted school budget covering the year in which the request was made. The Labor-Management Committee shall meet no less than once per month during the school year.

Article 16

Union Security

A. It shall be a condition of employment that every Employee who is a member of the Union in good standing as of the date of execution of this Agreement shall remain an Employee in good standing.

B. Those Employees who are not Members on the date of execution of this Agreement shall become and remain Employees in good standing of the Union or may become an agency fee payer no later than thirty (30) days following the date of execution of this Agreement.

C. After the date of execution of this Agreement every newly hired Employee will become a member of the Union within thirty (30) days after the date of employment and thereafter will remain a member in good standing or may become an agency fee payer in accordance with applicable law. In such cases the procedures herein applicable to Union dues shall apply with full force and effect to agency fees.

D. "Good standing" for the purpose of this Article shall mean the payment or tender of periodic dues, uniformly required as a condition of membership, to the Union.

E. The School shall provide suitable space for a bulletin board for the posting of official Union notices and information. The Union shall not post defamatory, inflammatory, controversial, or political notices, or notices not pertaining to Union matters. Union representatives shall have access to, and shall be permitted to communicate with Employees through such bulletin board and Employee mailboxes.

F. Union chapter meetings may be held on School premises at reasonable times during non-working hours and during lunch periods. Union chapter meetings may not be held during preparation periods. As soon as is practicable, the Union chapter leader will notify the Executive Director/Principal of such meetings prior to his/her occurrence.

G. Any authorized Union representative ("Representative") shall have the right of access to the School facilities including Employee mailboxes and Union bulletin boards subject to the restrictions in paragraph E of this Article. Upon arriving at the School, the Representative shall notify the Executive Director/Principal, or the Executive Director/Principal's designee of his or her arrival. Representatives shall not in any way interrupt any Employee's duties or assignments. The Representative may contact Employees before and after Employees' hours of service or during lunch, or during preparation or non-teaching periods in emergent circumstances (i.e., matters that require immediate attention).

H. The School's UFT Chapter Leader and the School's UFT Chapter Delegate shall be released, without any diminution in compensation, at a time of day that allows for travel to and attendance at the UFT Delegate Assembly. The Chapter Leader shall inform the Executive Director/Principal of the schedule of Delegate Assemblies at the beginning of each school year.

I. There shall be monthly consultations between the Union chapter's duly elected representative (the "Chapter Leader") and the Executive Director/Principal.

Article 17
Payroll Deduction of Union Dues

A. Upon receipt of authorization from an Employee, the Union shall transmit notice of receipt of the authorization to the School and the School shall, pursuant to such authorization, deduct from the wages or salary due the Employee in each pay period the regular dues set by the Union. The School shall honor individual written authorizations for the deduction of Union dues in accordance with his/her terms, including authorizations stating that they are irrevocable until the following June 30 and automatically renewable for another year unless written notice is given to the Union and/or School.

B. The School shall deduct from the wage or salary of Employees in the bargaining unit who are not members of the UFT the amount equivalent to the dues levied by the UFT and shall transmit the sum so deducted to the UFT, in accordance with applicable law. The UFT affirms it has adopted such procedure for refund of agency shop deduction as required by applicable law. This provision for agency fee deduction shall continue in effect so long as the UFT establishes and maintains such procedure.

C. The Union shall refund to the Employee any agency shop fees wrongfully deducted and transmitted to the Union. In such a case, the Union shall notify the Executive Director/Principal of any such refund.

D. The agency shop fee deductions shall be made following the same procedures as applicable for dues check-off, except as otherwise mandated by law.

E. By the twentieth (20th) day of each month, the School shall remit to the Union all deductions for dues or agency fees made from the salary of Employees for the preceding month.

F. The Union shall furnish the School with a record of those Employees that have executed written authorizations.

G. The School shall furnish the Union with a record, in a format acceptable to the Union, of those for whom deductions have been made and the amounts of the deduction.

H. The School shall ensure that any payroll system used can fully accommodate the deduction of dues and/or the amount equivalent to the dues levied by the UFT in accordance with applicable law.

I. The School shall arrange for voluntary payroll deduction contributions for federal political contests in accordance with 2 USC § 441b.

J. The School shall permit Employees to authorize payroll deductions to voluntarily purchase benefits administered by the New York State United Teachers (NYSUT).

K. The Union agrees to indemnify and hold the School harmless from any and all claims, suits, judgments, attachments, and any other liability resulting from any deduction from wages made in accordance with this provision.

Article 18

No Strike – No Lockout

During the term of this Agreement, neither the Union nor any Union representative or Employee in the bargaining unit shall cause, authorize, instigate, aid, encourage, ratify, condone or take part in any work stoppage, slow down, sympathy strike, boycott or other restriction of the Employer's operations at the Employer's site. Nothing in this Agreement shall be construed to restrict the Union, Union representatives and Employees covered by this Agreement from informational activity, and/or from engaging in activities at the Employer's site that are not directed against the Employer, including the activities identified herein.

During the term of this Agreement, neither the Employer nor any Management representative shall cause, authorize, instigate, aid, encourage, ratify or condone a lockout of any Employee covered by this Agreement.

Article 19

Intellectual Property

I. Definitions:

(a) "Lesson Plan" shall mean a plan created by and for the use of one or more UFT Teachers which provides the teacher with sufficient information to teach the lesson.

(b) "Intellectual Property Rights" shall mean any and all rights arising in the United States or any other jurisdiction throughout the world in and to (a) patents, patent disclosures and inventions (whether patentable or not), (b) trademarks, service marks, trade dress, trade names, logos, other designations of source, sponsorship, affiliation or origin, together with all related goodwill, (c) copyrights, copyrightable works and other works of authorship (including computer programs), data, data collections and databases, (d) moral rights, and (e) any and all other intellectual property rights, in each case whether registered or unregistered.

II. IP Clauses:

(a) If a UFT Teacher creates a lesson plan as part of his or her employment by the School, the School and the UFT Teacher(s) who created the Lesson Plan shall, from the date that such Lesson Plan is created, jointly own all rights, title and interest in and to the Lesson Plan including any Intellectual Property Rights therein (collectively the "Jointly Owned Rights"), without a duty to account or pay any royalties to the other joint owner.

(b) Except as expressly provided in this Agreement, neither the School nor the UFT teachers shall have any individual ownership rights in the Lesson Plans except as is necessary to fully effect the joint ownership thereof as set forth in this Section. For the avoidance of doubt, it is acknowledged and agreed that joint ownership of the Jointly Owned Rights shall provide the School and the UFT Teacher(s) who created the Lesson Plan each the undivided right, subject to this Agreement and applicable law, to exploit the Jointly Owned Rights, including, but not limited

to, the rights to reproduce the Lesson Plan in any medium or manner; prepare derivative works of the Lesson Plan, distribute copies of the Lesson Plan to the public by sale, license, lease or otherwise; perform and display the Lesson Plan publicly; make, have made, use, offer to sell, sell and import the Jointly Owned Rights and freely exercise, transfer, assign, license, encumber and enforce all of its rights in the Jointly Owned Rights without the consent, joinder, or participation of, or payment or accounting to, the other joint owner(s). Except as expressly provided in this Agreement, neither the School nor the UFT teachers shall have any right as a joint owner of the Jointly Owned Rights to require such consent, joinder, participation, payment or accounting. For sake of clarity, nothing herein shall prohibit the use of Lesson Plans by the joint owners at schools other than the School; and nothing herein prohibits the UFT Teachers from offering for sale and selling the Lesson Plans on the Internet.

