

APPENDICES A-T

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

**Note: All information requested in the Appendices is included. Within Appendices, however, it was not technologically possible to number the pages in a single PDF, as all documents come from various file types. **

APPENDIX A

EVIDENCE OF EDUCATIONAL NEED

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

**PAVE Southeast Raleigh Charter School
Documentation of Community Outreach**

First	Last	Organization	Email	In Person Meeting	Notes
Darrell	Allison	PEFNC		8/1/2013, 9/6/13	
Pamela	Blizzard	Raleigh Charter High School	pblizzard@rthighschool.org	8/1/2013	
Grova	Bridgers	Education Consultant; former Head of DPI Charter Office	gb1405@juno.com	10/4/2013	
Paul	Brown	Self Help	Paul.Brown@self-help.org	10/21/2013	
J.B.	Buxton	Education First	buxton.jb@gmail.com	9/13/13, 10/4/2013	11/4/2013 Phone Call
Allan	Chan	Robertson Scholars	chan@robertsonscholars.org		
Damon	Circosta	A.J. Fletcher Foundation	damon@aif.org	8/1/13, 10/4/2013	
Jane	Ellis	Self Help	jane.ellis@self-help.org	9/6/2013	10/3/13 Phone Call
Robin	Fehrman	TFA NC			
Meredith	Flowe	Self Help	Meredith.Flowe@self-help.org	10/21/2013	10/3/13 Phone Call
Bill	Fulton	Hope Church--SE Raleigh Area Volunteer	billfulton04@gmail.com	10/23/2013	
Christopher	Gergen	Forward Impact	christopher@forwardimpact.info	8/16/2013	
Eddie	Goodall	NC Office of National Alliance for Public Charter Schools	eddie@ncpubliccharters.org		4/18/2013 Phone Call
Kwan	Graham	PEFNC	kwan@pefnc.org	9/6/13, 9/13/13	
Eric	Gukian	NC Governors Office	eric.guckian@nc.gov	9/13/2013	
Bill	Harrison	Former Chairman of the State Board of Education	billh33@earthlink.net		4/9/2013 Phone Call
Royce	Hathcock	Neighbor to Neighbor	royce@n2noutreach.org	9/6/2013	
Tom	Humble	Raleigh Charter High School			
Erin	Jenkins	TFA NC			
Camesha	Jones	PEFNC	camesha@pefnc.org	9/6/13, 9/13/13	
Jacqueline and Chris	Jones	Pastors @ Ship of Zion	sozministry@yahoo.com	10/23/2013, 11/5/2013	
John	Kerr	York Properties	johnkerr@yorkproperties.com	8/1/2013	
Micah	Kordsmeier	Self Help	Micah.Kordsmeier@self-help.org	10/21/2013	
Dick	Krasno	Kenan Foundation	krasnor@kenan-flagler.unc.edu	8/1/2013	
Mark	Labbs	Robertson Scholars	mark@laabs.net	8/1/2013	
Andrew	Lakis	TFA NC	andrew.lakis@teachforamerica.org	10/4/2013	
Ashley	Lee	Hope Church	ashleyr@gethope.net	11/5/2013	
Hugh	Mclean	Boys and Girls Club of Wake County	hmclean@wakebgc.org	9/6/13, 10/23/2013	
Joel	Medley	NC DPI Office of Charter Schools	joel.medley@dpi.nc.gov	8/2/2013	
Alex	Quigley	Maureen Joy Charter School	aquigley@joycharter.org	9/13/2013	7/26/13 Phone call
Jan	Rigsbee	Duke Education	jrigg@duke.edu	10/4/2013	
Julian	Robertson	Robertson Family	jhr@tigerfund.com		
Wyndham	Robertson	Robertson Family	wyndhamr@aol.com		
Keith	Sutton	Wake County School Board	ksutton@wcpss.net		
Tammi	Sutton	KIPP Gaston	tsutton@kippgcp.org		
Jeanne	Tedrow	CEO, Passage Home	itedrow@passagehome.org	11/5/2013	
Deanna	Townsend-Smith	NC DPI Office of Charter Schools	deanna.townsend-smith@dpi.nc.gov	8/2/2013	
Napoleon	Wallace	Self Help	Napoleon.Wallace@self-help.org		
Jeff	Ward	Duke Attorney	jeff@jeff-ward-law.com		
Eugene	Weeks	City Council	eugene.weeks@raleighnc.gov	10/23/2013	
Julian	Williamson	Mikels & Jones Properties	JWilliamson@mjproperties.com	9/6/2013, 10/21/13	
Edna	Dash		edna.dash@gmail.com		11/6/13 phone call
Courtney	Crowder	Crowder Consulting	courtney@crowderconsultingllc.com		11/12/13 phone call

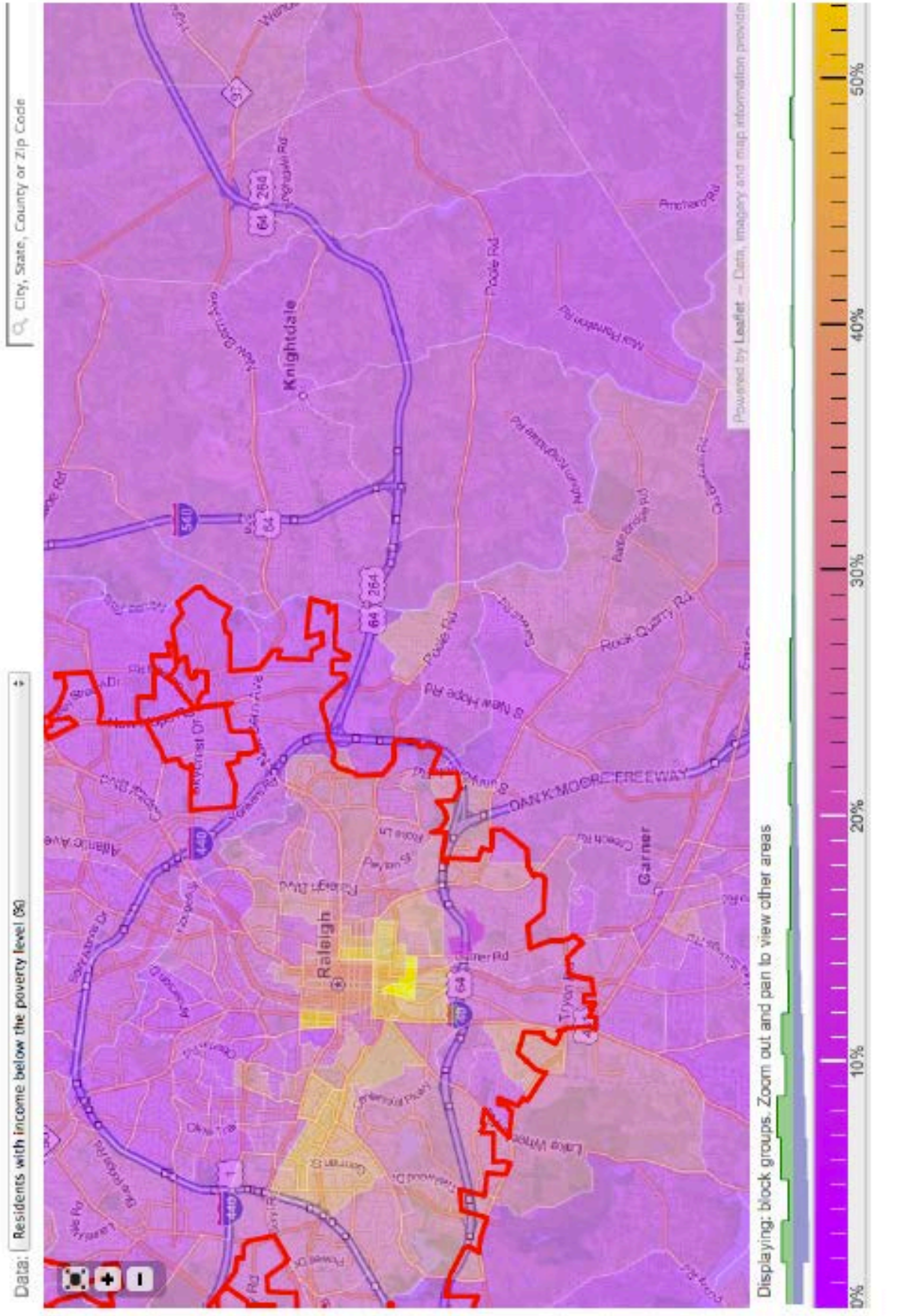
Southwest Raleigh
Market Analysis
12/5/13

City Location	School Name	Grades	# Total Students	M FRL		M White		M African American		M Asian		12-13 N		12-13 N		12-13 N		12-13 N		12-13 N		12-13 N		12-13 N	
				Enrolled	%	Enrolled	%	Enrolled	%	Enrolled	%	Enrolled	%	Enrolled	%	Enrolled	%	Enrolled	%	Enrolled	%	Enrolled	%	Enrolled	%
Central	Carriage Middle	6-8	1281	32%	21%	39%	9%	20%	44%	54%	59%	21%	65%	27%	34%	80%	42%	54%	15%	80%	15%	27%	40%	27%	35%
Central	East Garner Middle	6-8	1245	64%	24%	51%	19%	2%	44%	54%	39%	27%	63%	20%	40%	53%	42%	54%	10%	49%	14%	27%	40%	27%	40%
Central	Ligon OT Magnet Middle	6-8	1135	29%	40%	32%	7%	0%	44%	54%	65%	22%	33%	34%	44%	33%	42%	54%	16%	80%	23%	33%	33%	33%	35%
Central	Moore Square Magnet Middle	6-8	513	52%	25%	54%	17%	1%	44%	54%	36%	22%	70%	23%	20%	71%	42%	54%	9%	47%	6%	22%	37%	50%	50%
Central	North Garner Middle	6-8	1028	40%	33%	39%	19%	1%	44%	54%	37%	23%	38%	24%	20%	40%	42%	54%	17%	53%	17%	25%	25%	50%	50%
East	River Oaks Middle	6-8	40	78%	23%	53%	20%	3%	44%	54%	19%	16%	15%	11%	11%	61%	42%	54%	8%	29%	5%	6%	6%	N/A	N/A
Garner	Garner Magnet High	9-12	2355	41%	59%	37%	10%	1%	44%	57%	44%	31%	64%	29%	37%	23%	44%	57%	44%	31%	64%	29%	37%	23%	23%
East	Knightsdale High	9-12	1710	47%	23%	45%	22%	2%	44%	57%	30%	18%	49%	19%	16%	44%	44%	57%	20%	19%	16%	19%	16%	14%	14%
Central	Mary Phillip High	9-12	207	73%	4%	70%	13%	0%	44%	57%	6%	3%	17%	5%	5%	44%	44%	57%	6%	3%	17%	5%	5%	3%	3%
Garner	Southwest Raleigh Magnet Hg	9-12	1575	50%	9%	74%	10%	1%	44%	57%	29%	22%	69%	23%	32%	70%	42%	54%	22%	69%	23%	32%	32%	70%	70%
Central	William G Bruce High School	9-12	2471	34%	30%	30%	10%	15%	44%	57%	60%	27%	52%	33%	34%	44%	44%	57%	60%	27%	52%	33%	34%	34%	34%
Garner	Averborn Elementary	K-5	529	53%	38%	34%	22%	1%	44%	54%	33%	24%	47%	34%	23%	61%	42%	54%	41%	50%	30%	48%	48%	N/A	N/A
Garner	Barnwell Road Elementary	K-5	631	70%	7%	53%	20%	3%	44%	54%	32%	31%	70%	27%	37%	21%	42%	54%	33%	29%	70%	20%	39%	14%	14%
Central	Bepp Elementary	K-5	611	60%	8%	79%	9%	1%	44%	54%	34%	23%	63%	31%	13%	61%	42%	54%	20%	20%	32%	32%	32%	32%	32%
Central	Creech Road Elementary	K-5	614	60%	10%	53%	32%	1%	44%	54%	25%	22%	42%	20%	24%	61%	42%	54%	30%	33%	50%	27%	41%	41%	N/A
Garner	East Garner Elementary	K-5	585	64%	13%	54%	28%	1%	44%	54%	30%	23%	63%	29%	21%	61%	42%	54%	33%	24%	50%	34%	27%	27%	N/A
Garner	Fred A. Smith Elementary	K-5	623	71%	17%	30%	42%	1%	44%	54%	27%	17%	63%	22%	16%	61%	42%	54%	32%	24%	24%	27%	25%	25%	N/A
Central	Fuler Elementary	K-5	597	33%	20%	10%	10%	30%	44%	53%	12%	74%	11%	17%	66%	42%	54%	62%	21%	81%	10%	20%	20%	35%	35%
Central	Hogbin Road Elementary	K-5	607	80%	8%	20%	61%	2%	44%	54%	18%	10%	35%	27%	12%	50%	42%	54%	31%	20%	30%	33%	33%	33%	33%
Central	Hunter Elementary	K-5	704	40%	30%	40%	10%	9%	44%	48%	48%	18%	81%	20%	12%	65%	42%	54%	19%	85%	23%	20%	20%	35%	35%
East	Knightsdale Elementary	K-5	674	79%	13%	46%	32%	2%	44%	54%	31%	29%	32%	28%	22%	50%	42%	54%	43%	69%	43%	48%	48%	48%	48%
East	Lockhart Elementary	K-5	679	57%	32%	30%	25%	2%	44%	54%	41%	31%	59%	34%	31%	60%	42%	54%	34%	24%	59%	32%	47%	47%	47%
Central	Pow Meadors Magnet Dance	K-5	368	45%	27%	45%	21%	2%	44%	54%	30%	18%	73%	20%	11%	61%	42%	54%	22%	73%	27%	27%	27%	27%	27%
Central	Roswell Elementary	K-5	445	50%	28%	54%	11%	3%	44%	54%	39%	23%	22%	25%	25%	50%	42%	54%	23%	23%	18%	25%	25%	25%	25%
Garner	Timber Drive Elementary	K-5	629	39%	49%	31%	12%	2%	44%	54%	50%	29%	63%	30%	32%	80%	42%	54%	37%	74%	40%	44%	44%	44%	44%
Garner	Vance Elementary	K-5	480	33%	53%	14%	23%	1%	44%	54%	44%	19%	56%	31%	34%	31%	42%	54%	20%	50%	31%	31%	31%	31%	N/A
Garner	Vandora Springs Elementary	K-5	561	48%	37%	32%	26%	1%	44%	54%	39%	20%	62%	29%	23%	61%	42%	54%	19%	55%	22%	23%	23%	23%	23%
Garner	Waters Creek Elementary Sch	K-5	804	67%	2%	62%	31%	0%	44%	54%	38%	24%	58%	31%	22%	61%	42%	54%	31%	31%	32%	37%	37%	37%	N/A
Central	Washington Elementary	K-5	600	22%	32%	19%	15%	1%	44%	54%	61%	16%	78%	25%	15%	87%	42%	54%	23%	62%	26%	27%	27%	27%	27%
Garner	Predominant Charter School	K-8	601	67%	1%	89%	8%	0%	44%	54%	21%	18%	40%	21%	23%	61%	42%	54%	10%	14%	40%	10%	20%	20%	N/A
			25162	54%	23%	46%	21%	0%			37%	22%	62%	25%	24%	63%	43%	53%	23%	23%	24%	24%	24%	24%	24%
			13379	567	11607	3223	1390																		

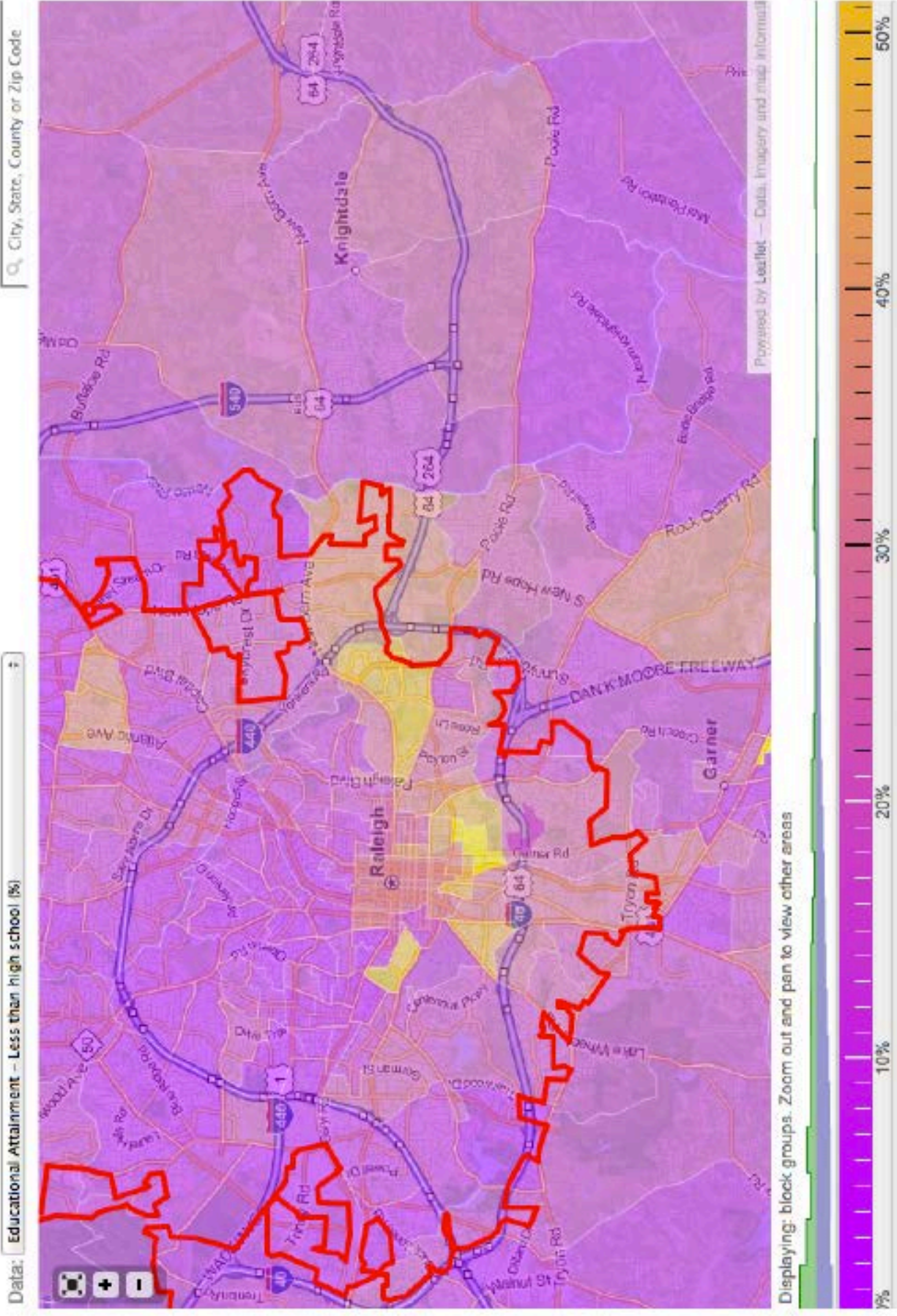
Total SE Raleigh K-8 Students
16604

Total WCPSS K-8 Students	105704
PAVE Year 1	120
PAVE Year 2	180
PAVE Year 3	240
PAVE Year 4	300
PAVE Year 5	360
PAVE Year 6	420
PAVE Year 7	477
PAVE Year 8	531

A High % of SE Raleigh Residents Are Below the Poverty Level



Many SE Raleigh Residents Have Less than a High School Education

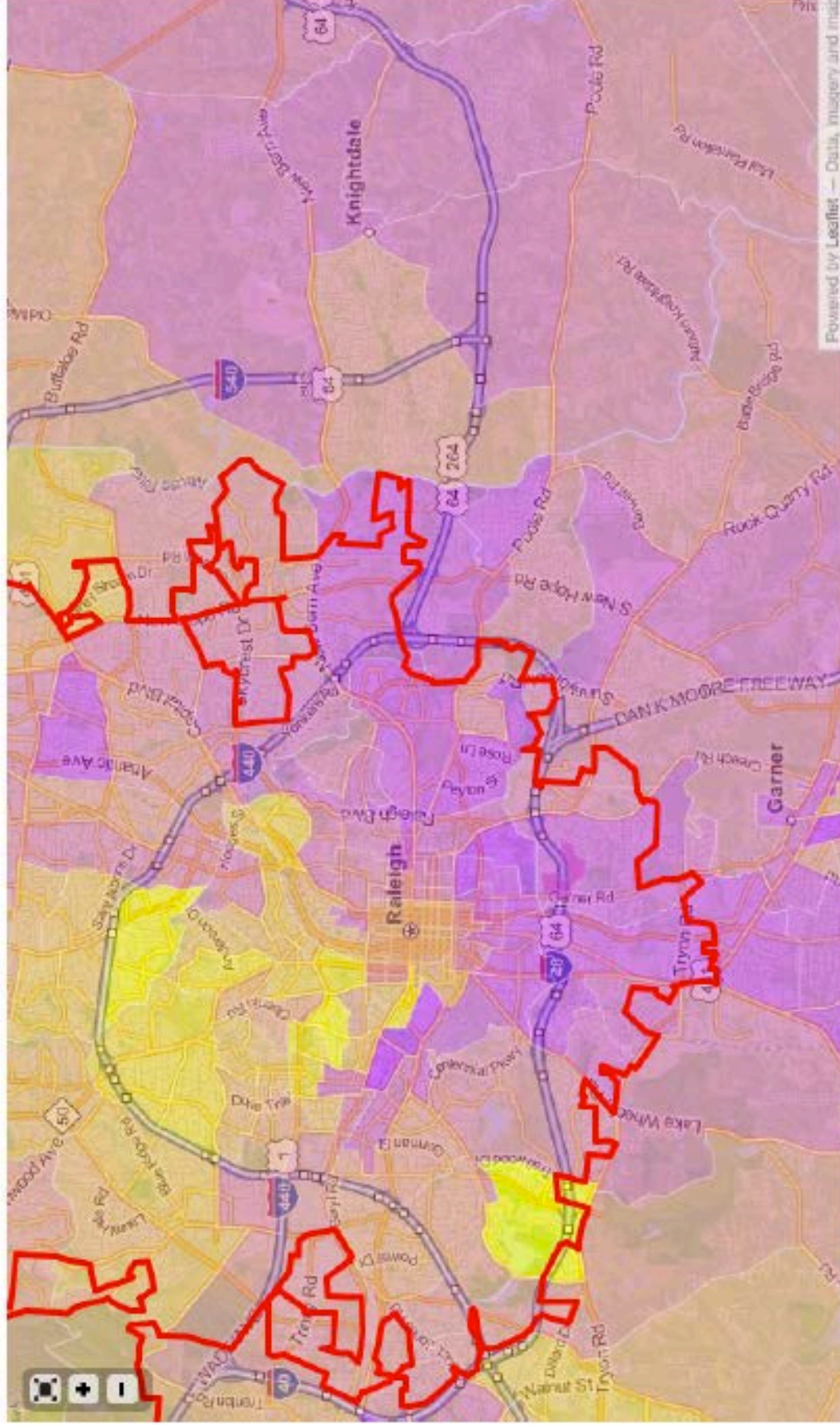


Few SE Raleigh Residents Have Earned a College Degree

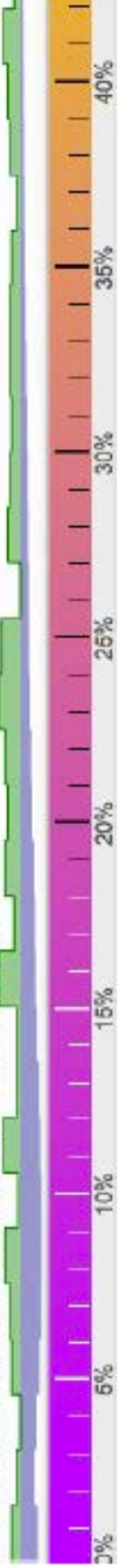
City, State, County or Zip

+

Delta: Educational Attainment - Bachelor's degree (%)



Displaying: block groups. Zoom out and pan to view other areas



APPENDIX B

PROPOSED CURRICULUM OUTLINE

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

Elementary School Curricular Overview

English Language Arts

Literacy and a love of language are at the core of student achievement and lifelong learning. At PAVE, we cultivate literacy by implementing a program that not only teaches students to read and write but also challenges them to think critically about the topics and questions explored in great texts. Through explicit instruction in language development, reading fluency and vocabulary, scholars at PAVE build a strong foundation as readers and are confident in approaching complex texts. Through inter-curricular units of study scholars read, write about, listen to and discuss a variety of complex texts that encourage critical thought and the acquisition of important content knowledge. PAVE intentionally develops thoughtful readers who have a strong balance of content knowledge and reading skills. The following are the components of the elementary literacy program.

- **The ELA units:** Are PAVE teacher-created, common core standards aligned units taught in the elementary school. They are typically 6 weeks long and integrate reading and writing across genres through thematic studies and interdisciplinary links. The units expose scholars to both complex texts and grade appropriate texts to build their reading skills, teach vocabulary and familiarize themselves with content. At the core of the units are essential questions and topics that are meant to push critical thinking and a love of reading. The texts selected for these units are very important to us and to the reading development of our scholars, we view the texts in these units and those in read aloud as the “PAVE canon of literature”. Writing about reading is an essential component of the ELA units.
- **Guided Reading Within a Reading Workshop:** Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996). This year PAVE will begin to implement a reading workshop during what has traditionally been called strategy groups. This will maximize independent reading and conference time for teachers while still allowing guided reading groups to function.

- **Read Aloud:** An interactive read aloud is a teaching context in which students are actively listening and responding to an oral reading of a text. Reading to children is the most effective literacy demonstration you can provide. As you read aloud, you demonstrate how to think and act like a reader. Using metacognition and explicit teaching, teachers model the systems for strategic actions with a variety of texts.
- **Vocabulary:** In addition to embedded vocabulary instruction taught across the curriculum, PAVE implements Wordly Wise as a vocabulary program. Wordly Wise expands critical grade level vocabulary and supports reading comprehension and speaking and listening skills. Wordly Wise is implemented in kindergarten through 5th grade.
- **Foundations:** Is a research-based language-training program that teaches phonemic awareness, phonics and other word study proficiencies. With a lot of repetition and the engagement of multiple modalities, Foundations is fun. Foundations is programmatically implemented and taught frequently from grades kindergarten through 3rd and as needed as an intervention in upper grades. Foundations is often used as a Tier 2 program for RtI.
- **Shared Reading:** Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. It is through Shared Reading that the reading process and reading strategies that readers use are demonstrated. In Shared Reading, children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers. Shared reading is implemented in kindergarten and 1st grade.

Social Studies 🌐

Social Studies at PAVE is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. It is meant to help students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. When possible social studies or humanities will be directly linked to the thematic and cultural studies that the scholars engage in during their English Language Arts block.

Mathematics 🧮

Problem solving and investigation are the foundation of mathematics learning at PAVE. PAVE develops scholars who reason mathematically and do the 'heavy lifting' when it comes to problem solving. We expect our scholars to develop problem-solving strategies from a foundation of deep number sense, use of math manipulatives, and fluency with operations and math content. All PAVE teachers utilize and receive training in an approach called Cognitively Guided Instruction and we implement a balanced math curriculum that includes Investigations, a daily math meeting and story problems. PAVE expects that children don't just learn math but that they understand math and apply it to real life. Math is typically broken into four categories that occur in some form in all grades.

- **Story Problem:** Daily routine where students are expected to apply their own problem solving strategies to increasing complex problems. Emphasis on students clearly representing their thinking, as well as the formal math representation.
- **Math Meeting:** A daily cumulative review of critical math concepts meant to develop fluency and automation of basic math skills.
- **Investigations:** Standards-based math lessons that support scholars in developing problem solving strategies, and teachers model a variety of efficient and effective problem solving strategies.

Science

The science program allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. With a large focus on the physical setting and the living environment, science instruction provides students with opportunities to interact directly with the natural phenomena and gives them the skills they need to explain the world that surrounds them. When possible science is directly linked or complementary to the thematic studies in the English Language Arts block. The kindergarten through 2nd grade science curriculum was recently rewritten by Laura Craighill, 3rd grade science was greatly improved by Bill Franks and the existing 4th grade science curriculum developed by Andrea Poole led us to 84% proficiency last year on New York State's science test.

Music

Music is taught by a specialist at PAVE. The new music program at PAVE, developed by Monica Rodriguez, is a general music that is balanced between vocal and instrumental music making and teaches music literacy. The content of the units balances between stand-alone units and units thematic and cultural studies that the scholars engage in during their English Language Arts block.

Art

Art is taught by a specialist at PAVE. The art program at PAVE, developed by Katherine Howell, is a visual arts class centered on art making, observation skills and literacy in visual arts. The content of the units balances between stand-alone units centered on a type of art making and units thematic and cultural studies that the scholars engage in during their English Language Arts block.

Physical Education

PE is taught by a specialist at PAVE. The PE program, developed by Steven Mimms, is a physical education program that balances instruction in fitness and sports. The content of the units are centered around a sport or a series of fitness challenges.

Character Education

Character education is a part of every subject and every day at PAVE Academy but is most explicitly taught in the character education block and weekly community meeting. The character education period is used to proactively

teach values and excellent character as well as troubleshoot and respond to group issues. PAVE’s core values are at the heart of character education.

- Perseverance: We never lose sight of our aspirations or give up, especially in the face of adversity. Everyday is a new day.
- Achievement: We set high aspirations for both today and tomorrow. We understand that achievement is a product of every choice we make at each moment in the day. We build on our successes and failures—brick by brick.
- Vibrance: We engage in our passions and celebrate our achievements. We live life with purpose and vigor. Our enthusiasm is evident and we encourage both others and ourselves.
- Excellent Character: We hold ourselves to the highest moral standards and are honest and respectful citizens and scholars. Our actions represent our families, our school, our community, and ourselves.

ELEMENTARY SCHOOL SAMPLE UNIT PLAN

	<p>“Creative, Inventive, and World Changers” 3rd Grade ELA Unit 3, Notable People</p>	
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Unit Overview

- They read fiction that shows the passion of an artist and poetry that shows a different way of thinking, and biographies of creative people living and working in the same time period. They also read about conjunctions and use them while composing sentences that describe what they learned about the inventors. They create a Power Point presentation and build upon the conjunctions “word work” by writing an opinion piece about a favorite person in the unit. Finally, they record themselves fluently reading a poem, illustrate the poem, and post them together on the web for parents to enjoy.

Essential Question

? *How are the words “creative” and “inventive” similar? How are they different?*

Focus Standards

Number	Description
RI.3.3:	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RL.3.1:	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
SL3.1:	Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

	<i>grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i>
SL.3.1(a):	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
W.3.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
L3.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1(h):	Use coordinating and subordinating conjunctions.
L.3.1(i):	Produce simple, compound, and complex sentences.

Student objectives for Reading				
Lesson	Bend in the Road	Objective	Guiding Questions	Standard Activity & Assessment Notes (note that Exit Ticket is used as a catch-all term to define assessment)
Intro		SWBAT define the term notable, and discuss what accomplishments make people notable		Teachers will discuss 3 influential people (Oprah, Blake, Steve Jobs) and why they are notable. Students will create a list of notable people in their lives. Students will then write a short paragraph about that person and their accomplishments, and explain why they are notable. *Make sure students know difference between famous and notable. As we work through the unit, the people should be moved into categories of notable people.
1	What makes someone creative, inventive or a world changer?	SWBAT determine the meaning of creative by listening to a story about a creative individual and answering questions about a passage.	What does creative mean?	Chart a definition of a creative person: someone who makes something to express themselves or to bring beauty and imagination into the world; often an artist, musician, singer, writer Graphic organizer <i>My Name is Georgia</i> Interactive read aloud of text. After reading, students discuss traits that made her creative. Model the question What makes Georgia O'Keefe a creative person? Explain that as we read biographies we often have our own thoughts about the people we learn about. These thoughts are our opinions. Ensure that students know the difference between fact and opinion. When we have opinions, we need to back them up with evidence. Over the next few days, as we read about different people you'll be asked to form an opinion about what kind of person you think they are (creative, inventive or a world changer). Use evidence from the text to back up your opinion. IP: Students practice with Davinci Text.