(c) The UFT Teachers and the School shall not require additional consideration for the rights, title and interest in the Jointly Owned Rights.

Article 20

Class Size

The School shall make best efforts to maintain no more than twenty-eight (28) students per classroom but shall not exceed more than thirty-two (32) students per classroom.

Article 21

Certification, Tuition, Coursework and Related Reimbursement

A. By June 30, 2022, all Incumbent teachers shall be certified, or in a certification program, or taking coursework and/or workshops toward being certified.

B. The School shall not hire teachers that are not certified or in the process of being certified.

C. The School shall reimburse Employees for all workshops, and tests related to getting certified or retaining certification to teach.

D. The School shall pay up to six thousand dollars (\$6,000.00) per Employee towards a degree and/or coursework that leads to certification. The School shall pay all funds directly to the graduate school or organization responsible for issuing the degree or coursework.

Article 22

Conformity to Law

Should any provision of this Agreement be or become contrary to law such provision shall not be performed or enforced except to the extent allowable by law, and the Parties shall seek to

negotiate a substitute provision to comply with the law while preserving the original intent of the provision. All other provisions of the Agreement shall continue in full force and effect.

Article 23
Effective Date and Duration

This Agreement will be effective from August 16, 2021 through August 15, 2023

CHSLSJ

United Federation of Teachers

John Callahan
Board President

Michael Mulgrew
UFT President

DATE:_____

DATE:_____

Exhibit A:

Effective on the Commencement of the 2021-2022 school year

STEP	BA	MA	MA+30
1	60188	71334	75792
2	61993	73474	78065
3	63853	75678	80408
4	65769	77948	82820
5	67742	80285	85305
6	69773	82695	87863
7	71867	85175	90499
8	74023	87730	93215
9	76243	90363	96010
10	78531	93074	98891
11	80887	95866	101858
12	83314	98742	104913
13	85813	101704	108060
14	88387	104755	111303
15	91039	107898	114641
16	93770	111135	118080
17	96583	114469	121623
18	99480	117903	125271
19	102465	121440	129030
20	105539	125083	132900

Exhibit C

First Name :	Last Name :
Position :	Grade(s) :
Final Grade:	Last observation :
Number of Students :	

I=Ineffective D=Developing E=Effective HE=Highly Effective

Domain 1: Planning and Preparation				
Components	Elements of components	Evidence Observed	Grading	Next Steps
1a: Demonstrating Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> Knowledge of content and the structure of the discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy 		I D E HE	
1b: Demonstrating Knowledge of Students	<ul style="list-style-type: none"> Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, 		I D E HE	

	<p>and language proficiency</p> <ul style="list-style-type: none"> • Knowledge of students' interest and cultural heritage • Knowledge of students' special needs 			
1c: Setting Instructional Outcomes	<ul style="list-style-type: none"> • Value, sequence, an alignment • Clarity • Balance • Suitability for diverse students 		I D E HE	
1d: Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students 		I D E HE	
1e: Designing Coherent Instruction	<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources 		I D E HE	

	<ul style="list-style-type: none"> • Instructional groups • Lesson and unit structure 			
1f: Designing Student Assessments	<ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 		I D E HE	

Domain 2: The Classroom Environment				
Components	Elements of components	Observation	Grading	Advice for improvement
2a: Creating an environment of respect and rapport	<ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and actions 		I D E HE	

2b: Establishing a culture for learning	<ul style="list-style-type: none"> • Importance of content and of learning • Expectations for learning and achievement • Student pride in work 		I D E HE	
2c: Managing classroom procedures	<ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties 		I D E HE	
2d: Managing student behavior	<ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior 		I D E HE	
2e: Organizing the physical space	<ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture 		I D	

	and use of physical resources		E HE	
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Domain 3: Instruction				
Components	Elements of components	Observation	Grading	Advice for improvement
3a: Communicating with students	<ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language 		I D E HE	
3b: Communicating in target language	<ul style="list-style-type: none"> • Simple Instructions in target language • Age appropriate vocabulary and expressions • Students enabled to produce in target language • Tools developed to avoid translation 		I D E HE	

	(posters, flashcards, peers, gestures...)			
3c: Using questioning and discussion techniques	<ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation 		I D E HE	
3d. Engaging students in learning	<ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 		I D E HE	
3e: Using assessment in instruction	<ul style="list-style-type: none"> • Assessment criteria • Monitoring of students learning • Feedback to students • Student self-assessment and monitoring of progress 		I D E HE	
3f: Demonstrating	<ul style="list-style-type: none"> • Lesson adjustment 		I D	

flexibility and responsiveness	<ul style="list-style-type: none"> • Response to students • Persistence 		E H	
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Domain 4: Professional Responsibilities				
Components	Elements of components	Observation	Grading	Advice for improvement
4a: Reflecting on teaching	<ul style="list-style-type: none"> • Accuracy • Use in future teaching 		I D E HE	
4b: Maintaining accurate records	<ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 		I D E HE	
4c: <i>Communicating with families</i> ²	<ul style="list-style-type: none"> • Information about the instructional program • Information about individual students 		I D E HE	

	<ul style="list-style-type: none"> • Engagement of families in the instructional program • Importance of confidentiality 			
<i>4d: Participating in a professional community²</i>	<ul style="list-style-type: none"> • Relationship with colleagues • Involvement in culture of professional inquiry • Service to the School • Participation in School and district projects 		I D E HE	
<i>4e: Growing and developing professionally²</i>	<ul style="list-style-type: none"> • Enhancement of content and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession • Development of individual growth portfolios 		I D E HE	
4f: Showing professionalism ²	<ul style="list-style-type: none"> • Integrity and ethical conduct 		I	

	<ul style="list-style-type: none"> • Service to students • Advocacy • Decision-making • Compliance with School and district regulations 		D E HE	
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Teacher's Signature:

Date: _____

Supervisor's Signature: _____

Date: _____

Exhibit D

School Counselor Responsibilities

- Providing direct individual and group academic counseling to students
- Participation in the creation and correction academic schedules & programs for the students in their grade in full compliance with New York State and CHSLSJ graduation requirements and that are aligned with the student's interests and learning profile
- Assist students in the process of solving school-related problems (academic, personal/social career)
- Use objective data as well as anecdotal information to gauge student performance