2		SWBAT determine the meaning of inventive by listening to a story about an inventive individual.	What does inventive mean?	<p>Read about inventions then chart definition of an inventive person.</p> <p><i>Time for Kids: Thomas Edison</i> Read Aloud Think alouds to address weakness areas (Character Traits and skills and backgrounds) Model Answering: Is Thomas Edison an inventive person? Why or why not?</p> <p>IP: Read about Franklin Students answer questions “Is Franklin an inventive person? Why or why not? What else is Franklin known for?” and MC questions.</p>
3		SWBAT determine the meaning of “world changer” by listening to a story about a person who acted in a way that might change the world.		<p>Discuss people who have changed the world and then chart definition of a world changer.</p> <p><i>A Picture Book of Rosa Parks</i> Read Aloud Think alouds to address weakness areas (Character Traits and skills and backgrounds) Focus on big ideas of the book, and do close reading of difficult pages.</p> <p>IP: Is Rosa Parks a world changer? Why or why not? MC questions.</p>
4		SWBAT discuss why an individual is inventive by identifying their primary accomplishments in a text.		<p><i>A Weed is a Flower- The Life of George Washington Carver</i> <i>George Washington Carver</i> by Alikei (inventive) Review definitions of inventive and accomplishment Discussion of G.W. Carver’s accomplishment; add this information to the ongoing chart.</p> <p>Independent work: Students should read the remainder of the passage independently. MC questions. What were G.W. Carver’s biggest accomplishments? Was George Washington Carver an inventive person? Why or why not? What was George Washington Carver’s most important invention? What made George Washington Carver’s accomplishments so incredible?</p>
5		SWBAT mark a text to track their thoughts.	How do the accomplishments of one individual change the world?	<p>Model how to take notes while reading, and how to understand difficult passages. Then model how to use this to answer MC questions. IP: Students should read the passage Annie Smith Peck and answer questions about it.</p>
6		BIR 1		
7		SWBAT identify the parts required for an extended response and organize their thoughts on a self created GO.	What is the question asking? How can I check if I	<p>Model and practice using a planning page to set up their ER. Then show student exemplars. Text: Christopher Columbus.</p>

			have answered all parts of the question? How can a GO help?	<p>Question: Christopher Columbus is often discussed in schools everywhere. He is seen as a notable hero. However, not everyone believes he was a good person. Do you believe he should be praised for his actions?</p> <p>Be sure to include</p> <ul style="list-style-type: none"> • What he did that made him famous • Your opinion about Christopher Columbus • Two reasons for your opinion of Christopher Columbus • Evidence from the text to support your answer • Correct grammar, spelling and punctuation
8		SWBAT determine if an individual is creative, inventive or a world changer. SWBAT state a person's biggest accomplishment.	What determines someone's biggest accomplishments? How does an author show us important information in a text?	<p><i>Hank Aaron</i> Read Aloud and have students give a low thumbs when they hear an accomplishment. Model the question: What was Hank Aaron's biggest accomplishment?</p> <p>Exit Ticket: Finish reading on their own.</p>
9		SWBAT identify the main idea and the theme of a short passage.	What is theme? How does an author show the theme? What is the main idea of the passage?	<p><i>Read Aloud: Ansel Adams</i> Model what is the main idea and theme. IP: Big Burger Battle What is the main idea of the article? Include two details from the text. MC questions for students who finish early.</p>
10		SWBAT use a planning page and write an ER		<p>Text: The Cloud Students practice setting up a planning page and writing an ER.</p>
11		SWBAT determine if an individual is a world changer, inventive, or creative.	How can you determine if someone is creative, inventive or a world changer?	<p>Students will read a passage on Dr. Seuss and answer MC questions and an extended response question. What makes Dr. Seuss creative, inventive or world changer?</p>
12		Re-Teach Day		Will focus either on ER or MC, depending on performance so far.
13		BIR 1		
14		SWBAT explore the Cesar Chavez childhood by describe his families and characterizing his upbringing.	<p>What was Cesar Chavez's childhood like? Was it a sad childhood or a happy one? Or both?</p>	<p>Teach new vocab words: Union- Talk about the union Cesar is in Great depression</p> <p>Ch.1 *Students should have previewed for HW</p> <p>Ch. 2 Shared reading of Ch. 2. Discuss Chavez's childhood. Was it a sad</p>

				<p>childhood or a happy one? Or both?</p> <p>Exit ticket What was Cesar Chavez's childhood like? Challenge- What kind of person is Cesar?</p>
15		<p>SWBAT describe injustice toward farmworkers by listing ways that workers were treated badly, using evidence from the text. SWBAT identify the theme of a story. RL.3.1</p>	<p>What made life difficult for the farmworkers?</p>	<p>Ch. 3</p> <p>Discuss the conditions that farmworkers faced. Explain that the contractors that Cesar Chavez worked for were typical of the experiences that many farmworkers had to endure. Be sure students understand his personal experience and how this impacted Chavez's dedication to his movement to help poor farmworkers.</p> <p>Exit Ticket What were conditions like for the farm workers? Include two details from the story.</p>
16		<p>SWBAT sequence events in Cesar Chavez's life by listing important dates on a timeline, using evidence from the text. RI.3.3</p>	<p>What role did racism play in the way people were treated?</p> <p>How does keeping events in order help me understand a person's life?</p>	<p>Ch. 4 and 5</p> <p>Intro theme of racism and justice/equality. Discuss what these words mean and look for examples of these issues as you read the chapter. Chart thoughts together. Continue to add to this theme as you read further chapters.</p> <p>Discuss the tension between braceros (Mexican workers) and Mexican-American workers.</p> <p>Explain the idea of a time line. Show students a time line with some important dates already listed (Cesar Chavez's birth - 1927, Cesar's family moves to California – 1938) as you read ch. 4 and 5, plot more dates on time line. Keep time line up and continue to add as you read rest of the book.</p>
17		<p>SWBAT define unknown words by identifying context clues. SWBAT answer questions about a text, using language from the text to describe sequence of events. RI.3.3</p>	<p>How can understanding the context help me figure out words I don't know?</p>	<p>Ch. 6</p> <p>Model how to use context clues to figure out unknown words. Use the term "sit-in" as an example (pg. 32). Demo how to use the sentence to figure out what a sit-in is.</p> <p>Have students practice with the words: innocent (p.32), sputtered (p.33), grueling (p. 34)</p>
18		<p>SWBAT ask and answer questions about the text in a group setting, using notes they have prepared. RI.3.3</p>		<p>What do the Mexican Americans have in common with the Braceros? What are they in a disagreement about? What is the author trying to teach the reader? How do you know? What kind of person is Cesar? Include three details from the story to support your answer. Do you think Cesar's approach to solving the problem is a good one? What do the Mexican American's need to do to be successful?</p> <p>Transition and Close (10 Minutes) Have students return to their seats and answer the following questions as an exit ticket.</p>

			<p>What is one interesting thing you heard from a group member today? Who participated the most in your group? Who would you have liked to participate more? What is one thing you would like your teachers to know about your group?</p>
19	<p>SWBAT describe a historical individual in a text by using specific evidence from the text. RL.3.1 W.3.2</p>	<p>What kind of person was Helen (Cesar Chavez's wife)? How would we describe her to someone?</p>	<p>Read Aloud- 8 Minutes Ch. 7 (37-42) Teacher read only to expedite the reading Read this chapter with a focus on Helen. TA about Helen</p> <p>Exit ticket- How would you describe Helen Chavez? What kind of person was she? Be sure to include text evidence to support your answer.</p>
20	<p>SWBAT understand a larger theme of a book by finding text examples that fit into the theme, using evidence to support the answer. RL.3.1</p>	<p>Why did Cesar Chavez think unity was important? How does Cesar show that unity is important?</p>	<p>Ch. 8 and 9 Show the quote from Chapter 7. <i>One worker alone couldn't do it, but hundreds together could bring change.</i> Discuss what this means. Intro theme of unity. As you read Ch. 8 and 9 find examples of how workers stuck together to try to bring change. Examples: - Mexican and Chicano workers supported Filipino workers - Unity brought media attention Continue to add to this theme as you read further chapters.</p> <p>Highlight obstacles that they faced.</p> <p>Vocabulary - Be sure to identify the corporations that the strikers were facing: Schenely Industries, DiGiorgio Corporation</p>
21	<p>SWBAT answer questions about a text, stating their opinion and backing up their ideas with support from the text.</p>	<p>What makes a strong ER?</p>	<p>Introduce kid friendly rubric. Review how to use a planning page. Question: Cesar works very hard to change the work conditions of the farmers and laborers. What are two of the most important things Cesar does in trying to achieve his goal of better working conditions for the workers? Be sure to include: What Cesar's goal is Two things he does that important in reaching his goal Why these two things are important in reaching his goal</p>
22	<p>SWBAT explore ways that people protest by understanding the purposes of boycotts and marches. SI.3.3</p>	<p>Why do people protest? What is the purpose of a protest?</p>	<p>Review Vocab Definitions: <u>Boycott</u>-When a group of people refuse to buy an item <u>Marches</u>- When large groups come together to bring attention to an issue Read Aloud Ch. 10</p> <p>Writing about Reading (20 Minutes)</p>

				<p>How was Cesar's protest in Chapter 10 bigger than any other protest he had done? Why did this protest take his protests further than any he had done before? What happened because of the protests? Be sure to include at least two details from the text.</p> <p>Revisit the three themes: perseverance, unity, racism and justice as students write down the lessons they have learned.</p>
23		<p>SWBAT describe a situation from another point of view by discussing the motives of 'strikebreakers,' using evidence from the text. RL.3.1 SL 3.1</p>	<p>Who were the strikebreakers? Why did they choose not to join the strike?</p>	<p>Discuss how a book would be different if told from a different POV. Read Aloud- 15 Minutes Ch. 11 (65-73) Before reading- What happens to the farm owners when the workers go on strike and stop working? TnT- Share Class Discussion on POV for a strikebreaker and how the story would be different. Exit Ticket How would the story be different if the strike workers were telling the story?</p>
24		<p>SWBAT make connections to the larger themes from the text by reflecting on what they learned from Cesar Chavez's life, using evidence from the text. RI.3.3</p>	<p>What does Cesar Chavez's life teach you? Looking at the themes we have listed, how has the author shown that these big ideas are important in the book?</p>	<p>Read Aloud- 15 Mins Ch. 12 and 13 (74-83) Focus on themes. Independent work- 10 Mins What is one theme the author writes about in this book? Include at least two details to support your ideas.</p>
		Unit Test		

ELEMENTARY SCHOOL SAMPLE READING LESSON PLAN

UNIT 2: Wild, Wild West LESSON PLAN

STANDARDS

RL2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

RL2.2 Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral.

OBJECTIVE

SWBAT answer W questions and determine the moral of the fairy tale, *Little Red Riding Hood: A Newfangled Prairie Tale*

GUIDING QUESTIONS

- How do I find an applicable moral of a fairytale?
- What lessons can we learn from fairy tales?

- How do readers use the text to answer a question?

NOTES AND CONSIDERATIONS

- The first reading of this book will be done as a read aloud. Since there are student copies of this text, this can be done as a shared reading. Students will do a close read during the reading block.
- Students are going to be asked to compare and contrast various characters and texts throughout the unit. Students should be pushed to state similarities and differences in complete sentences with specific details from the text.
- Students will also be required to find the moral of the story. In order to do this they will need to think critically about the text as well as be flexible thinkers, since the moral of a story can be stated in more than one way and stories can have more than one moral.
- Students might struggle with finding the moral of the text and rely on their surface level understanding of texts. Push them to think about the characters actions in the story and what we can learn from them.
- **Teachers will need to read "The Boy Who Cried Wolf" before the reading lesson!**

CO-TEACHING OPTIONS & DIFFERENTIATION:

- One lead/ one support or Team for Warm Up & Model
- Small group pull out can be based either disfluent students or students who struggle with comprehension, specifically putting large amounts of information together.
- Although most students should be able to access the text, some students may struggle with timing because of their fluency. Shared reading with the pull-out group should rectify this.
- Teachers many also want to encourage students who struggle with comprehension to stop after every few lines and summarize what has happened so far in the story.
- PARTNER WORK: Teacher should purposefully plan partner groups

MATERIALS

- Model: *The Boy Who Cried Wolf*
- Independent Practice: *Little Red Riding Hood: A Newfangled Prairie Tale* and Comprehension Questions (Student Copies)
- Fairy Tales SMARTboard
- Unit Chart (All the unit texts should be added to this chart after they have been read and discussed)

Text	Genre	Big Take Away (moral/ lesson)
Cinderella	Fairy Tale	If you are a good person with a good heart will always get you what you want./ If you do good things, then good things will happen to you./ You get what you deserve
Cindy Ellen	Fairy Tale	1. Through perseverance/ hard work/ determination/ the will to keep going, anything is also possible. 2. If you are a good person with a good heart will always get you what you want./ If you do good things, then good things will happen to you.
The Princess and the Pea	Fairy Tale	1. Don't judge people by what they look like./ Get to know someone first before you make a judgment about them. 2. Even the small things count.
The Cowboy and the Black-eyed Pea	Fairy Tale	1. Don't judge people by what they look like./ Get to know someone first before you make a judgment about them. 2. Even the small things count.
Little Red Riding Hood	Fairy Tale	1. Always follow directions/ listen to your parents 2. Don't talk to strangers 3. Honesty is the best policy (from the wolf)

LESSON OUTLINE

Warm Up (8:00-8:05): So far we have read two versions of a fairy tale. We worked hard to read the stories, to answer “W” Questions, and to find the moral of a story. **CFU: What is a moral?** (A moral is another word for a lesson. The moral is the lesson the author is trying to teach us. Moral, lesson; lesson, moral) **How can I determine if something is a moral?** (We can use these lessons in our own lives) We find the moral by looking at the character’s actions and what they learned.

He have also through about **how we can compare and contrast important story elements and characters?** **CFU: What are some important things that we can compare and contrast?** (Characters/ settings/ moral) As we read our stories, think about more meaningful elements that we can compare and contrast. **Turn and Talk: What are some similarities and differences between *The Princess and the Pea* and *The Cowboy and the Black-eye Pea*?**

Teach (8:05-8:10): Good readers try to understand what is going on in the story and to think about what we can learn from the characters’ actions. Ask yourself: **What lesson is the author trying to teach me?**

Model and Think Aloud: (model finding the moral with *The Boy Who Cried Wolf*) In the story, the boy kept shouting “wolf” even though there wasn’t a wolf. The villagers eventually realized that he was just tricking them. As a result, they did not come when he really needed their help and all of the sheep ran away. This makes me think that if he had told the truth from the beginning the villagers would have come to help him when he really needed it. I think the lesson the author wanted us to learn is to always tell the truth. I also know that it can only be a moral if everyone can use it or learn from it. **Can everyone learn from this in his or her life?** (Thumbs up or shake it out) **CFU: Cold Call: Restate the moral. What core value does this story teach us about? Can you connect it to another story we’ve read or another moral we have listed?** (Cindy Ellen/ Cinderella: You get what you deserve, etc.)

Independent/Buddy Reading/Small Group Shared Reading(8:10-8:15 or 8:20): Now you are going to re-read parts of *Little Red Riding Hood: A Newfangled Prairie Tale*. You will need to think carefully about where in the story you can find the answers to the questions because you will not have enough time to read the entire book. **By the end of our lesson, you will be able to answer “W” questions about our story and find the moral of this story (Choose 2 to restate).** Remember that good readers try to understand what is going on in the story and to think about what we can learn from the characters’ actions. Ask yourself: What lesson is the author trying to teach me?

Partner Work (8:15-8:25): You are going to work with a partner to answer questions 1-3. Then we will share out our answers and text evidence.

- 1. Who are the characters in the story? Is there anything special about them?** (Little Red Riding Hood: wears a red hood and rides a bike, Wolf: doesn’t want to eat Red or Granny, wants muffins, Grandma: feisty, baker)
- 2. What is the setting of our story? How do you know?** (on a prairie)
- 3. What is one problem in the story?** (Red talks to the wolf and gets distracted/ the wolf wants to steal grandma’s muffin recipe)

Independent Practice (8:25-8:45): Now you will answer questions 4 & 5 by yourself. Then we will share out our answers and text evidence.

- 4. What does Little Red Riding Hood’s mom tell her before she leaves?** (go straight to grandma’s house and don’t talk to strangers no matter what)
- 5. What does Granny do to the wolf?** (first she shakes him, then she talks to him about his bad choices and in the end she gives him a job at her bakery)

CFU: As students are working, teachers circulate and check student answers making sure to mark correct or incorrect with a pen and clear up any misconceptions. The language may be tricky for some students, make sure to push them to go

back in the text and to summarize what they think is happening and use context clues to clear up any unfamiliar words.

Prompt: Where in the text would I look to find this answer?

Now we have to answer our final and most important question: What do you think is the moral or lesson of this story? In order to find the moral of a story, I have to think about the characters actions and if they learned something. As I think back to the story, I think about what happened to Little Red Riding Hood. **Turn and Talk:** What do YOU think is the moral of this story? WHAT IN THE STORY MAKES YOU THINK THAT? (Turn & Talk) Write it on your sheet. Have students share out.

**** Let students try to figure out moral first. Then, Prompt: Let's make sure to think about WHAT WE CAN LEARN FROM THE CHARACTERS ACTIONS not necessarily the actions themselves. For example, I don't think the author wants us to learn that we shouldn't talk to wolves. I can't use this in my own life.**

Prompts:

- Who are the major characters in the story? What did Little Red Riding Hood's mother tell her to do? Did she follow the directions? What happened because of it? What did she learn? **CFU: Turn and Talk: What do you think the author was trying to teach us? What in the story makes you think that?** (Don't judge people by what they look like/ Get to know someone first before you make a judgment about them.) Can we use this in our own lives? Then, is it a moral or a lesson?
- What about the other characters? Can we learn anything from the wolf? Can there be more than one moral? What did he learn? **CFU: Turn and Talk: What do you think the author was trying to teach us? What in the story makes you think that?** (He learned that he should be honest because he tried to steal grandma's recipe and got punished. If he would have told the truth or just asked, Grandma would have probably given him the recipe)

Wrap Up (8:45-8:55): Today we read *Little Red Riding Hood*, answered "w" questions" and identify the moral of the story. On Monday, we will read another version of Little Red Riding Hood that is set in the wild west. It will be our job to compare and contrast these different versions. **PREDICT: Turn and Talk:** How do you thin these stories will be similar? How do you think these stories will be different?

Assessment-CHECKLIST: Student ability to:

- identify the major characters, problems, key events in the text
- identify the moral(s) of the text

Elementary School Sample Daily Schedule:

KINDERGARTEN SCHEDULE OVERVIEW			
CLASS ONE (1st Teacher)		CLASS TWO (2nd Teacher)	
Time	Component	Time	Component
7:20-7:40	Breakfast	7:20-7:40	Breakfast
7:40 - 7:45	Creed/Transition	7:40 - 7:45	Creed and Transition
7:45-8:00	Morning Meeting	7:45 - 7:50	Unpack
8:00-8:45	Reading	7:50-8:00	Morning Meeting
8:45 - 9:30	Writing	8:00 - 8:50	Story Problem
9:30 - 9:50	Foundations	8:50 - 9:30	Clubs (Mus on T/Th & PE M/W)
9:50 - 10:10	Shared Reading	9:35 - 10:05	Math
10:10 - 10:40	Clubs (Mus. on T/Th & PE M/W)	10:05 - 10:50	Reading
10:40 - 11:10	Recess	10:50 - 11:15	Read Aloud
11:10 - 11:35	Lunch	11:15 - 11:40	Recess
11:40 - 11:50	Rest	11:40 - 12:05	Lunch
11:50 - 12:40	Guided Reading	12:05 - 12:45	Writing
12:40 - 1:10	Story Problem	12:45 - 1:10	SS/Science & Vocabulary
1:10 - 1:55	Math Meeting & Math	1:10 - 1:50	Specials (Mus on T/Th & PE M/W)
1:55 - 2:35	Specials (PE on M/W & Mus T/Th)	1:50 - 2:05	Snack
2:35 - 3:10	Science/Read Aloud	2:05 - 2:50	Guided Reading
3:10 - 3:20	Snack	2:50 - 3:20	Foundations
3:20 - 3:30	Pack Up and Dismissal	3:20 - 3:30	Pack Up and Dismissal

Class is
Co-taught

All hands on deck push-in (All instructional staff)

3RD TEACHER SCHEDULE:

7:20-7:40	Breakfast
7:40 - 7:45	Creed/Transition
7:45-8:00	Morning Meeting in class one
8:00-8:45	Reading in class one
8:45 - 9:30	Writing in class two
9:30 - 9:50	Math in class two
9:50 - 10:40	Reading in class two
10:40 - 11:10	Recess
11:10 - 11:35	Lunch
11:40 - 11:50	Rest
12:05 - 12:45	Writing in Class two
12:45 - 1:10	Prep
1:10 - 1:55	Math Meeting & Math in class one
2:05-2:50	Guided Reading in class one
3:10 - 3:20	Snack
3:20 - 3:30	Pack Up and Dismissal

APPENDIX B1

**PROPOSED CURRICULUM OUTLINE: MIDDLE SCHOOL
PAVE SOUTHEAST RALEIGH CHARTER SCHOOL**

Middle School Curricular Overview

English Language Arts

Having built an elementary foundation in reading, writing, literature, history, and science, fifth-grade students are ready to start tackling complex literature and ideas. The fifth-grade units present a series of ideas related to the life of the mind: play, invention, clues, conflict, exploration, and coming of age.

Literature

Literature Units are teacher-created, common core standards aligned, and built from rigorous, grade-level texts. Units are typically 3 weeks long and integrate reading and writing into interactive reading and skill building. As the year progresses, students learn how literature can provide insight into culture and history. By the end of fifth grade, students are ready for deeper study of literature and the origins of words. For more specific information about the 5th Grade ELA program, see the 5th Grade ELA Curriculum Overview Document.

Fifth graders will study several genres and have the opportunity to compare and contrast themes that run between fiction and non-fiction texts. The core units of study in English Language Arts will include:

- Pre-Unit: Habits of Good Readers
- Unit 1: Realistic Fiction (Coming of Age)
- Unit 2: Biography (Black History)
- Unit 3: Realistic Fiction (America in Conflict)
- Unit 4: Science Fiction (Our World, Real and Imagined)
- Unit 5: Poetry (The Sounds of Literature)
- Unit 6: Non-Fiction (Scientific Texts)
- Unit 7: Adventure
- Unit 8: Folktales
- Unit 9: Drama
- Unit 10: Science Fiction

Complex Texts will be at the heart of the 5th Grade curriculum. Some of the texts that the scholars will read and study are:

- ↪ “Rules” by Cynthia Lord
- ↪ “Freedom Train” by Dorothy Sterling
- ↪ “Belle Teal” by Ann M. Martin

- ↪ “The Giver” by Lois Lowry
- ↪ “Hatchett” by Gary Paulson
- ↪ “Boy: Tales of Childhood” by Roald Dahl
- ↪ “Love that Dog” by Sharon Creech

Accountable, Interactive Reading

Teachers will use interactive reading strategies in a variety of content areas to ensure that all scholars are accountable, and have many opportunities to read each day. Meaningful reading is accountable *in the moment* and can be used to leverage several reading strategies that we need to teach our students on a daily basis. We hold scholars accountable is by cold-calling on them at random (using Doug Lemov’s Control the Game strategy).

- Meaningful reading is moderately expressive; fluency is a highly efficient way to assess understanding.
- Every second matters. Transitions and feedback should be instantaneous – no lag time.
- Story and passage-level misunderstandings aggregate from word, phrase and sentence level misunderstandings should be pre-identified by teacher and taught in the moment.

Vocabulary Instruction

Unlike in Elementary School, Vocabulary is not taught as a separate subject area in the Middle School. We will be building vocabulary and learning multiple meanings of words by studying etymology, gaining some insight into the relationships among languages through two avenues:

- Skill-Based Focus – in each new unit scholars will need to know the meaning of skill-specific words to help build and grow as readers. For a map of words specific to skills and standards, please refer to the 5th Grade ELA Curriculum Overview Document.
- Content/ Context- Based Focus – As scholars encounter new words, phrases, and contexts for words through their study of literature, teachers will be both explicitly, and implicitly teaching vocabulary. This will help to develop student’s awareness of a text, ability to problem solve for words in context, and continue to close the word gap that impact reading for scholars.

In addition to the above described vocabulary instruction, there may be additional vocabulary support needed for struggling scholars. Word Study programs including Wordly Wise may be implemented for scholars during Clubs, Guided Reading, and other intervention times if and when needed based on the cohort of students.

Writing

Students will develop their writing within many genres: reflective essays, reports, journals, stories, responses to literary and artistic works, and more. In their essays, they are able to articulate a central idea and illustrate it with examples, integrate information from several texts, and discuss literary themes. As they continue to learn grammatical concepts and refine their style, students at this level should demonstrate some command of standard English grammar and usage. For more information about the writing, please see the 5th Grade ELA Overview Document.

Social Studies

Social studies or humanities will be directly linked to the thematic and cultural studies that the scholars engage in during their English Language Arts block. The Strong link is forged by the fact that social studies is best learned through the deep study of primary sources from the time period or culture that is being studied. Looking deeply at historical documents, maps and artifacts from various time periods in the history of the United States. Our 5th graders will deepen their understanding of the world and how others view it. Time periods and topics that will be studied will include:

- The Constitution
 - The Founders of the United States
 - Framing the Constitution
 - Organization of the Government
 - Basic Rights Protected by the Constitution
 - Responsibilities of Citizens
- A brief Overview of Black History in the US
 - The Underground Railroad
 - “All Men Created Equal”
 - Timelines
 - Integrating Schools

Mathematics

Fifth graders will continue to grow as problem solvers and logical thinkers who are flexible at approaching difficult math problems in context. Not only will they continue to develop fluency and flexibility with the core operations of addition, subtraction, multiplication and division, but they will develop their readiness for higher mathematics by focusing on the three key areas of:

1. Adding, subtracting and multiplying and even dividing fractions
2. Dividing numbers with larger divisors and using operations to work with numbers with decimals into the hundredths
3. Developing an understanding of volume and capacity

Through a focus on the above three areas, 5th graders will develop their problem solving abilities to be even more precise and to apply to three dimensional objects and even more real life situations.

Middle School Math will be divided in to 2 sections that will cover new skills as well as review and exploration through problem-solving.

Mathematics Class - Investigations

This will be the primary vehicle through which teachers will introduce new material, concepts, and skills to scholars. 5th Grade math will align with the Common Core State Standards and will utilize the Investigations Curriculum to help scholars access

content. The math block will last 60 minutes and will allow for an in-depth teaching of new skills with multiple opportunities for scholars to independently solve math problems.

Problem Solving Class

Problem Solving will include several elements that will allow scholars to showcase critical thinking skills, manipulate numbers and materials to explore mathematical concepts, and to solve story problems. There are 2 main components of Problem Solving class:

- **Story Problem** – this will be integrated into Problem Solving on a daily basis. This is the crux of Cognitively Guided Instruction (CGI) at PAVE, and will be used to allow scholars to explore mathematical thinking and learn from peers. Teachers will create story problems to align to Common Core Standards, spiraling problem types and skill sets to ensure that scholars have a wide repertoire of strategies to tackle grade-appropriate story problems.
- **Cumulative Review** – this is similar to the Elementary School's Math Meeting in that it provides teachers and scholars the opportunity to review skills that have been taught and practiced, but that may be essential to curriculum, upcoming math classes, or that just need to be reviewed. Cumulative Review does not need to happen daily, though teachers should use discretion when planning, thinking through skills that will promote fluency, prepare scholars for new units, and drill on concepts that need some amount of automaticity appropriate to the grade level of scholars.

Science

As in 4th grade, fifth graders will continue to develop their inquiry skills in science through investigations of the scientific method, engineering and technology. The students will continue to conduct experiments, design solutions to problems, use scientific vocabulary and use scientific tools. In addition to studies that they will conduct that are linked to the English Language Arts units, 5th graders will conduct in-depth studies of landforms, food and nutrition, physical variables and environments. Each science module is described below:

- The **Landforms Module** consists of five investigations that introduce students to fundamental concepts in earth science: change takes place when elements interact; all things change over time; patterns of interaction and change are useful in explaining landforms.
- The **Variables Module is a unit focused on physics and technology that** has four investigations that help students discover relationships through controlled experimentation. Students will fling, float, fly, and flip objects as they discover relationships in each investigation.
- The **Food and Nutrition Module** consists of four sequential investigations that help students understand what food is, what it is made of, and how several nutrient groups contribute to healthful nutrition.
- All living things depend on the conditions in their environment. The study of the relationships between one organism and its environment builds knowledge of all organisms. With this knowledge comes an awareness of limits. Changes in an environment can be hard on organisms. Such knowledge is important because humans can

change environments. To do so without awareness of possible consequences can lead to disasters. The **Environments Module** consists of six investigations that introduce students to these basic concepts in environmental biology.