- Use the school's student information system for up-to-date student record keeping
- Direct students to specific individuals and resources as needed including specialized summer programs and enrichment programs such as UHP Internships, College Now and Gateway Program
- Engage in data tracking of academic data (student pass rates, Regents scores, etc.)
- Create lists of students for standardized testing (number of students who need to re-take Regents, etc.) in a timely manner and disseminate results to families as needed
- Doing transcript creation and reviews at regular intervals to ensure compliance and completeness
- Program Summer School and reach out to families with Summer School related information
- Assisting transfer students with transitioning to the school, ensuring that the school has all of their prior records on file and that their previous credits are entered into the student information system
- In consult with Special Education and AIS staff, assist in the placement of academically struggling students in academic support programs
- Evaluate standardized testing data at the grade level and at the individual level and recommend changes to the instructional program if necessary
- Conduct orientation meetings with students to provide information about scheduling and graduation requirements
- Meet with families to get them information about programming and requirements
- Assisting with trainings and professional development for teachers and staff that relate to issues of academic guidance and student development
- Assisting at workshops for families and students that have to do with issues of academic guidance
- Supporting the maintenance of a college-going culture for all students
- Maintain a log for counseling sessions
- Communicate with grade team members to update and address social-emotional student issues
- Research and bring in outside resources to support positive student behaviors
- Serve as a resource to teachers on forging positive relationships with students
- Assist teachers and staff in holding all students to high and consistent behavioral expectations
- Communicate and work closely with the Director of Special Education and or related service providers
- Participate in all assemblies for respective cohorts when available
- Conduct periodic classroom walkthroughs as part of monitoring student progress
- Identifying student and staff needs and suggest programs and interventions to meet these needs

Exhibit E

College Counselor Responsibilities

- **Create and execute educational programs and materials for students, parents and teachers regarding the college application process**
- **Educate students, staff and parents in the CHSLSJ community about colleges, the college admissions process, trends, procedures and testing**
- **Meet with students, individually and in groups, to talk about the admissions process, individual college choices and high school curricular choices.**
- **Compile an annual school profile and collaborate with the Director of Operations to maintain student records including grade point averages, transcripts, and graduation progress.**
- **Facilitate program(s) that focuses on 1) social and emotional development 2) postsecondary planning 3) community building 4) academic advising**
- **Collaborate with the testing coordinator AP, PSAT, ACT, SAT, and similar assessments**
- **Teach students and staff about various college entrance exams**
- **Lead workshops for family members and students regarding the college admissions and financial aid processes**
- **Collaborate with the education team to refine and implement advisory class curriculum as it relates to college admission and preparation for the various college entrance exams**
- **Collaborate with teachers to support the development of student essays for college applications.**
- **Suggest professional development opportunities for staff to build their capacity to support college preparation and admissions processes**
- **Coordinate at least two college visits and two college fairs for students each year**
- **Coordinate, schedule and arrange guest speakers from local organizations and colleges to present at the high school**

THE CHARTER HIGH SCHOOL FOI AND SOCIAL JUSTICE

EXCELLENCE • CHARACTER • COURAGE • COMMITMENT



Minutes–Board of Trustees Meeting

August 19, 2021, 6:00 p.m.

In-person: John Callahan

By Zoom Conferencing: Jumaane Saunders, Christian Bannerman, Rick Marsico, Denis ORourke, Linnet Tse, Sarah Fuentes, Charmone Adams, Dan Sang

Absent: Janine Azriliant

Executive Director Richard Burke, In-person, Robin Sharpe via Zoom

Welcome and Call to Order- Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM, thanked everyone for attending.

Mr. Callahan asked if anyone had any questions on Consent Agenda, and there were some comments that too much info was given them on new hires, but no one had issues with any of the hires, so it was accepted. Mr. Callahan asked for an overview of hiring, and Mr. Burke went into details about the hiring effort.

Financials-

Mr. Burke began reviewing the financials and shared his screen. Mr. Burke said that our finances are in good shape with 150 days of cash on hand. Mr. Burke mentioned that there had been a Finance Committee phone call earlier in the week that went into great detail on the financials.

He reviewed the main points of the Financials, and there were no questions.

Executive Director Report:

Mr. Burke then reviewed the Dashboard. Mr. Burke reviewed the Summer PD with our staff. He reviewed hiring and the difficulty of finding suitable candidates and the plans for

Reentering the building and COVID precautions.

Chairman Report –

Mr. Callahan then reviewed details about this summer construction and asked Mr. Burke to speak about the muralist who will work with our students to do a mural in the back.

Mr. Callahan then called for Committee Reports-Mr. Callahan reported that we had discussed the Finance Committee earlier, and there was a meeting this past Tuesday.

Academic Committee- Mr. Saunders reviewed items from Academic Committee, which



met at 5 PM earlier in the evening. Mr. Saunders stated that they had a very productive meeting with Mr. Burke, Ms. Runco, the new Principal, and Ms. Sharpe about action steps to move the scholars returning into the building after the COVID remote learning 1.5 yrs out.

Mr. Callahan spoke about the Board retreat on September 18th and Mr. Callahan mentioned that he and Mr. Sang had spoken with Mr. Rivera, who coordinates the Retreat. Mr. Sang asked that any Board members have questions to send them to him. There was a discussion of our effort to start a Library at the school, and Mr. Marsico had a friend who would donate books.

Fundraising Committee-No meeting, and Mr. Callahan that Mr. Burke had sent out a Development Plan, and several Committee members stated that they had looked at it, and it seemed like a good start. There would be more planning and hopefully a meeting by the end of September.

New Business:

Mr. Callahan spoke about a Board development concept with a before Board meeting doing a training

For Board members who want to attend. Mr. Callahan listed several topics To cover items for Board development.

Mr. Callahan asked to go into Executive Session. Mr. Saunders moved, and Mr. Adams seconded. Mr. Burke and Ms. Sharpe left the meeting.

Mr. O'Rourke moved to adjourn, seconded by Ms. Azriliant, and approved at 7:40 PM.

Next Meeting: September 16. 2021, 6:00 PM



John Callahan

9/9/21



Financial Report
For the Period Ending August 31, 2021
Fiscal Year 2020-21
with June 30, 2021 and 2020 Statements

Table of Contents

- 1 Financial Report for Period Ending August 31, 2021 (Narrative)
- 2 Statements of Financial Position (Balance Sheet) at August 31, 2021 and June 30, 2021 and 2020
- 3 Summary Statements of Revenue, Support and Expenses at August 31, 2021 and June 30, 2021 and 2020
- 4 Detailed Statements of Revenue, Support and Expenses at August 31, 2021 and June 30, 2021 and 2020
- 5 Cash Flow Projection

Charter High School For Law And Social Justice Data

Notes to Financial Report For the Period Ending August 31, 2021

Unencumbered Cash

Total Cash and Equivalents	\$ 5,455,601	[a]
Encumbrances to Cash		
Restrictions:		
Escrow	100,682	
Unearned Revenue (Advances Received but not Earned)	1,746,648	
	1,847,329	[b]
Vendor Obligations		
Accounts Payable	170,065	[c]
Total Cash Encumbrances	2,017,395	[d] {[b] + [c]}
Unencumbered Cash Balance	\$ 3,438,207	[a] - [d]

Days of Cash on Hand

Total Fiscal Year 2021-22 Budgeted Expenses (excluding Depreciation and Deferred Rent)	\$ 11,056,452
Average Daily Expenses (<i>Total Projected Expenses ÷ 365</i>)	\$ 30,292
Total Cash Available for Operating Use (<i>Total Cash - Escrow</i>)	\$ 5,354,920
Number of Days of Unrestricted Cash Available (<i>Total Cash Available ÷ Average Daily Expenses</i>)	176.8

Liquidity Measures

	At 8/31/21	Benchmark
• Current (Working) Capital Ratio - measures the School's ability to pay off its current liabilities (usually within one year) with its current assets such as cash and receivables. The higher the ratio, the better the School's liquidity position.	3.0	1.2
• Unrestricted Days Cash	176.8	60.0
• Debt to Asset Ratio - measures the School's assets that are financed by liabilities, or debts, rather than its equity. Greater than 1 indicates that the School's liabilities are higher than its assets	0.4	1.0
• Acid Test/Quick Ratio - indicates whether the School has sufficient short-term assets to cover its short-term liabilities.	2.9	1.0

Charter High School for Law and Social Justice

Statements of Financial Position

At Current Year-to-Date August 31, 2021, and June 30, 2021 and 2020

ASSETS	[unaudited] Year-to-Date 8/31/2021	June 30	
		[unaudited] 2021	[audited] 2020
Current Assets:			
Cash and cash equivalents - Unrestricted	\$ 5,354,920	\$ 3,760,175	\$ 2,992,175
Escrow - Restricted	100,682	100,673	75,605
Grants Receivable	56,582	179,229	203,885
Due from FOCHSLSJ	15,693	-	-
Per Pupil Receivable	72,141	72,141	45,097
Prepaid Expenses and Other Receivables	170,208	55,578	169,288
Total current assets	5,770,225	4,167,796	3,486,049
Fixed assets, Net	570,249	593,555	622,465
	\$ 6,340,474	\$ 4,761,351	\$ 4,108,515
LIABILITIES and NET ASSETS			
Current liabilities:			
Accrued Expenses and Other Accounts Payable	\$ 170,065	\$ 496,585	\$ 744,096
Deferred or Unearned Revenue	1,746,648	-	-
Total current liabilities	1,916,713	496,585	744,096
Long-Term Liabilities:			
Deferred Rent	645,045	615,778	313,394
SBA-PPP Loan	-	-	926,019
Total Long-Term Liabilities	645,045	615,778	1,239,413
Net assets			
Net Assets without Donor Restrictions	3,648,987	2,125,228	1,661,116
Change in net assets during current period	129,729	1,523,759	463,890
Total net assets	3,778,717	3,648,987	2,125,006
TOTAL LIABILITIES and NET ASSETS	\$ 6,340,474	\$ 4,761,351	\$ 4,108,515

Summary Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Projection

with Year End June 30, 2021 and 2020 Details

	Current Fiscal Year 2020-21 [unaudited]			June 30	
	Year-to-Date 8/31/2021	Full Year Budget	YTD as a % of Projection (YTD=16.67%)	[unaudited] 2021	[audited] 2020
Total Revenue and Support	\$ 1,746,656	\$ 12,131,517	14%	\$ 11,699,790	\$ 10,438,138
Total Expenses	1,616,927	11,442,051	14%	10,176,031	9,974,248
<i>Excess/(Deficit) of Revenue and Support over Expenses <u>before</u> GAAP Adjustments</i>	<i>\$ 129,729</i>	<i>\$ 689,466</i>	<i>19%</i>	<i>\$ 1,523,759</i>	<i>\$ 463,890</i>
One-time adjustment		\$ 509,000	0%		
<i>Revised excess/(Deficit) of Revenue and Support over Expenses <u>before</u> GAAP Adjustments</i>	<i>\$ 129,729</i>	<i>\$ 180,466</i>	<i>72%</i>	<i>\$ 1,523,759</i>	<i>\$ 463,890</i>
GAAP Adjustments, net	58,373	385,599	15%	331,295	100,850
<i>Excess/(Deficit) of Revenue and Support over Expenses <u>after</u> GAAP Adjustments</i>	<i>\$ 188,103</i>	<i>\$ 1,075,065</i>	<i>17%</i>	<i>\$ 1,855,054</i>	<i>\$ 564,740</i>
Enrollment	440.00	440.00	100%	449.108	435.327
REVENUE and SUPPORT					
Per Pupil Tuition	\$ 1,406,205	\$ 8,454,294	17%	\$ 8,249,958	\$ 8,053,984
Lease Assistance	340,443	2,042,655	17%	1,915,869	1,904,860
Title and Other Government Grants	0	1,634,568	0%	608,211	479,160
Donations and Contributions	-	-		1,130	-
Other	9	-		924,622	133
TOTAL REVENUE and SUPPORT	1,746,656	12,131,517	14%	11,699,790	10,438,138
EXPENSES					
Personnel Costs:					
Staff Salaries and Wages	775,851	5,910,874	13%	5,199,836	4,819,640
Payroll Taxes	66,377	577,177	12%	522,936	455,222
Fringe Benefits	160,802	1,159,300	14%	917,857	747,532
Total Personnel Costs	1,003,029	7,647,351	13%	6,640,629	6,022,394
Other Than Personnel Costs:					
Professional Services	23,117	213,600	11%	169,219	205,374
Academic Consultants and Services	9,300	125,000	7%	106,548	709,671
Curriculum and Classroom	16,760	491,646	3%	119,455	209,589
Recruitment and Development	55,628	127,000	44%	243,665	152,764
General Administrative Expenses	56,978	194,400	29%	152,215	224,366
General Insurance	5,532	75,000	7%	69,847	55,791
Technology	47,746	139,200	34%	280,659	188,445
Occupancy	369,709	2,218,254	17%	2,218,253	2,016,535
Other	21	600	3%	(2,597)	2,892
Total Other Than Personnel Costs	584,791	3,584,700	16%	3,357,265	3,765,427
Depreciation	29,107	210,000	14%	178,137	186,427
TOTAL EXPENSES	1,616,927	11,442,051	14%	10,176,031	9,974,248
<i>Excess/(Deficit) of Revenue and Support over Expenses <u>before</u> GAAP Adjustments</i>	<i>129,729</i>	<i>689,466</i>	<i>19%</i>	<i>1,523,759</i>	<i>463,890</i>
<i>GAAP Adjustments, net</i>	<i>58,373</i>	<i>385,599</i>	<i>15%</i>		
<i>Excess/(Deficit) of Revenue and Support over Expenses <u>after</u> GAAP Adjustments</i>	<i>\$ 188,103</i>	<i>\$ 1,075,065</i>	<i>17%</i>	<i>\$ 1,523,759</i>	<i>\$ 463,890</i>