MIDDLE SCHOOL SAMPLE SCOPE AND SEQUENCE

Monday	Tuesday	Wednesday	Thursday	Friday
		Nov 7 – Day 45 Fractions Review Meaning of, Fraction Strips, Division, Math: SWBAT	Nov 8– Day 46 Math: SWBAT identify and write mixed numbers as improper fractions and improper fractions as mixed numbers.	Nov 9– Day 47 Math: SWBAT create equivalent fractions , given a fraction, using fraction strips
Nov 12– Day 48 Math: SWBAT identify fractions that are equivalent using computational procedures	Nov 13– Day 49 Math: SWBAT determine whether a fraction is closest to zero, one half, or a whole using a number line.	Nov 14– Day 50 Math: SWBAT compare fractions using mental reasoning Mini quiz – G5_U4_Q1	Nov 15– Day 51 Math: IA	Nov 16– Day 52 Math: IA cont...
Nov 26– Day 53 Math: LCM SWBAT Calculate multiples of a whole number and the least common multiple of two numbers.	Nov 27– Day 54 Math: SWBAT compare two fractions or mixed numbers by thinking of benchmarking or common denominators .	Nov 28 – Day 55 Math: SWBAT Compare and order two fractions with unlike denominators without a number line.	Nov 29 – Day 56 Math: SWBAT add and subtract fractions with unlike denominators and write answers in simplest form.	Nov 30 – Day 57 Math: SWBAT add and subtract fractions with unlike denominators using Fraction Strips and Computation
THANKSGIVING WEEK	THANKSGIVING WEEK	THANKSGIVING WEEK	THANKSGIVING WEEK	THANKSGIVING WEEK
Dec 2– Day 58 Math: Review Day -GCF: Simplify -LCM : Find Equiv	Dec 3– Day 59 Math: SWBAT convert mixed numbers to	Dec 4– Day 60 Math: SWBAT add and subtract fractions with unlike	Dec 5– Day 61 Math: mid quiz – G5_U4_Q2 GCF, LCM, Add,	Dec 6– Day 62 5.NF.5.a: SWBAT interpret multiplication as scaling (resizing), by: a. Visually comparing the size of a

<p>Denominator -Adding and Subtracting Unlike Denominators -Improper to Mixed Fractions</p>	<p>improper fractions and improper fractions to mixed numbers</p>	<p>denominators using models and computational procedures and express answers in simplest form. 5.NF.1 & 5.NF.2</p>	<p>Sub Fractions</p>	<p>product to the size of the factors 5.NF.5.b: relate the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>
<p>Dec 9– Day 63 5.NF.4 .a: SWBAT Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (Interpret the product $(a/b) \times q$)</p>	<p>Dec 10– Day 64 5.NF.4 .b: SWBAT Find the area of a rectangle with fractional side lengths</p>	<p>Dec 11– Day 65 5.NF.4 .b: SWBAT explain why multiplying numbers by a fraction less than 1 results in a product smaller than the given number</p>	<p>Dec 12– Day 66 5.NF.5.b : SWBAT Interpret multiplication as scaling (resizing), by: Explaining why multiplying a number by a fraction greater than 1 results in a product greater than the given number multiplying a given</p>	<p>Dec 13– Day 67 Math: mid quiz – G5_U4_Q2 Multiplying Fractions</p>
<p>Dec 16– Day 68 5. NF. 3: Interpret a fraction as division of the numerator by the denominator using visual fraction models of equations to represent real-world problems</p>	<p>Dec 17– Day 69 5.NF.7 : SWBAT divide fractions by whole numbers and whole numbers by fractions <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i></p>	<p>Dec 18– Day 70 5.NF.7.b: SWBAT Interpret division of a whole number by a fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p>	<p>Dec 19– Day 71 5.NF.7.c: SWBAT Solve real world problems involving division of fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2</i></p>	<p>Dec 20– Day 72 Math: mid quiz – G5_U4_Q2 Dividing Fractions</p>

		<i>cups of raisins?</i> $c/d = (ad + bc)/bd.$	
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PAVE's Teacher Advancement Program
Rubric of Teaching Excellence
2012-2013
Working Draft 1

KEY	
Grey	Not observable in ALL classroom lessons, but should apply to most
**	Indicates a rubric row that is essential to teaching at PAVE

Domain	Sections	Page	Essentials	Value
I - Excellent Instruction	A: Planning	2	Data-Driven Plans / Student Achievement Meetings Unit Planning Lesson Planning / Lesson Planning Expectations	5
	B: A Clear, High Standard for Student Achievement	3	1. Great Objectives (1)	1
		4-5	2. Assessment of Objectives (2)	
			a. Check for Understanding	1
			b. Daily Assessment	1
		6-7	3. Academic Rigor (4)	
			a. Rigorous Questioning	2
			b. Standards for Top-Quality Responses - Oral & Written	2
		C: Delivery of an Effective Lesson	8-9	4. Core Instruction of the Objective (4)
		a. Evidence of Planning	1	
		b. Effective and Efficient Delivery	2	
		10	5. Independent Work Time (1)	1
		11	6. Scholar Engagement (2)	
			a. Pacing	1
			b. Effective Use of engagement strategies	1
	D: Classroom Culture	12-14	7. Classroom Culture (3)	
			a. High Expectations	1
			b. Positive Classroom Climate	1
			c. Embedded Character	1
	E: Achievement for all Scholars	15	8. Cumulative Review and Diagnostic Assessments (1)	1
	16-17	9. Meeting the Needs of ALL Scholars (3)		
		a. Differentiation	1	
		b. Co-Teaching and Collaboration	2	
	18	10. Overall Outcome: Scholar Learning	*	
F: Consistency and Growth	19	Weekly Observations Implementation of feedback on Lesson Observations Coaching Meetings and other Professional Development	9	
Total				34

Section A: Planning

This section of the rubric is not based on an in-class observation. It is meant to be completed by the teachers' coach and should represent the overall performance of a teachers' planning.

To be scored higher than a 2 on this category, teacher lesson plans must consistently display the following:

- user-friendly/ readable to all / clarity
- engagement purposefully planned in the lesson
- aligned to unit-plan/ evidence of backwards planning

Planning, in this category, includes:

- Data-Driven Plans / Student Achievement Meetings
- Unit Planning
- Lesson Planning / Lesson Planning Expectations

For all expectations surrounding planning, see @PAVE binder.

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Lesson Planning Cycle, Review, and implementation of feedback</i>	Teacher plans rigorous lessons that are aligned with assessments, standards and plan for all scholars in the classroom with consistent successful scholar outcomes.	Teacher attempts rigorous, aligned lessons, but is not always effective. OR Differentiation is planned, but may not always encompass all scholars.	Has missed several lesson plan deadlines. OR Teacher attempts to include all key elements outlined in @PAVE binder, but is not always successful. OR Teacher does not consistently incorporate feedback into lesson plans.	Does not consistently submit lesson plans. OR Lesson plans are missing key elements outlined in @PAVE binder. OR Teacher does not incorporate feedback into lesson plans.	

Section B: A Clear, High Standard for Student Achievement

1: Great Objectives

Notes:

- 1) If a lesson scores a 1 on the first indicator (Effective Objective), it cannot score higher than a 1.
- 2) It must be clear in the language or presentation of the objective how performance will be measured. Possibilities include using a conditional statement ("by **thinking** x") or including specific criteria for success or some other way to show scholars how they will demonstrate mastery.
- 3) On very *rare* occasions, it **may not be** appropriate to state an objective for a lesson (for example, this might be true for an inquiry lesson where the objective would "give away" the key learning the teacher is driving toward or during a Socratic Seminar which is framed by an essential question). In these cases, an observer should evaluate the teacher based on whether the scholars are engaged in work that moves them toward mastery of an objective, even if this is **not** stated to scholars.

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
**Effective Objective –	The objective is bite-sized, measurable, standards-based, and part of a logical sequence. (note: All objectives must be: standards based, measurable, bite-sized, part of a logical sequence. Please see note 3 on the definition of measurable.)		The objective is aligned to standards, but it may be missing one component, for example it might not be bite-sized, but it does convey what scholars will know and be able to do by the end of the lesson and does not have a significant impact on focusing scholar learning	The objective is not aligned to standards or may be missing one component that has a significant impact on focusing student learning or missing more than one component, for example it might not be measurable but it does attempt to convey what scholars will know and be able to do by the end of the lesson.	The objective is missing completely or is so unclear or vague that it does not convey what scholars are learning and what they will be able to do by the end of the lesson
<i>Alignment</i>	The objective clearly drives the activity in the lesson (not vice versa).		The lesson activity is aligned to the objective, but at 1-2 key moments instruction focuses more on completing the activity rather than mastery of the objective.	The lesson activity is on topic, but instruction focuses more on completing the activity than mastering the objective	The lesson is an activity driven lesson that is disconnected from an objective.
<i>Rigor</i>	The objective is rigorous and really pushes scholars; it is at the right level to challenge scholars, without causing frustration or wasted time.		The objective is rigorous and really pushes scholars; it is at the right level to challenge scholars, although for a small number of scholars the lesson feels like wasted time and that they could have been pushed further.	The objective is either not rigorous enough for most scholars (most scholars either had mastery of the objective before the class started or were able to master it within the first 5-10 minutes of the lesson) or the objective was at the frustration point for most scholars.	The objective is either not rigorous enough for all scholars (most scholars either had mastery of the objective before the class started or were able to master it within the first 5-10 minutes of the lesson) or the objective was at the frustration point for all scholars.
<i>Explanation of the Objective</i>	Scholars can explain why the objective matters in their own words and how the objective ties to broader course and unit goals.	Scholars can explain the objectives for the lesson in their own words. Teacher strategically refers back to the objective throughout the lesson.	The teacher clearly explains the importance of the objective. Scholars are not expected to explain the objective.	The teacher explanation of the objective or its importance is confusing and may lead to scholar misunderstanding.	Scholars are clearly confused about what they are supposed to be learning as the teacher explanation is confusing or missing.
<i>Posting of Objectives</i>	The objective and agenda is posted clearly and neatly in a highly-visible and consistent place (which could include the student packet for teachers traveling classrooms).			The objective is posted.	The objective is not posted for the lesson
<i>Connection to Prior Learning</i>	Teacher and/or scholars make connections between this lesson and the unit's essential questions/enduring understandings.	Teacher and scholars both effectively connect the objective to prior learning.	Teacher may clearly connect the objective to prior learning but does not ask scholars to make a connection.	Teacher attempts to connect the lesson to prior learning but it is incorrect or confusing.	Teacher makes no attempt to connect the lesson to prior learning or makes an incorrect connection

Section B: A Clear, High Standard for Student Achievement

2: Assessment of the Objective(s)

Notes:

- 1) If the objective is poor, it will be difficult to have a strong CFUs or a great exit ticket because it may not be measurable or aligned to the standards.
- 2) A teacher using CFUs for procedures and directions (and **not** doing CFUs about content) should **not** receive a score higher than 2 on the CFU indicator.

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
2a: Checks for Understanding					
*Examples of Checks for Understanding: Mini white boards, asking clarifying questions, using turn and talks, circulating to review scholar work, having scholars vote on answer choices, asking scholars to rephrase materials, signals like thumbs up/down, A,B,C,D cards, electronic clickers, conferencing with scholars during Writer's Workshop.					
<i>Quality of CFU</i>	Teacher has a variety of methods (more than two) to check for student understanding. These CFUs accurately assess the understanding of the entire class and provide the teacher with actionable data that is used consistently to adjust the lesson.	Teacher has a variety of methods (more than two) to check for student understanding. These CFUs accurately assess the understanding of the entire class and provide the teacher with actionable data – teacher acts on some data.	Teacher has limited methods to check for understanding, but these methods are generally successful. These methods do provide actionable data for at least 70% of the class.	Teacher has limited methods or only uses individual checks for understanding. These methods do not provide actionable data about the entire class.	Teacher does not use any CFUs during the lesson.
<i>Use of Data</i>	Teacher seamlessly integrates information gained from the CFUs by making appropriate adjustments to the content or delivery of the lesson in order to clarify misconceptions.	If a CFU reveals scholar misunderstandings, the teacher adjusts the lesson and effectively unscrambles the confusion.	If a CFU reveals scholar misunderstandings, the teacher tries to adjust the lesson but it does not always completely unscramble the confusion.	If a CFU reveals scholar misunderstandings, the teacher does not attempt to unscramble the confusion – or the attempt is not successful or takes far more time than it should.	Teacher does not use any CFUs during the lesson.
<i>Timing</i>	Teacher gathers data at all key points using CFUs. (e.g. before IP, to address common misconceptions, to move between activities)	Teacher uses CFUs to gather data from scholars, but misses at least one of the most important points to collect data. This missing data point may impact the class, but it doesn't create a significant breakdown in the effectiveness of the class	Teacher uses CFUs to gather data from scholars, but does not collect data at the most important points. Missing or ineffectively using one or more CFU creates a significant learning issues (e.g. students are sent off to do IP without a CFU and "instructional whack a mole" ensues	Teacher does not use any CFUs during the lesson.	Teacher does not use any CFUs during the lesson.

Section B: A Clear, High Standard for Student Achievement

2: Assessment of the Objective(s)

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
2b: Daily Assessment					
*Examples of Daily Assessment Include: Classwork, the last problem given in a class period, or a check for understanding that assesses all scholars at the end of a lesson. The observer will determine what will be used as the Daily Assessment is the teacher does not include an Exit Ticket or other assessment specified by the teacher in the lesson.					
<i>**Alignment</i>	The assessment helps the teacher determine mastery of all elements of the days objective, differentiate the depth of understanding of each student, and (when appropriate) give information about student understanding of upcoming objectives	The assessment is rigorous, thoroughly aligned to the lesson objective(s), and assesses all parts of the objective.	One element of the assessment may not be aligned to the lesson objective, may be poorly written or confusing, or may not serve in thoroughly assessing the objective, but it does not have a significant impact on assessing student mastery.	More than one element of the assessment may not be aligned to the lesson objective or may be poorly written or confusing or may not assess the objective in a rigorous way, thus have a significant impact on the teacher's ability to assess student mastery.	The assessment is not aligned to the objective or there is no assessment.
<i>Efficiency</i>	There is a systematic, quick way at the end of class to assess every scholar's mastery of the objective(s). This could be in the form of an exit ticket or collected independent work. If non-written work is collected, it is indeed a superior for that particular lesson (for example, in a music class scholars may perform a piece as an exit ticket).			There is a systematic way at the end of class to assess every scholar's mastery of the objective(s), but it takes too much time or completion was so rushed there is concern about the validity of the data.	There is no systematic way to assess scholar mastery of the objective. The teacher asks one scholar to summarize the learning, uses a mechanism (partner talk) that makes it impossible to know what each scholar knows, or runs out of time to give the ET.
<i>Data</i>	The assessment enables the teacher to diagnose specific areas of scholar understanding and misunderstanding. If appropriate, questions are sequenced (or "staged") to highlight where scholars struggle.		The assessment enables the teacher to diagnose some specific areas of scholar understanding and misunderstanding but is not comprehensive.	The assessment does not enable the teacher to diagnose specific areas of scholar understanding and misunderstanding.	The questions on the ET are not aligned to the objective or there is no ET.

Section B: A Clear, High Standard for Student Achievement

3: Academic Rigor

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
3a: Planned, Rigorous Questioning					
* Questioning Techniques Include: Stretch It, Break it Down, Wait Time, Questions that prompt questions to prior learning, questions that activate higher levels of thinking through by using words such as “analyze,” “classify,” “compare,” “decide,” “evaluate,” “explain,” or “represent.”					
<i>**Methods for Clarifying Confusion</i>	Teacher uses multiple methods for addressing scholar confusion in a lesson. Teacher uses methods effectively and with patience, leading to maximum scholar learning.		Teacher appears to have anticipated potential misunderstandings, and is able to unscramble them most of the time, or tone may be slightly off to support scholars.	Teacher appears to have anticipated some potential misunderstanding, but is not effective in unscrambling confusion, or tone is off preventing scholars from learning from teacher in these moments.	Teacher does not incorporate any methods to unscramble scholar confusion.
<i>Variety</i>	Teacher seamlessly integrates a variety of questioning strategies at just-right points in the lesson to push scholar learning and maintain pacing.	Questioning strategies are used effectively in 3 or more instances in the lesson and scholars learn more as a result.	Questioning strategies are used, but are not always effective. There was though at least one instance in the lesson where scholars learn more as a result of questioning.	Teacher does not have many questioning strategies, and though attempted, scholars' thinking is not stretched due to these attempts.	Teacher does not use questioning strategies to stretch student thinking or enhance scholar learning.
<i>Rigor</i>	Scholars ask higher level follow-up questions of the teacher or peers.	Teacher incorporates both lower-level (remembering and understanding) and higher-level (applying, analyzing, evaluating, and creating) questions in a well-scaffolded sequence.	Teacher incorporates both lower-level (remembering and understanding) and higher-level (applying, analyzing, evaluating, and creating) but the sequence is not effective in 1 or 2 instances.	Teacher incorporates both lower-level (remembering and understanding) and higher-level (applying, analyzing, evaluating, and creating) but the sequence is not effective most of the time.	Questions fall almost exclusively on the lower levels of Bloom's Taxonomy.
<i>Intentionality</i>	Key questions asked of scholars in the lesson questions that are aligned to the objective, are intentional, and drive scholars toward mastery of the objective. Questions push the lesson forward, helping to avoid misunderstanding, and have elements of all levels of Bloom's.		There is some evidence of teacher planning of key questions that are aligned to the objective and intentional, but the planning appears incomplete.	Questions are intentional (and perhaps planned), but they are too leading, do not push scholars towards mastery, or cause confusion.	Questions do not drive towards the objective of the lesson
<i>Ability to Adapt to student Responses</i>	Teacher appears to listen carefully to scholar responses and adapts the planned questions as needed.		Teacher appears to listen carefully to scholar responses and sometimes adapts questions. The lack of consistency does not have a significant impact on student mastery.	Teacher appears to listen to scholars responses, but does not effectively adapt questions to meet scholar needs OR Teacher only sometimes appears to listen to scholar responses in a way that informs instruction.	Teacher does not appear to listen to scholar responses in a way that informs instruction.