Charter High School for Law and Social Justice

Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Projection
with Year End June 30, 2021 and 2020 Details

	Current Fiscal Year 2020-21 [unaudited]			June 30	
	Year-to-Date 8/31/2021	Full Year Budget	YTD as a % of Projection (YTD=16.67%)	[unaudited] 2021	[audited] 2020
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One-time adjustment		\$ 509,000	0%		
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GAAP Adjustments, net	58,373	385,599	11%	331,295	100,850
<i>Excess/(Deficit) of Revenue and Support over Expenses after GAAP Adjustments</i>	<i>\$ 188,103</i>	<i>\$ 1,075,065</i>	<i>25%</i>	<i>\$ 1,855,054</i>	<i>\$ 564,740</i>
Enrollment	440.00	440.00	100%	449.11	435.33
REVENUE and SUPPORT					
Per Pupil Tuition and Lease Assistance:					
4101 - GenEd Tuition from NYCDOE	\$ 1,235,227	\$ 7,411,800	17%	\$ 7,234,331	\$ 7,037,169
4102 - SpEd Tuition from NYCDOE	170,978	1,042,494	16%	1,015,628	980,816
4130 - Lease Assistance from NYCDOE	340,443	2,042,655	17%	1,915,869	1,904,860
4104 - Per Pupil Supplement	-	-		-	-
4101(a) and (b) - Tuition from other School Districts	-	-		-	36,000
Total Per Pupil Tuition and Lease Assistance	1,746,648	10,496,949	17%	10,165,827	9,958,844
Title and other Government Grants:					
4201 - Title IA	0	227,000	0%	227,779	226,447
4202 - Title IIA	-	34,000	0%	31,382	32,109
4203 - Title IVA	-	17,500	0%	17,656	14,933
4105 - Stimulus	-	-		-	93,615
4210 - CSP	-	-		-	-
4215 - Cares Act Grant	-	1,212,768	0%	213,223	-
4230 - IDEA Special Needs	-	54,000	0%	54,919	37,128
4120 - NYSTL	-	39,300	0%	-	34,934
4220 - eRate	-	50,000	0%	63,252	39,994
Total Title and other Government Grants	0	1,634,568	0%	608,211	479,160
Donations and Contributions:					
4305 - Unrestricted Donations and Contributions	-	-		1,130	-
4401 - Fundraising Events	-	-		-	-
Total Donations and Contributions	-	-		1,130	-
Other:					
4501 - Interest and Dividends	9	-		68	133
4602 - In-Kind Contributions	-	-		-	-
4603 - Donated Services	-	-		-	-
4610 - SBA PPP Funds	-	-		924,554	-
Total Other	9	-	12%	924,622	133
TOTAL REVENUE and SUPPORT	\$ 1,746,656	12,131,517	17%	\$ 11,699,790	\$ 10,438,138
EXPENSES					
Personnel Expenses					
Salaries and Wages					
Administrative Staff:					
5105 - Executive Director	38,797	232,780	17%	226,246	223,077

Charter High School for Law and Social Justice

Detailed Statements of Revenue, Support and Expenses

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One-time adjustment		\$ 509,000	0%		
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Excess/(Deficit) of Revenue and Support over Expenses after GAAP Adjustments	\$ 188,103	\$ 1,075,065	25%	\$ 1,855,054	\$ 564,740
Enrollment	440.00	440.00	100%	449.11	435.33
5110 - Director of Operations					
5120 - Operations Staff	42,008	101,625	41%	151,501	126,193
5125 - Parent Coordinator					
5130 - Director of Finance					
5132 - Director of HR					
5135 - Director of IT					
5150 - School Aide/Security	0	-		(884)	989
5160 - Chief of Staff	-	-		-	1,852
Total Administrative Staff	122,527	741,571	32%	548,702	513,986
Instructional Oversight Staff:					
5201 - Principal					
5210 - Assistant Principal	100,000		14%	351,450	380,692
5212 - Director of SPED					
5220 - Guidance Counselor	51,703	420,692	12%	270,602	233,840
5225 - Social Worker	-	-		-	-
5230 - Director of College		100,000	0%		
5245 - Associate Dean	61,388				290,856
5250 - SPED Coordinator		-			
Total Academic Oversight Staff	261,882	1,788,542	22%	1,218,210	1,148,895
Instructional Staff:					
5310 - Teachers - ELA	29,116	666,324	4%	645,918	541,983
5315 - Teachers - Math	25,355	590,786	4%	605,337	497,096
5320 - Teachers - Social Studies	18,074	401,990	4%	393,899	351,734
5325 - Teachers - Science	19,106	340,275	6%	351,760	299,136
5330 - Foreign Languages	2,148	216,215	1%	200,686	205,411
5335 - Teachers - Physical Education / Health	11,672	269,324	4%	262,321	257,024
5345 - Teachers - The Arts	13,881	180,975	8%	178,023	199,723
5350 - Teachers - SPED	13,552	312,437	4%	306,487	294,677
5355 - Teachers - Law	3,771	87,863	4%	85,305	81,196
5365 - Teachers - SAT/Freshman Seminar	6,057	-		80,286	75,848
5370 - Teachers - Substitute	-	72,572	0%	4,473	24,600
5375 - Teachers - Intervention	21,667	-		111,721	40,320
Total Instructional Staff	164,398	3,138,761	5%	3,226,216	2,868,749
Incentives and Special Programs:					
5410 - Stipends	36,493	45,000	81%	67,409	211,838
5420 - Summer Bridge Program	12,000	26,500	45%	3,000	45,598
5425 - Summer School	177,676	125,000	142%	106,522	

Charter High School for Law and Social Justice

Detailed Statements of Revenue, Support and Expenses

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<i>Revised excess/(Deficit) of Revenue and Support over Expenses before GAAP Adjustments</i>	<i>\$ 129,729</i>	<i>\$ 180,466</i>	<i>72%</i>	<i>1,523,759</i>	<i>463,890</i>
GAAP Adjustments, net	58,373	385,599	11%	331,295	100,850
<i>Excess/(Deficit) of Revenue and Support over Expenses after GAAP Adjustments</i>	<i>\$ 188,103</i>	<i>\$ 1,075,065</i>	<i>25%</i>	<i>\$ 1,855,054</i>	<i>\$ 564,740</i>
Enrollment	440.00	440.00	100%	449.11	435.33
5430 - Saturday Academy Regents Prep	875	45,500	2%	8,778	3,575
5440 - Bonus	-	-		21,000	27,000
Total Incentives and Special Programs	227,043	242,000	86%	206,709	288,011
Total Salaries and Wages	775,851	5,910,874	15%	5,199,836	4,819,640
Payroll Taxes and Fringe Benefits					
Payroll Taxes:					
5510 - Employer FICA (SS and Medicare)	59,256	433,976	14%	391,224	372,578
5505 - Unemployment Insurance	5,181	65,844	8%	50,150	50,838
5530 - Disability Insurance	(1,061)	2,500	-42%	16,597	(1,936)
5610 - Workers Compensation Insurance	3,001	69,857	4%	63,833	31,912
5515 - MCTMT Tax	-	5,000	0%	1,084	1,830
5501 - FUTA	-			48	
Total Payroll Taxes	66,377	577,177	14%	522,936	455,222
Fringe Benefits:					
5601 - Health Insurance (Medical, Dental and Vision)	138,756	1,007,638	14%	838,580	695,947
5702 - Employer Retirement Plan Match	17,377	121,662	14%	54,162	18,922
5615 - STD, LTD and Life Insurance	4,369	30,000	15%	24,470	17,505
5630 - HRA	300			645	15,158
Total Fringe Benefits	160,802	1,159,300	17%	917,857	747,532
Total Payroll Taxes and Fringe Benefits	227,178	1,736,477	16%	1,440,792	1,202,754
Total Compensation (Salaries, Wages, Taxes and Benefits)	1,003,029	7,647,351	15%	6,640,629	6,022,394
Other Than Personnel Expenses					
Professional Services:					
6301 - Accounting and Bookkeeping	11,750	105,000	11%	117,123	111,120
6301 - Audit	-	28,000	0%		
6321 - Legal	-	20,000	0%	13,760	27,524
5701 - Benefits Administrators and Consultants	1,369	6,000	23%	5,748	526
6305 - Payroll	1,998	15,600	13%	12,498	10,859
6330 - Fundraising and Grant Writing	-	9,000	0%	-	-
6390 - Startup Consulting	-	-		-	11,500
6380 - Other Professional Services	8,000	30,000	27%	20,090	43,846
Total Professional Services	23,117	213,600	11%	169,219	205,374
Academic Consultants and Services:					
6310 - Educational Partner Organizations	9,300	100,000	9%	99,350	480,533
6370 - Culture Consultants	-	-		-	3,500

Charter High School for Law and Social Justice

Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Projection
with Year End June 30, 2021 and 2020 Details

	Current Fiscal Year 2020-21 [unaudited]			June 30	
	Year-to-Date	Full Year	YTD as a % of Projection (YTD=16.67%)	[unaudited]	[audited]
	8/31/2021	Budget		2021	2020
Total Revenue and Support	\$ 1,746,656	\$ 12,131,517	14%	\$ 11,699,790	\$ 10,438,138
Total Expenses	1,616,927	11,442,051	14%	10,176,031	9,974,248
Excess/(Deficit) of Revenue and Support over Expenses before GAAP Adjustments	\$ 129,729	\$ 689,466	19%	1,523,759	463,890
One-time adjustment		\$ 509,000	0%		
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Excess/(Deficit) of Revenue and Support over Expenses after GAAP Adjustments	\$ 188,103	\$ 1,075,065	25%	\$ 1,855,054	\$ 564,740
Enrollment	440.00	440.00	100%	449.11	435.33
6395 - Science Consulting Services	-	-		-	142,540
6350 - Substitute Services	-	25,000	0%	7,198	83,098
Total Academic Consultants and Services	9,300	125,000	7%	106,548	709,671
Curriculum and Classroom:					
7101 - Classroom Supplies	3,362	21,377	16%	16,910	2,201
7105 - Classroom Furniture and Equipment (Non-Asset)	-	3,268	0%	137	2,052
7115 - ELA Supplies & Materials	2,988	10,000	30%	2,933	6,985
7117 - Subscriptions/Dues	7,125	25,000	29%	20,774	13,720
7120 - Math Supplies & Materials	-	5,000	0%	-	-
7125 - Social Studies Supplies & Materials	-	2,000	0%	-	-
7130 - Science Supplies & Materials	-	2,000	0%	150	1,964
7135 - Foreign Language Supplies & Materials	365	2,352	16%	1,650	558
7136 - Art Supplies & Materials	-	35,000	0%	-	-
7140 - College Advisement Supplies & Materials	-	18,529	0%	1,592	7,669
7145 - Phys Ed Supplies & Materials	776	10,000	8%	-	3,594
7150 - Special Education Supplies & Materials	-	1,000	0%	-	-
7155 - Saturday Academy Regents Prep Supplies	-	5,000	0%	-	-
7160 - Assessment Supplies and Materials	-	20,000	0%	-	-
7165 - Field Trips	-	50,000	0%	-	14,807
7166 - Student Transportation	-	10,040	0%	-	8,040
7170 - Extracurricular Activities	-	50,000	0%	2,961	11,610
7175 - Enrichment Programs	-	50,000	0%	-	36,768
7176 Intensive Programming	-	25,000	0%	-	-
7177 - Summer Bridge	-	25,000	0%	10,340	26,449
7180 - Student Rewards	1,659	9,713	17%	4,016	6,213
7181 - Senior Activities Supplies & Materials	485	50,000	1%	53,134	15,437
7185 - Scholarship/Uniforms	-	20,000	0%	3,234	16,521
7190 -Parent Programs	-	2,067	0%	1,625	67
7195 - NYSTL Expense	-	39,300	0%	-	34,934
Total Curriculum and Classroom	16,760	491,646	11%	119,455	209,589
Recruitment and Development:					
6520 - Staff Recruitment	339	30,000	1%	14,301	1,101
6502 - Student Recruitment	14,787	15,000	99%	5,200	1,155
6401 - Instructional Staff Professional Development	38,161	60,000	64%	221,994	142,688
6410 - Non-Instructional Staff Professional Development	2,341	10,000	23%	856	7,701
6420 - Board Development	-	12,000	0%	1,314	120
Total Recruitment and Development	55,628	127,000	18%	243,665	152,764

Charter High School for Law and Social Justice

Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Projection
with Year End June 30, 2021 and 2020 Details