Section B: A Clear, High Standard for Student Achievement

3: Academic Rigor

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
3b: Standards for Top-Quality Scholar Responses					
* Teaching strategies used to ensure top-quality work include: Right is right, choral response, no opt out, do it again, everybody writes, and 100%					
<i>Variety</i>	Teacher uses a variety of strategies to hold scholars accountable. As a result, almost all scholars provide high quality and accurate responses to questions.	Scholars mostly provide high quality and accurate responses to questions, Teacher consistently reinforces multiple strategies, and refuses to accept low-quality or partially accurate scholar oral responses. As a result at least 90% of scholars meet the expectations for work in class.	Teacher expectations for top-quality work are in place, but inconsistent. At least 70% of scholars consistently provide high quality and accurate responses to questions.	Students provide high-quality or accurate oral responses 50% of the time. The lack of accountability strategies for work impedes the depth of student understanding.	Students do not provide high-quality or accurate oral responses, and this appears to be accepted by the teacher.
<i>Evidence</i>	Teacher always prompts scholars to supply evidence if not included	Nearly all scholars answer questions using evidence appropriate to support their answer Teacher usually prompts scholars to supply evidence if not included, but there was at least one key missed opportunity to do so in this lesson.	Scholars sometimes answer questions using evidence to support their answer. Teacher sometimes prompts scholars to supply evidence if not included, but there were 2-3 key missed opportunities to do so in this lesson.	Most scholars answer questions without using evidence to support their answer. Teacher rarely prompts scholars to supply evidence if not included.	Scholar responses are one-word and do not provide evidence. Teacher does not prompt scholars to supply evidence if not included.
<i>Visual Anchor: Standard of Excellence</i>	Teacher sets clear expectations for top-quality work. As an example of top quality work, it is neat, clear, and easy to read so that scholars can reference it during IP. (As appropriate, annotations represent a standard of excellence for scholar work and the criteria used to judge the work.)		Teacher sets expectations for work. However, the standard of excellence lacks clarity or is not displayed for students to reference it during IP or the annotations do not fully reflect the criteria for success.	There is a sample of top quality work, but it does not represent a standard of excellence to bring scholars to mastery.	There are no examples of excellent work posted.
<i>Academic Language</i>	Nearly all scholar responses are top-quality, including the use of standard grammar, complete sentences, and appropriate vocabulary with little to no prompting from the teacher.	Most scholars (>80%) use standard grammar, complete sentences, and appropriate vocabulary when responding to teacher questions; but when they do not , the teacher efficiently corrects.	The majority of scholars use standard grammar, complete sentences, and appropriate vocabulary when responding to teacher questions; teacher reinforcement is inconsistent.	Most scholars do not speak using standard grammar, complete sentences, or with appropriate vocabulary; teacher reinforcement is rare.	Scholars answer in incomplete sentences, use slang, or incorrect grammar, and this is never addressed by the teacher.

Section C: Delivery of an Effective Lesson

4: Core Instruction of the Objective

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
4a: Evidence of Planning					
**Relevancy	All information is factually accurate and integral to mastering the objective for the lesson. Definitions are clear and precise.		All information is factually accurate, however, some information and/or definitions are not precise. OR Some information presented does not lead to mastery of the objective.	Some information that is fundamental to mastery of the lesson is inaccurate, not taught, or irrelevant.	Information is factually inaccurate OR does not aid the lesson in getting scholars toward mastery.
Appropriate Strategy	The instructional activity/mechanism takes the appropriate amount of time for scholars to reach mastery of the objective.		The instructional activity/mechanism takes more time than needed, but the impact on student understanding is minimal.	The instructional activity/mechanism takes far more time than needed to have students master the objective.	Teaching strategy is seriously inefficient
Concrete to Abstract	Lesson activities and/or explanations are the most effective at making an abstract concept concrete	Teacher effectively makes abstract concepts concrete through the explanation or lesson activities selected.	Teacher makes abstract concepts concrete through explanation or lesson activities selected, but the implementation may cause some minor student confusion.	Teacher attempts to make abstract concepts concrete through the explanation or activities selected, but the implementation causes significant scholar confusion	Teacher does not make abstract concepts concrete for scholars
Visual Anchor: Reference	When appropriate, the lesson refers to a visual anchor that effectively captures key ideas and concepts. Whether the visual anchor is prepared before the lesson or developed with scholars, it is clear that the teacher has a clear vision for the visual anchor and the purpose it will serve.		Teacher has thought through the visual anchor in advance, but it could be more effective at capturing a key idea or concept by making a minor change.	The lesson refers to a visual anchor but it is not effective in capturing the key ideas and concepts of the lesson (e.g. It may be disorganized, represented in a confusing way, have errors, or have been created without forethought of purpose)	There is no visual anchor when it is needed
Connections (Application)	Teacher explicitly connects this lesson's content with other content areas, personal experiences, or current events leading to significant scholar interest in the lesson.	Teacher explicitly connects this lesson's content with other content areas, personal experiences, or current events leading to increased scholar interest in the lesson.	Teacher explicitly connects this lesson's content with other content areas, personal experiences, or current events leading to some scholar interest in the lesson.	Teacher weakly connects this lesson's content with other content areas, personal experiences, or current events, but it does not increase relevancy or build scholar interest.	Teacher does not attempt to make learning relevant for scholars.
Vocabulary	When appropriate, essential vocabulary is taught explicitly using accepted best practices and/or the teacher effectively avoids misunderstandings by explicitly teaching vocabulary.		Essential vocabulary is taught explicitly, but does not necessarily avoid misunderstandings caused by vocabulary.	Vocabulary is taught, but it is not essential to the objective of the lesson OR does not help scholars avoid confusion.	Vocabulary is not taught at all during the lesson OR vocabulary taught increased misunderstandings.

Note: If "Relevancy" is rated at a 2 or below, the overall category score may not exceed 2.

Section C: Delivery of an Effective Lesson

4: Core Instruction of the Objective

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
4b: Effective and Efficient Delivery					
**Explanation of Material	Teacher clearly explains new content and concepts, demonstrating strong knowledge of the relevant standards/ concepts. Teacher allocates time in explanation to the most important content in a way that leads to increased student understanding – kids can make connections to other concepts.	Teacher clearly explains new content and concepts, demonstrating strong knowledge of the relevant standards/ concepts. Explanations are presented in an efficient way that lead to mastery of the objective.	Teacher explanations of new content and concepts are generally clear, but might be not be as effective or efficient as possible thus creating a minor point of confusion or causing the pace of scholar learning to slow.	Teacher explanations are not effective or efficient. They either lead to scholar confusion or significantly slow the pace of scholar learning.	Teacher explanations are not effective or efficient and lead to significant scholar confusion or impede learning progress.
Ratio	Scholars enthusiastically do the “heavy lifting” without constant prodding from the teacher; scholars push other students to do more lifting.	Scholars are required to take on the “heavy lifting” at the just right points point during the lesson.	Scholars do some of the necessary “heavy lifting,” but the teacher misses 1-2 key points.	Scholars do very little of the “heavy lifting.” Teacher talk dominates the lesson or scholars are only asked procedural questions. The teacher carries the lesson.	Scholars do not have to do any heavy lifting (the lesson may seem lecture-esque).
Declining Scaffolding	Teacher leads scholars through GP with declining scaffolding/ guidance using data from checks for understanding to make those decisions.		Teacher reduces scaffolding during guided practice, but it is not based on the understanding scholars are demonstrating. The reduction in scaffolding is effective for most scholars	Teacher provides the same level of scaffolding throughout the entire lesson or the level of scaffolding is random and does not gradually release scholars to independence or “the I-We” is muddled, setting up “instructional whack a mole”	There is no evidence of declining scaffolding
Language (scholar)	Scholars can clearly explain the key content and concepts they are learning in their own words without prompting. There is clear evidence that this is a language-rich classroom environment.	Scholars appropriately use academic and content specific language during the lesson – there were 1-2 examples of teacher prompting in the lesson to support this (or 1-2 places where teacher should-have prompted).	Scholars sometimes appropriately use academic and content specific language during the lesson - there were 3-4 examples of teacher prompting in the lesson to support this (or 1-2 places where teacher should-have prompted).	Scholars do not attempt to use academic and content specific language. The teacher may prompt for this, but it is ineffective OR scholars misuse language taught and are not corrected.	Scholars are not using academic language, complete sentences, or grade-appropriate vocabulary OR it is not taught or prompted for n this lesson.
Fidelity of Implementation	Teacher effectively uses agreed upon best practice for teaching the content (including the use of prescriptive programs). Teacher “owns” the curriculum, bringing life to the lesson and making it dynamic.	Teacher effectively uses agreed upon best practice for teaching the content (including the use of prescriptive programs).	Teacher uses agreed upon (by school) best practices for teaching the content matter although there may be minor problems with implementation.	Teacher attempts to use the agreed upon best practice strategy, but there are problems with implementation that have significant impact on the lesson.	Teacher does not use an agreed upon best practice to teach the content.
Think-Aloud	The lesson includes a clear and effective “think aloud”, modeling, or other explicit instruction. The think aloud uses a strong example. Examples and step-by-step processes are thoughtfully planned and clearly delivered		The lesson includes a “think aloud”, modeling, or other explicit instruction, but it may not be clear or effective or it is too long. Step by step process explanations might miss a step or include an unnecessary, scaffolded step	The lesson includes a “think aloud”, modeling, or other explicit instruction, but lacks clarity and focus, for example, the example chosen might be a special case or inappropriate for the skill. Step by step process explanations miss more than one step or overly complicate the process.	The lesson does not include a “think aloud”, modeling, or other explicit instruction when integral. Step by step process explanations are absent when needed.

Section C: Delivery of an Effective Lesson

5: Independent Work Time

Notes:

- Strategies scholars might use to preserve through a difficult lesson and gain independence include: using own resources (flashcards, binder, notebook, etc), consult a dictionary, ask a neighbor, raise hand for help from teacher, skip it and come back, and write Q on sticky-note and keep going.
- Independent work time may apply to group work time in this sort of lesson observation, when appropriate.

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
**Successful At Bats	Scholars have multiple successful at bats in order to work towards mastery of the objective independently.		Scholars successfully work towards mastery of the objective independently and rigor is aligned to the design of the lesson, but scholars don't get a sufficient number of at bats.	Scholars work towards mastery of the objective at the appropriate level of rigor, but many of the scholars are not successful. Or scholars have many successful at bats, but the rigor level is too low.	The majority of scholars cannot complete their work independently.
Time	Scholars have the appropriate portion of the lesson to independently process and practice skills or strategies taught in the lesson in order to maximize independence. (Note: appropriate time will vary with curriculum, subject, and grade).		Scholars do not have significant time to work independently towards mastery of the objective OR at least 20% of scholars do not get to complete the desired outcome.	Scholars have very limited time to work independently towards mastery of the objective OR at least 50% of scholars do not get to complete the desired outcome.	Scholars do not get to work independently.
Feedback and Adjustment	Teacher circulates to assess the work of 100% of scholars Teacher gives targeted and effective positive and constructive feedback to 100% of scholars. (*In a workshop teacher conferences with 100% of the students planned for that day)	Teacher circulates to assess the work of approximately 90% of scholars. Teacher gives targeted and effective feedback to 90% of scholars. Teacher insists that scholars redo work not up to standard – and follows through to ensure it is done to mastery.	Teacher circulates to assess the work of most scholars Teacher gives feedback to a majority of scholars, but some feedback is too general. Teacher insists that scholars redo work not up to standard – and follows through to ensure it is done, but the work is only marginally better.	Teacher attempts to circulate but gets to less than 50% of scholars to assess mastery. Teacher provides very little effective, targeted feedback during the lesson Teacher insists that scholars redo the work, but does not follow through.	Teacher does not circulate during the lesson and/or does not provide any feedback when circulating. Teacher never insists that scholars redo work not up to standard.
Level of Difficulty	Teacher has prepared a highly-engaging and challenging extension that students who successfully finish early can do	Independent work challenges scholars but does not exceed the complexity of the lesson	The majority of independent work matches the difficulty of instruction, but sometimes it is either too hard or too easy.	Work is too hard, scholars cannot successfully complete the work independently OR the majority of the work is too easy OR the work is so easy that it was not a good use of instructional time.	Scholars do not get to practice independently
Scholar Independence	If scholars get stuck during the lesson, they select an appropriate strategy to complete the task to the best of their ability and then persevere.	It is the norm that scholars are resourceful and don't quit when they are stuck. Scholars may not know the correct strategy, but they persevere.	Scholars sometimes utilize their own resources or strategies, but not without teacher prompting.	Scholars rarely utilize their own resources or strategies, but the teacher does not prompt for this consistently OR Scholars attempt to use a strategy, but overly rely on the teacher (ie: only raise their hand).	Scholars never utilize their own resources or strategies OR scholars give up as a reason to raise a hand (ie: doesn't have a question, just isn't willing to work).
Group Work	When used, scholars work together seamlessly, because it is obvious that they have had multiple opportunities to practice working in groups.	Scholars work effectively and efficiently together to master the objective. Group work is the most effective mechanism to accomplish the objective. All scholars contribute to the productivity of the group and can show mastery independently	All but a few scholars work effectively and efficiently together to master the objective. Group work is the most effective mechanism to accomplish the objective, but some added structure could improve implementation All but a few scholars contribute to the productivity of the group and can show mastery independently	The majority of scholars work effectively and efficiently together to master the objective. Group work could have been the most effective mechanism to accomplish the objective, but the lesson required additional structure. The majority scholars contribute to the productivity of the group, but there are some free riders	Group work was an ineffective mechanism to accomplish the objective. Few scholars contribute to the productivity of the group, free riding off the work of top students is the norm.