	Current Fiscal Year 2020-21 [unaudited]			June 30	
	Year-to-Date 8/31/2021	Full Year Budget	YTD as a % of Projection (YTD=16.67%)	[unaudited] 2021	[audited] 2020
Total Revenue and Support	\$ 1,746,656	\$ 12,131,517	14%	\$ 11,699,790	\$ 10,438,138
Total Expenses	1,616,927	11,442,051	14%	10,176,031	9,974,248
Excess/(Deficit) of Revenue and Support over Expenses before GAAP Adjustments	\$ 129,729	\$ 689,466	19%	1,523,759	463,890
One-time adjustment		\$ 509,000	0%		
Revised excess/(Deficit) of Revenue and Support over Expenses before GAAP Adjustments	\$ 129,729	\$ 180,466	72%	1,523,759	463,890
GAAP Adjustments, net	58,373	385,599	11%	331,295	100,850
Excess/(Deficit) of Revenue and Support over Expenses after GAAP Adjustments	\$ 188,103	\$ 1,075,065	25%	\$ 1,855,054	\$ 564,740
Enrollment	440.00	440.00	100%	449.11	435.33
General Administrative Expenses:					
6101 - Office Supplies	2,334	54,000	4%	27,104	76,265
8201 - Telephone and Fax	1,777	19,200	9%	12,263	11,241
6102 - Copy Paper	-	-	-	-	-
6105 - Furniture and Equipment (Non-Capitalized)	3,363	10,000	34%	6,699	3,488
6110 - Postage	-	15,600	0%	10,104	16,172
6115 - Copy Machine Lease	2,801	26,400	11%	16,434	24,504
6125 - Staff Transportation	529	2,500	21%	(265)	541
6130 - Team Building / Staff Appreciation	7,043	27,000	26%	41,920	21,290
6140 - Due and Subscriptions	23,993	35,700	67%	32,759	20,406
6150 - Student Meals	-	1,000	0%	-	1,024
6160 - Offsite Storage Facility Rental	444	3,000	15%	2,889	1,819
6601 - Fundraising	-	-	-	-	-
6170 - COVID-9 Supplies and Materials	14,694	-	-	2,308	47,615
Total General Administrative Expenses	56,978	194,400	31%	152,215	224,366
General Insurance:					
6201 - General Insurance	5,532	75,000	7%	69,847	55,791
Total General Insurance	5,532	75,000	8%	69,847	55,791
Technology:					
8205 - Internet Connectivity Expense	10,515	60,000	18%	66,533	45,066
8210 - Network Maintenance/Tech Support Services	19,246	-	-	108,903	59,025
8215 - Database Services	9,374	48,000	20%	50,539	54,038
8220 - Website Consultants/Expenses	-	6,000	0%	510	8,724
8225 - Technology Equipment & Supplies	1,301	12,000	11%	43,860	6,712
8230 - Software Subscription	6,665	6,000	111%	5,970	13,652
8260 - Accounting Software Subscription	645	7,200	9%	4,345	1,226
Total Technology	47,746	139,200	16%	280,659	188,445
Occupancy:					
8101 - DOE Lease Payments	340,443	2,042,655	17%	1,915,869	1,904,860
8102 - Deferred Rent	29,266	175,599	17%	302,385	111,675
8103 - Rent In-Kind	-	-	-	-	-
8120 - Janitorial	-	-	-	-	-
8140 - Repairs & Maintenance	-	-	-	-	-
Total Occupancy	369,709	2,218,254	17%	2,218,253	2,016,535
Other:					
8801 - Bank Fees and Charges	21	600	3%	(1,635)	1,593
8810 - Taxes and Fees	-	-	-	(961)	-

Charter High School for Law and Social Justice

Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Projection
with Year End June 30, 2021 and 2020 Details

	Current Fiscal Year 2020-21 [unaudited]			June 30	
	Year-to-Date 8/31/2021	Full Year Budget	YTD as a % of Projection (YTD=16.67%)	[unaudited] 2021	[audited] 2020
Total Revenue and Support	\$ 1,746,656	\$ 12,131,517	14%	\$ 11,699,790	\$ 10,438,138
Total Expenses	1,616,927	11,442,051	14%	10,176,031	9,974,248
Excess/(Deficit) of Revenue and Support over Expenses <u>before</u> GAAP Adjustments	\$ 129,729	\$ 689,466	19%	1,523,759	463,890
One-time adjustment		\$ 509,000	0%		
Revised excess/(Deficit) of Revenue and Support over Expenses <u>before</u> GAAP Adjustments	\$ 129,729	\$ 180,466	72%	1,523,759	463,890
GAAP Adjustments, net	58,373	385,599	11%	331,295	100,850
Excess/(Deficit) of Revenue and Support over Expenses <u>after</u> GAAP Adjustments	\$ 188,103	\$ 1,075,065	25%	\$ 1,855,054	\$ 564,740
Enrollment	440.00	440.00	100%	449.11	435.33
9100 - Bad Debt	-	-			1,299
9000 - Loss on Disposal of Assets	-	-			
Total Other	21	600	100%	(2,597)	2,892
Depreciation	29,107	210,000	14%	178,137	186,427
TOTAL EXPENSES	1,616,927	11,442,051	14%	10,176,031	9,974,248
Excess/(Deficit) of Revenue and Support over Expenses - BUDGET Basis	\$ 129,729	\$ 689,466	19%	\$ 1,523,759	\$ 463,890
GAAP Adjustments					
Add:					
Depreciation	29,107	210,000	14%	178,137	186,427
Deferred Rent	29,266	175,599	17%	302,385	111,675
Less:					
Capital Expenditures				149,227	197,252
Total GAAP Adjustments	58,373	385,599	15%	331,295	100,850
Excess/(Deficit) of Revenue and Support over Expenses - OPERATING Basis	\$ 188,103	\$ 1,075,065	17%	\$ 1,855,054	\$ 564,740

Charter High School for Law and Social Justice

Statement of Cashflow from September 1, 2021 - November 30, 2021

	<u>Sep-21</u>	<u>Oct-21</u>	<u>Nov-21</u>	<u>Total</u>
Cash Balance (Unrestricted) @ 8/31/2021	5,354,920	4,433,549	5,315,407	5,354,920
NYC public school district		1,746,648		1,746,648
Federal Title Grants		56,582		56,582
TOTAL CASH AVAILABLE	5,354,920	6,236,778	5,315,407	7,158,149
COMPENSATION EXPENSE				
Personel Cost (Gross Salaries)	492,573	492,573	492,573	1,477,719
Payroll Taxes and Fringe	145,206	145,206	145,206	435,619
TOTAL COMPENSATION EXPENSE	637,779	637,779	637,779	1,913,338
Other Than Personnel Costs - Ongoing				
Professional Services	27,717	27,717	27,717	83,150
Academic Consultants and Services	6,833	6,833	6,833	20,500
Curriculum and Classroom	40,970	40,970	40,970	122,911
Recruitment and Development	3,750	3,750	3,750	11,250
General Administrative Expenses	14,650	14,650	14,650	43,950
General Insurance	6,250	6,250	6,250	18,750
Technology	13,200	13,200	13,200	39,600
Occupancy	170,221	170,221	170,221	510,664
Current Accounts Payable	170,065			170,065
Total Other Than Personnel Costs - Ongoing	283,592	283,592	283,592	850,775
TOTAL CASH OUTFLOWS	921,371	921,371	921,371	2,764,113
TOTAL OPERATING CASH BALANCE - PROJECTED	4,433,549	5,315,407	4,394,036	4,394,036
Days of cash on hand	146.36	175.47	145.06	

Dashboard for August for the September 2021 BOT Meeting

2020-21 FINANCIAL PERFORMANCE

As of Month Ending:	08/31/2021				Benchmarks/Notes on funds	
Cash (w/o escrow):	\$5,354,920.00					
Days of Cash on Hand:	176.8	Target days of cash:	90	90		
	Actual	Pro	Annual Budget	Variance or Projected Variat		
Income	\$1,746,656.00	##	\$12,131,517.00	\$10,384,861.00		
Expenses	\$1,616,927.00	##	\$11,951,051.00	\$10,334,124.00		
Profit/(Loss)	\$129,729.00	##	\$180,466.00	\$50,737.00		
Total Net Assets	\$6,340,474.00					
Total Net Liabilities	\$2,561,757.00					
Debt Ratio (Liabilities/Assets)	0.40			Target: Debt Ratio>1		

DATA AS OF August 2021

20-21 STUDENT ENROLLMENT												
GRADE	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	7/1/2021(Projections)	August
9	138	127	127	125	125	124	125	125	125	125	150	120
10	104	101	105	106	106	107	107	106	107	107	100	100
11	104	102	106	105	105	105	105	105	105	105	100	100
12	105	104	104	104	104	104	104	103	103	103	100	100
TOTAL	451	434	442	440	440	440	441	439	440	440	450	420
TARGET	450	450	450	450	450	450	450	450	450	450	450	450
VARIANCE	-1	16	8	10	10	10	9	11	10	10	0	30

20-21 STUDENT ATTENDANCE (% of PS)												
GRADE	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		TOTAL
Total												

1: % OF STUDENTS WHO ARE CHRONICALLY ABSENT (> THAN 10% OF THE YEAR)	
	YTD
High School	
SWD	
ELL	
FRL	
Homeless	
General Education	

RE-ENROLLMENT (19-20 -> 20-21)	
Student Group	% Re-Enrolled
All Students	96%
SWD	99%
ELL	99%
FRL	96%

21-22 STUDENT SUSPENSIONS		
	YTD	
	In	Out
Number of High School Suspensions	0	0
Total # Days of Suspension HS	0	0
% of HS Population with at least 1 Susp	0	0
% of Total Population with at least 1 Susp	0	0

21-22 STUDENT DEMOGRAPHICS (% of Population)			
	CHSLSJ		CSD 10
% Subgroup	As of 2020 BEDS	2019 BED	HS
Male	23%		
Female	77%		
SWD			
ELL	19%		
FRL	93%		
Homeless	2%		
Asian			
Black/African American	13%		
Hispanic/Latino	82%		
MultiRacial/Other	5.00%		
White			
% CSD 10			
% outside CSD 10			

21-22 STAFF		
STAFF VACANCIES as of August		
Looking for 21-22; Math ICT.		
STAFF COMPOSITION		
	August	
CATEGORY	#	%
FTE Teachers (Certified)	23	33%
FTE Teachers (Uncertified)	17	25%
Assistant Teachers	0	0%
Administrators	14	20%
Other Staff	15	22%
Total Staff	69	100%
Student Teachers	10	

20-21NUMBER OF STUDENT WITHDRAWALS													
GRADE	AUG-SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL		TOTAL REPLACED
9	6	4	2	0	1	0	0	0	1	0	8		
10	2	1	0	0	0	0	0	1	0	0	2		
11	2	1	0	0	0	0	0	0	0	0	1		
12	1	0	0	0	0	0	0	0	0	0	0		
Total	11	6	2	0	1	0	0	1	1	0			

20-21# OF STUDENT WITHDRAWALS BY REASON	
Reason	YTD
Moved outside NYC	3
Dissatisfied	1
Special Education Needs	2
Left for more selective school	2
Other/Unknown	7
Expelled	0
Total	15

21-22 HIGH SCHOOL REGENT COURSE PERFORMANCE								
REGENT SUBJECT	Q1		Q 2		Q 3		Q4	
	# students in the class	%Pass	# students in the class	%Pass	# students in the class	%Pass	# students in the class	%Pass
ALGEBRA I								
ALGEBRA II								
CHEMISTRY								
EARTH SCIENCE								
ENGLISH III								
GEOMETRY								
GLOBAL II								
US HISTORY								
LIVING ENVIRONMENT								
PHYSICIS								

21-22 HIGH SCHOOL STAR ASSESSMENT PERFORMANCE								
	Grade 9		Grade 10		Grade 11		Grade 12	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Baseline % at Grade Level								
Percent at Cusp								
Midline (February) % at Grade Level								
Percent at Cusp								
Final (June) % at Grade Level								
Percent at Cusp								

PTS IN A COHORT, IN THE AGGREGATE AND DISAGGREGATED BY SUBGROUP THAT HAVE		
As of September	# in Cohort	% Passing 3 of 5
All Students	97	
SWD		
ELL		
FRL		
Black/African American		
Hispanic/Latino		

HIGH SCHOOL: COLLEGE		
	Class of 2021	Class of 2022
% of Seniors Who Submitted a College application	83%	
% of Seniors Accepted into College	82%	
% of Seniors Matriculating into College	70%	
% of Students who Return for their 2nd year in College		
% of Students who Return for their 3rd year in College		
% of students who graduate from college in 4 years		
% of students who graduate from college in 5 years		
% of students who graduate from college in 7 years		
% of students who drop out of college		

Percent of Graduation Cohort Passing Regents Exam as of August 2021					
	Math	Science	English	History	Other
Class of 2022					
Class of 2023					
Class of 2024					

Credit Accumulation of Graduation Cohort		
	As of Sept. 2021	
Class of 2022: % with at least 33 credits		
Class of 2023: % with at least 22 credits		
Class of 2024: % with at least 11 credits		
Class of 2025: % with at least 11 credits		

% of Graduation Cohort Enrolled in One or More AP Courses		
	1 AP	2 AP or more
Class of 2022		
Class of 2023		
Class of 2024		

HIGH SCHOOL GRADUATION: Graduation Rates of Cohorts (%)		
	Class of 2021	Class of 2022
4-Year Graduation Rate, All Students		
4-Year Graduation Rate, ELLs		
4-Year Graduation Rate, FRL		
4-Year Graduation Rate, SWD		
5-Year Graduation Rate, All Students		N/A
5-Year Graduation Rate, ELLs		N/A
5-Year Graduation Rate, FRL		N/A
5-Year Graduation Rate, SWD		N/A

Percent of Graduation Cohort Enrolled in One or More College Courses or AP courses			
	1 Course	2 Courses	3 or More Courses
Class of 2022			
Class of 2023			

HIGH SCHOOL GRADUATION: Graduation Rates of Cohorts By Type of Diploma (%)		
	Class 2021	Class 2022
Local Diploma	0.00%	
Regents Diploma	91.00%	
Regents Diploma with Adv Designation	9.00%	

% of Class that participated in a Law course	
Class of 2021	
Class of 2022	
Class of 2023	
Class of 2024	

PREDICTED HIGH SCHOOL GRADUATION: as June 2022	
	Class of 2022
# of student in class	
Percentage graduating for June 2022	
Percentage graduating for August 2022	