Section C: Delivery of an Effective Lesson

6: Scholar Engagement

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
6a: Pacing/ Maximizing Instructional Time					
<i>**Alignment of Time to Activity</i>	Teacher spends the appropriate amount of time on each part of the lesson		In general, the teacher spends the appropriate amount of time on each part of the lesson, but extends or shortens one part that does not improve scholar outcomes	Teacher spends too much time on one part of the lesson (e.g. 20 minutes on the Do Now or cuts off guided practice too quickly).	Time allocated to different parts of the lesson appear unplanned OR not purposeful. Poor pacing negatively impacts scholar learning.
<i>Sense of Urgency</i>	Both teacher and scholars demonstrate a palpable sense of urgency and purpose in the classroom.		Teacher demonstrates a palpable sense of urgency and purpose in the room, although there were 1-2 examples in the lesson where scholars lacked urgency.	Teacher demonstrates a mild sense of urgency and purpose in the room, although there were 3-5 examples in the lesson where scholars lacked urgency.	Neither the teacher nor scholars demonstrate a sense of urgency or purpose. As a result, work is not completed or distractions consume the classroom.
<i>Down Time</i>	Scholars experience no down time waiting for the teacher as every minute of instructional time is maximized	Scholars experience little down time waiting for the teacher.	Scholars experience some down time waiting for the teacher, but it does not have a significant impact overall.	Scholars experience significant down time waiting for the teacher.	Scholars sit idly and there is a palpable sense of time being wasted. (e.g. materials are not prepared or organized in advance and scholars have to wait for the teacher)
<i>Sweat the Small Stuff</i>	The teachers is able to “sweat the small stuff” without having an impact on lesson pacing, through the use of efficient verbal and non-verbal cues	When the teacher sweats the small stuff, there is rarely an impact on lesson pacing, although there was at least 1 missed opportunity to maximize instruction.	When the teacher sweats the small stuff there is sometimes an impact on lesson pacing, although there were 2-3 missed opportunities to maximize instruction.	When the teacher sweats the small stuff, there is a negative impact on lesson pacing OR teacher is inconsistent and misses 4 or more opportunities to maximize instructional time.	Teacher does not sweat the small stuff OR teacher seats the small stuff to the point that it interferes with the learning of all scholars in the classroom.
6b: Effective Use of Engagement Strategies					
Examples of Engagement Strategies: Cold Call, Call and Response, Mini-White Boards, Pepper, Choral Response, Non-verbal response, “Everybody writes,” Turn and talks. There is also an overlap between engagement strategies and checks for understanding.					
Saphier’s Attention Continuum: Saphier groups the repertoire of attention getting moves into 5 categories: desisting, alerting, enlisting, engaging, and winning. Skillful teachers effectively match the right move to a given context.					
<i>**Accountability and Variety</i>	Teacher deliberately chooses engagement strategies that are the best fit for the instructional goals and 100% of scholars are held accountable to high quality work throughout the lesson. Teacher varies the use of strategies to raise or lower the class’s energy level. Teacher selects the right strategy or move at the right time to engage scholars.		Teacher selects engagement strategies that are effective at holding the majority of scholars accountable.	Teacher uses engagement strategies, but they are not consistently effective in holding the majority of scholars accountable.	Teacher only uses strategies that engage one scholar at a time.
<i>Active Participation</i>	Almost all scholar hands are in the air in response to most Bloom’s 1-2 level teacher questions.	>75% of scholar hands are in the air in response to most Bloom’s 1-2 level teacher questions.	>50% of scholar hands are in the air in response to most Bloom’s 1-2 level teacher questions.	Scholars raise their hands, but participation is relatively low (less than 50% of hands for most questions).	The majority of scholars do not raise their hands. They are either calling out answers or not participating in class.
<i>Scholar Engagement</i>	Scholars are authentically engaged and invested in their work—they work hard without reminders.	Scholars are engaged and invested in their work, needing very few reminders (1-2).	At some points in the lesson, some students become less engaged and tune out of class. Scholars need 2-5 reminders to stay on task.	Scholars need 5 or more reminders and corrections to stay engaged with their work OR classroom culture allows for silence rather than engagement in the lesson.	The majority of scholars in the class, or the majority of time in the class is dominated by disengaged or disruptive behaviors.
<i>Effective Hook</i>	Teacher uses a “hook” to engage all students’ interest. Hook serves to drive learning forward by activating prior knowledge, helping scholars connect to prior learning, allowing kids to experience something new, or as cumulative review related to the new lesson.		The hook is somewhat successful. (ie: making the subject interesting or relating it to things students already know).	Teacher attempts a meaningful hook for the lesson, however it is not effective.	Teacher does not use a hook in the lesson OR the hook was used as busy work for scholars, prep time for teacher.

Section D: Classroom Culture

7: Classroom Culture

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
7a: High Expectations and Routines					
*Strategies that support teachers in ensuring crystal-clear routines embedded with high expectations include: 100%, strong voice, positive framing, narrating hands, positive praise, no opt out, and corrections.					
**High Behavioral Expectations	Teacher differentiates strategies so that all scholars meet high expectations.	Teacher aligns expectations to high behavioral standards (e.g. SHARP, headings, volume). Scholars align their own behavior to these high expectations without reminders.	Teacher generally has high expectations and addresses most (but not all) misbehaviors. Scholars align their behavior to these high expectations but need 1-2 reminders from the teacher.	Teacher aligns expectations to behavioral standards that are not high enough or are inconsistent. Scholars need 3 or more reminders about expectations from the teacher.	Teacher aligns expectations and routines to low behavioral standards, and does not sweat the small stuff. Less than half of scholars align their own behavior to high expectations
**Consistency with School Wide Discipline System	Teacher effectively uses school-wide discipline system as designed, addressing all of the relevant behaviors both with consequences and recognition		Teacher fails to address 1-3 behaviors that should have been addressed under school-wide discipline system or addresses them in a way that is inconsistent with the system	Teacher fails to address more than three behaviors or otherwise inconsistently or ineffectively uses school-wide discipline system	Teacher does not use school-wide discipline system at all
Clear Expectations	Teacher effectively and efficiently communicates clear expectations to scholars. Expectations are direct, and explicit, resulting in clarity for 100% of scholars in the classroom. Scholars are able to follow-through on expectations.		Teacher sets and reinforces clear expectations with <i>What to Do</i> statements, but these statements are not always specific, concrete, sequential or measurable.	Teacher sets clear expectations, but does not consistently reinforce them.	Teacher does not set clear expectations or routines OR Scholars did not know what the expectations were.
Prevention	Teacher employs a variety of techniques to prevent misbehavior from happening (ie: modeling, what to do statements, presence/ proximity, alertness, square-up, etc). As a result, there are virtually no discipline issues during the lesson.		Teacher uses strategies to nip most discipline problems in the bud. As a result, most of the lesson is preserved. There were 1-2 missed opportunities to prevent disruptions.	The teacher attempts to prevent discipline problems but sometimes little things escalate into big problems, and the teacher missed 3-4 opportunities to prevent disruptions.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate. There were 5 or more examples of this during the lesson.
Variety	Teacher uses a variety of strategies to ensure that crystal-clear expectations and routines are in place for scholars. As a result, the teacher is able to use an economy of language that maximizes instructional time and keeps it at 100%.	Teacher uses a variety of strategies to ensure that crystal-clear expectations and routines are in place for scholars. As a result at least 97% of teaching and learning time is preserved and not used for giving directions or instructions about tasks, routines, or behavior expectations.	Teacher is inconsistent with use of strategies, but still manages to give clear expectations and routines for scholars. As a result at least 95% of teaching and learning time is preserved and not used for giving directions or instructions about tasks, routines, or behavior expectations.	Teacher is inconsistent in use of strategies leading to unclear expectations. As a result only 90% of teaching and learning time is preserved and not used for giving directions or instructions about tasks, routines, or behavior expectations.	Teacher does not use strategies to ensure that expectations are clear OR scholars determine what and how expectations will be followed OR a significant amount of time (more than 10% of classroom time) is spent iterating expectations.
PAVE-ization	Scholars adhere to PAVE-wide and classroom expectations without the teacher needing to overly rely on strategies (ie: it doesn't feel like a lot of work to get work done in class). This results in a positive, organized, and welcoming classroom.	Scholars adhere to PAVE-wide and classroom expectations (ie: it doesn't feel like a lot of work to get work done in class) with few exceptions. There were 1-2 scholars during the lesson that did not comply with expectations.	Scholars adhere to PAVE-wide and classroom expectations with some exceptions. There were 3-4 scholars during the lesson that did not comply with expectations.	Scholars adhere to PAVE-wide and classroom expectations with exceptions. There were 5 or more scholars during the lesson that did not comply with expectations.	Scholars did not abide by, or did not seem to know what is expected of a PAVE scholar OR scholars willingly chose not to abide by PAVE expectations OR scholars seem to harbor resentment at expectations

Section D: Classroom Culture

7: Classroom Culture

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
7b: Positive Classroom Climate					
**Teacher Tone	Teacher is efficaciously positive, modeling “warm-demanding;” teacher communicates caring as well as high expectations. As a result, scholars see learning as a reward.	Teacher conveys a positive, up-beat and urgent tone through smiling, humor, challenge, anticipation, etc.	Teacher sets a neutral, professional tone, although there are some strong attempts at positivity using word choice, voice modulation, and body language.	Teacher sets a neutral, classroom tone. There are moments when teacher stress shows or a situation could have been handled more positively.	Teacher tone is overly negative or harsh or teacher inappropriately uses sarcasm.
Classroom Atmosphere	There is a strong, palpable sense that students “want it” –their smiles, vibrance, and dedication are readily apparent.	The classroom is generally a fun, joyful place where scholars are vibrant and excited about learning. The classroom feels like a place where scholars want to be consistently throughout the lesson.	The classroom is usually a fun, joyful place where scholars are vibrant and excited about learning. There are real, authentic moments of joy and enthusiasm	The classroom is sometimes a fun, joyful place where scholars are vibrant and excited about learning. There are few authentic moments of joy and enthusiasm.	Scholars are bored or unhappy. The classroom feels dull or apathetic. Scholars don’t appear to care about what they’re learning.
Planned Joy	One lesson element is structured in such a way as to be particularly high-interest or “fun” for scholars while still effectively and efficiently addressing the lesson objective.		One lesson element is structured in such a way as to be particularly high-interest or “fun” for scholars to address the lesson objective, leading to stronger achievement outcomes in the lesson.	Teacher attempts a high interest or fun lesson element to address the objective, but it does not lead to stronger achievement outcomes during the lesson.	Teacher frequently misses opportunities to make learning high interest or relevant to scholars.
Teacher-Student Relationship	The teacher is very intentional on how they build relationships with scholars in the classroom. The teacher makes very effective connections to the scholars’ lives, interests, and preferences	There is evidence that the teacher has is intentional about building strong relationships with the majority of the scholars in the class. The teacher makes connections to the scholars’ lives, interests, and preferences.	There is evidence that the teacher has strong relationships with some of the scholars in the class. There is only some evidence that the teacher is proactively building relationships.	There is little evidence that the teacher has strong relationships with the scholars in the class. Teacher action may hamper building relationships with some scholars	There is no evidence that the teacher has strong relationships with the scholars in the class or there is evidence that the teacher “plays favorites.”
Positive to Corrective Ratio	There are three times as many positive comments as there are corrective comments.		There are more positive than corrective comments.	The ratio of positive to corrective comments is about equal .	There are more corrective than positive comments

Section D: Classroom Culture

7: Classroom Culture

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
7c: Embedded Character					
<i>Response to Corrections</i>	Teacher corrects misbehavior, no matter how big or small. Corrections are integrated seamlessly in to the classroom, delivered without exaggerated emotion, and is consistent with the school discipline system. Scholars respond to corrections without negative reactions OR no corrections are needed during the lesson.		Teacher corrects misbehavior, no matter how big or small. There may have been 1-2 subtle reactions, but they do not interfere with instruction.	Teacher corrects behavior, but it may be inconsistent. There may have been 3 or more reactions to corrections or a reaction may have interfered with the lesson.	The teacher does not correct all behavior OR reactions to corrections interfere with instruction impacting the pacing of the lesson.
<i>Respect</i>	Scholars/Teachers are nice and respectful to each other PETSYS (please, excuse me, thank you, sorry, you're welcome) and other pleasantries are taught and used in the classroom. Scholars are courteous to one another.		Scholars are generally respectful of the teacher and their peers, but there are some exceptions. Student use of pleasantries is inconsistent, but the teacher attempts to address it.	Scholars are generally respectful of the teacher and their peers, but there are some exceptions. Student use of pleasantries is inconsistent, but the teacher does not address it.	There is evidence that scholars and teacher are not respectful to one another (e.g. laughing at one another, saying shut up, etc.) Pleasantries are not used by either teacher or scholars.
<i>Embedded Character Instruction</i>	There is an explicit or implicit character objective (in addition to a content objective) that is driving the lesson and both the content and character objective are executed effectively.	When appropriate, teacher strategically picks lesson examples, literature, and activities that reinforce key messages (e.g. High School, College, PAVE)	When appropriate, teacher strategically picks lesson examples, literature, and activities that reinforce key messages (e.g. College, High School, PAVE) but these choices are ineffectively implemented from a character building point of view.	The lesson design attempts to embed character skills and values, but it is not planned purposefully.	The lesson design does not attempt to teach character skills and values.
<i>Student Ownership</i>	Scholars demonstrate the responsibility to help each other solve problems. Without being asked to solve the problem by the teacher, the students do so effectively. Scholars reflect on the consequences of their choices without explicit prompting from the teacher. There are no problems to own.	Scholars are given the responsibility, tools, and strategies to fix problems; teacher resists the temptation to be the sole problem-solver. When asked to solve the problem, the students do so effectively. Student ownership process is timely and efficient. Students respond without negative reactions to teacher corrections	Teacher may ask students to solve a problem, but it is not timely or efficient. Scholars are given the opportunity to own their own mistakes, but it is not timely or efficient.	Scholars are given the opportunity to own their own mistakes, but it is clear that they do not have the tools, and strategies to fix problems The teacher is the primary problem-solver in the class.	There is no evidence of scholars owning their mistakes or solving problems; scholars don't appear to feel responsible for their own behavior.
<i>Teachable Character Moments</i>	Teacher uses key moments in class to explicitly celebrate and reinforce character skills. These moments flow naturally from the lesson and do not take away from teaching and learning of the daily objective (or they add to it).		Teacher explicitly celebrates and reinforces character skills or key values/ messages, but does not select the most high impact moments	Teacher attempts to use teachable character moments but it takes up too much instructional time OR it sends the wrong message.	Teacher chooses not to address a character issue explicitly, OR sends a message that will not improve character in the classroom.

Section E: Achievement for All Scholars

8: Cumulative Review and Diagnostic Assessments

Notes: In addition to school-wide diagnostic assessments used (IAs, STEP, Terra Nova, etc) for the purposes of classroom instruction diagnostics can also include do-nows, mix-it-up-sheets, CFU's in the INM portion of a lesson, pre-tests, cumulative review problems, and KWL charts.

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Diagnosis</i>	Teacher truly exemplifies data-driven instruction. Teacher has used previous data points (IA scores, STEPs levels, NYSE scores, etc) to diagnose the needs of scholars in the classroom, and has planned instruction and activities to address all needs of scholars in the classroom. This results in individualized scholars work, scaffolded, targeted questioning, and the necessary support for all scholars.	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction in-the-moment as well as through lesson planning.	Gives students a well-constructed diagnostic assessment up front, and uses the information to make small adjustments to the lesson in advance of teaching.	Gives students a diagnostic assessment (mix it up worksheets, pretests, KWL, etc) up front, but does not appear to have a method for using the data that was provided.	Begins instruction without diagnosing students' skills and knowledge.
<i>Accountability</i>	Teacher has a way to grade/hold students accountable for cumulative review and/or diagnostic assessments		Teacher has a way to grade/hold students accountable for cumulative review and/or diagnostic assessments	Teacher inconsistently holds students accountable for cumulative review and/or diagnostic assessments	Teacher has no mechanism to hold students accountable for cumulative review and/or diagnostic assessments
<i>Excellent Posted Work</i>	Has recent scholar work posted with rubrics and commentary to celebrate progress and motivate and direct effort.		Regularly posts students' work to make visible and celebrate scholar progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all. (or work is out-of-date)
<i>Cumulative Review: Fast and Systematic</i>	Scholars get a fast and well-executed opportunity to systematically and successfully review and practice skills that they have already mastered (e.g. QQ/Do Now, cumulative review activity or game).		Scholars get an opportunity to systematically review and practice skills, but it could have been more efficient	Scholars get an opportunity to systematically review and practice skills that they have already mastered, but the review takes up far too much class time or most scholars are not successful.	There is no cumulative review in the lesson when it would have added to scholar learning.
<i>Cumulative Review: Frequency</i>	Review appears to be incorporated into lesson routines every day.		Review appears to be incorporated into lesson routines almost every day.	Review appears to be rarely incorporated into lesson routines	There is no cumulative review in the lesson.
<i>Cumulative Review: High Impact</i>	Review targets foundational skills and concepts that scholars will need to be successful in the future.		Most of the review targets foundational skills and concepts that scholars will need to be successful in the future.	Review targets a number of skills or concepts that are not foundational to the course.	There is no cumulative review in the lesson.

Section E: Achievement for All Scholars

9: Meeting the Needs of ALL Scholars

Notes:

- 1) Accommodation is defined as a support or service that is provided to help a scholar fully access the general education curriculum or subject matter (this can include selecting an appropriate co-teaching model for the lesson).
- 2) Modification is defined as a change to the general education curriculum or other material being taught. The teaching strategies are modified so that the material is presented different and/or the expectations of what the scholar will master are changed.
- 3) For the purposes of this document, 'scholars with special needs' refers to all scholars with an IEP, 504 plan, or requiring ELL services for academic reasons.
- 4) Differentiation strategies can include strategically seating scholars, effectively leveraging independent work time, or pre-teaching concepts to targeted students so that class time is maximized for all scholars.

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
9a: Differentiation					
<i>Volume, Rate, Complexity</i>	The teacher is strategic and intentional about how they incorporate differentiation strategies and it is effective in assuring that all scholars in the classroom can access grade-level content.	Where appropriate, teacher adjusts the volume, rate, or complexity of the task to allow all struggling learners or scholars with disabilities to participate effectively and succeed in class.	Where appropriate, teacher modifies the volume, rate, or complexity of the task in an attempt to allow struggling learners to participate effectively and succeed in class – but these changes are only partially successful in helping scholars learn the content.	Where appropriate, teacher modifies the volume, rate, or complexity of the task in an attempt to allow struggling learners to participate effectively and succeed in class – but the accommodations are largely ineffective.	There is no evidence of differentiation.
<i>Learning Styles</i>	Teacher has thoughtfully designed a lesson that addresses multiple styles of learning. Elements of the lesson are designed to teach learners that are kinesthetic, audio, and visual. All parts of the lesson may not have all components, but the lesson is skillfully crafted to allow break down complex tasks making all scholars reach success.		Designs lessons that target several learning needs, styles, and interests, but only includes 2 types of learning styles in a single lesson. Where learning styles were taken in to consideration, the teacher was successful.	Designs lessons that target several learning needs, styles, and interests, but only includes 2 types of learning styles in a single lesson. Where learning styles were taken in to consideration, the teacher was not always successful, and better strategies would have led to more success.	Teacher only addresses 1 learning style in the lesson OR Learning style does not match activity leading to confusion for scholars.
<i>Classroom Set-up</i>	The classroom is intentionally and thoughtfully set up to maximize learning time. All scholars can see the board, the teacher can circulate effectively, or if in a seminar all scholars can see each other in order to have an effective discussion. Distractions are minimized and preferential seating has been assigned appropriately.		The classroom set-up supports learning time, but there are minor changes that could be made to maximize instructional time.	The classroom set-up impedes learning time	The classroom set-up is seriously flawed and this has a significant impact on student learning.
<i>Extensions</i>	Advanced scholars are highly motivated and engaged by extensions and challenge assignments. There is never a wasted minute because a scholar finished an assignment "early."	Teacher plans very intentional extension activities that challenge scholars and deepen their learning.	Teacher selects an extension activity that aligns to the topic, but it does not effectively develop the objective of the lesson.	There is an attempt to select an extension activity, but this attempt does not further learning. OR Extension activity is only used to eat time. OR Extension activity is not challenging for scholars that are excelling.	There is no attempt to challenge higher-skilled scholars.
<i>Tenacity</i>	Relentlessly follows up with struggling students with personal attention so they all reach proficiency. Has keen attention to scholars with special needs and supports them throughout the lesson and beyond.		Takes responsibility for students who are not succeeding and gives them extra help.	Makes an attempt to take responsibility for students who are not succeeding, but it is not successful OR pushes the work on to another team-member to support the scholar.	Does not attempt to follow up with struggling scholars OR follows up with scholars but has a negative tone or attitude towards the support provided.
<i>Scholars with Special Needs</i>	Teacher integrates scholars with special needs in to the class seamlessly. All required accommodations and modifications have been met. All scholars have access to the general education curriculum.		Teacher fails to follow one required accommodation/ modification for a scholar with special needs, but it does not have a significant impact on scholar learning.	Teacher fails to follow more than one required modification/ accommodation for a scholar with special needs or fails to follow one that significantly impedes learning.	Scholars with special needs do not receive required accommodations/ modifications. OR Teacher seems unaware of needs of scholars.
<i>Teacher</i>	The teacher views planning changes to volume, rate, complexity for		Teacher demonstrates the belief	Teacher does not clearly demonstrate the	Teacher does not

<i>Mindset</i>	both low skilled and high skilled scholars as an integral part of the planning and execution process	that all scholars can excel with appropriate support.	belief that all scholars can excel with appropriate support.	demonstrate the belief that all scholars can excel.
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Section E: Achievement for All Scholars

9: Meeting the Needs of ALL Scholars

Notes: 1) Co-Teaching models include: Station teaching, Team Teaching, Parallel Teaching, One Teach One Support, Alternative Teaching and One Teach, one Observe

***This section is under construction. An update to be introduced by the end of September 2012.*

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
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9b: Co-Teaching and Teacher Collaboration

<i>Co-teaching Models</i>	Co-teaching teams consider and select the co-teaching model that will best meet the lesson objective and plan for the model that will best meet the needs of the students in relation to the objective. The model used aligns with the length, complexity, and prior-knowledge of scholars in relation to the lesson objective.				
<i>Technique – teaching at the “Poles”</i>	Teachers effectively work at opposite ends of the room when appropriate; at the “poles” from one another to maximize coverage of the class and share responsibility for meeting the needs of all scholars.				
<i>Technique – Communication during Teaching</i>	Teachers effectively pause after giving directives, making eye-contact with co-teacher before moving on in the lesson. This is done seamlessly to allow for teachers to work with one another to address misconceptions and use “teachable moments” to ensure all scholars are learning.				

Section E: Achievement for All Scholars

10: Overall Outcome: Scholar Learning

Notes:

- Scholar learning should be assessed based on a post-lesson review of exit ticket data or independent work or a close scan of scholar work during the lesson. If they were not, it is the at the observers discretion to determine if another element of the lesson can be assessed as a measure of “outcomes.”
- If the objective for the lesson is *not* sufficiently rigorous, the maximum score the lesson can receive for student learning is a 3.
- Observers will need to apply professional judgment in noting whether the outcomes of the lesson demonstrated effective progress towards mastery when % scores do not apply to the measure used in “outcomes.”

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Outcomes</i>	At least 95% of scholars master the objective as measured by Scholar work on the exit ticket or collected work illustrates exemplary mastery of both learning process and outcomes. (ie matches expectations as defined by the standard of excellence).	At least 85% of scholars master the objective as measured by Scholar work on the exit ticket matches the quality of work defined by the teacher.	75-85% of scholars master the objective as measured by Most scholar work on the exit ticket or collected work illustrates exemplary mastery of both learning process and outcomes.	65-75% of scholars master the objective. Only a few samples of scholar work on the exit ticket or collected work illustrates exemplary mastery of both learning process and outcomes.	Fewer than 60% of scholars master the objective. The majority of scholar work on the exit ticket or collected work is unacceptable OR the objectives of the lesson were not met.
<i>Overall Evaluation</i>	This lesson was an outstanding use of instructional time, was standards-aligned, and met the needs of the scholars in the classroom. This resulted in exceptional levels of student learning for all scholars.	This lesson was an effective use of instructional time and resulted in significant student learning for almost all scholars.	This lesson was a good use of instructional time and resulted in solid student learning for most scholars.	This lesson failed to effectively teach important concepts to a significant minority of the class (at least 25%)	This lesson resulted in little student learning.

Section F: Consistency and Growth

Notes:

This section of the rubric is not based on a single in-class observation. It is meant to be completed by the teachers' coach, and should represent the overall execution of lessons based on informal classroom observations and feedback cycles related to those observations.

For the purposes of this Rubric, this category takes the following in to consideration:

- Weekly Observations
- Implementation of feedback on Lesson Observations
- Coaching Meetings and other Professional Development

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Consistent execution of best teaching practices</i>	Teacher consistently demonstrates a pattern of growth through his/her execution of lessons without variability. Lessons are executed with overall Coherence, Predictability, and with Adjustments as needed to strengthen lessons in real time.	Teacher demonstrates a pattern of growth through his/her execution of lessons with limited variability. Lessons are executed with overall Coherence, Predictability, and with Adjustments as needed to strengthen lessons in real time.	Teacher demonstrates a pattern of growth through his/her execution of lessons with some variability. Lessons are not reliably executed with Coherence, Predictability, or with Adjustments as needed to strengthen lessons in real time.	Observer can expect to see inconsistent execution of lessons. OR Teacher is not implementing feedback from previous lessons into execution on a regular basis. OR Teacher is unable to execute on planned lessons due to flaws in execution including, but not limited to not adhering to the schedule, or disproportionate teacher talk time.	Teacher does not consistently execute rigorous lesson plans. OR Teacher does not follow planned lessons in class, and execution does not align with LPs.

APPENDIX B2

Not Applicable: Not a High School

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

APPENDIX B3

Not Applicable: Not a High School

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

APPENDIX C

INSTRUCTIONAL CALENDAR

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

PAVE SE RALEIGH
MASTER CALENDAR; 2015-2016



PAVE Academy SE Raleigh Charter School: 2015-16 Calendar

Total Days of School for Students: 200

Month	Week	Assessment	UNIT	KEY ACTIONS
Aug	1	August 3 rd - Commence 2-week Teacher Training Institute		
	2	Teacher Training Institute		
	3			August 17 th -First Day of School
	4	August 17 th - First Day of School		Coaching meetings commence
	5			Build schedule of observations Prepare Baseline Assessment
Sep (7 th ; Labor Day)	6	Baseline Assessment	Culture	Unit #1 Preview
	7	Fountas and Pinnell Reading Assessment #1	Culture	Leadership team; Baseline Observations Data Analysis Meetings Baseline Assessment
	8		Unit I	Baseline Observations
	9		Unit I	Goal Setting with teachers
Oct (12 th ; Columbus Day)	10		Unit I	Goal Setting with teachers
	11		Unit I	
	12		Unit I	
	13		Unit I	UNIT #2 Preview
	14		Unit I	
Nov	15		Unit II	Create schedule for IA's
	16		Unit II	Teachers make IA#1 predictions Send out IA Schedule
	17	Interim Assessment #1	Unit II	Audit IA Administration
	18	November 23 rd -27 th Vacation		
	19		Unit II	Data Meetings for IA#1
Dec	20		Unit II	Reteach IA#1 week Send Assessments to Dowd
	21		Unit II	UNIT #3 Preview
	22	Fountas and Pinnell Reading Assessment #2	Unit II	
	23	December 23 rd (12:00)- Jan 1 st - Winter Holiday		
Jan (18 th ; MLK)	24			
	25		Unit III	Midyear Meetings
	26		Unit III	Midyear Meetings
	27		Unit III	Midyear Meetings
	28		Unit III	Prepare IA #2 Audit IA Prep Send out IA Schedule Teachers make predictions for IA#2
Feb	29	Interim Assessment #2	Unit III	UNIT #4 Preview

PAVE SE RALEIGH MASTER CALENDAR; 2015-2016

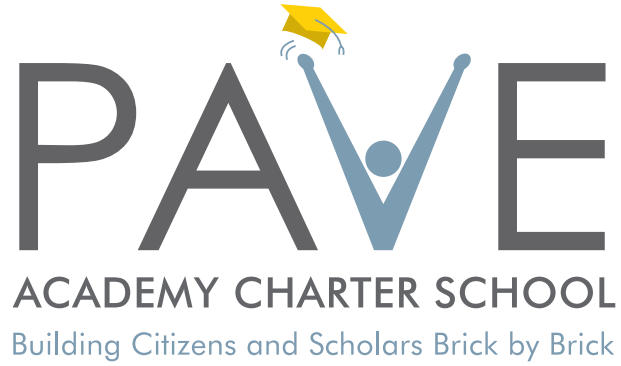


	30		Unit III	
	31	February 15 th -19 th - Mid-Winter Holiday (no school)		
	32		Unit IV	Data Meetings for IA#2
Mar (25 th : Good Friday)	33		Unit IV	Reteach week for IA#2
	34		Unit IV	
	35		Unit IV	
	36	Fountas and Pinnell Reading Assessment #3	Unit IV	UNIT #5 Preview
Apr	37		Unit IV	
	38		Unit V	Prepare IA#3 Send schedule for IA's Audit IA Prep Teachers make IA#3 predictions
	39	Interim Assessment #3	Unit V	
	40	April 25 th -29 th - Spring Break (no school)	Unit V	
May (30 th : Memorial Day)	41		Unit V	
	42		Unit V	Data Meetings for IA #3
	43		Unit V	EOY Observations Reteach IA #3 UNIT #6 Preview
	44		Unit VI	EOY Observations
	45		Unit VI	EOY Observations
June	46		Unit VI	
	47	Fountas and Pinnell Reading Assessment #3	Unit VI	Send schedule for IA's Audit IA#4 Prep Teachers make IA4 predictions
	48	Interim Assessment #4	Unit VI	EOY EVALUATION MEETINGS
	49	June 29 th : Last Day of School (Students)	Unit VI	EOY EVALUATION MEETINGS
July	50	July 1 st : Last Day of School (Teachers)		

APPENDIX D

STUDENT HANDBOOK

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL



Student and Family Handbook 2013 - 2014

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THE MISSION OF PAVE ACADEMY

PAVE Academy Charter School (PAVE) prepares Kindergarten to 8th grade students to thrive in competitive high-schools and 4-year colleges. PAVE provides the children of Brooklyn with a rigorous academic program and a school community built on the core values of **P**erseverance, **A**chievement, **V**ibrance, and **E**xcellent Character (PAVE).

PAVE ACADEMY CORE VALUES

Perseverance: We never lose sight of our aspirations or give up, especially in the face of adversity. Everyday is a new day.

Achievement: We set high aspirations for both today and tomorrow. We understand that achievement is a product of every choice we make at each moment in the day. We build on our successes and failures—brick by brick.

Vibrance: We engage in our passions and celebrate our achievements. We live life with purpose and vigor. Our enthusiasm is evident and we encourage both ourselves and others.

Excellent Character: We hold ourselves to the highest moral standards and are honest and respectful citizens and scholars. Our actions represent ourselves, our families, our school, and our community.

Parent's Commitment to Excellence

I fully commit to PAVE Academy by upholding the four values as outlined below:

Perseverance – *I am determined to help my child become a scholar, and I will always encourage him/her to work hard in all things regardless of how difficult it might become:*

I will make sure my child arrives every day by 7:45 a.m. (Mon. – Fri.) or boards a bus at the scheduled time and will stay until at least 3:45 p.m. Monday through Thursday and 1:45 p.m. on Fridays. School Starts at 7:50 am!

I will ensure that my child attends every day of school for all of the required hours.

I will offer constructive feedback and suggestions for improving the school when given parents surveys.

I will attend all parent meetings and conferences scheduled for my child.

Achievement – *In everything I do, I will support the development of my child in becoming a scholar:*

I will work with my child in the best way I know how, and I will do whatever it takes for him/her to learn, including checking his/her homework every night as well as reading and signing all of the necessary paperwork each night.

I will do my part to ensure that my child completes his/her homework every night.

I will encourage my child to spend quality time studying for every test.

I will help my child organize his/her school work and book bag regularly.

I will help my child, to the best of my ability, take advantage of every moment he/she has to learn something new by: listening to them read on a regular basis, taking them to educational activities and places in the community (including the library), and constantly looking for ways to challenge them academically.

Vibrance – *I will encourage my child to have fun at school and to enjoy the precious gift of education:*

I will encourage my child to appreciate the times when fun activities are planned.

I will allow my child to go on PAVE Academy field trips that he/she is eligible to attend.

I will do my part to make PAVE Academy a fun place to learn.

I will encourage my child to actively participate in class.

I will celebrate my child's success both in academics and behavior.

Excellent Character – *I understand that my child and I are members of the PAVE team, and I will always support that team:*

I will encourage my child to respect his/her classmates in both words and actions, and will hold my child accountable when he/she disturbs the learning of other scholars.

I understand that my child must follow the school's rules so as to protect the safety, interests, and rights of all individuals in the classroom. I, not the school, am responsible for the behavior and actions of my child.

I will ensure that my child comes to school every day in his/her complete uniform and looking like a scholar.

As an integral part of the PAVE team, I will do my best to be involved in the school community.

I will always make myself available to the school and any concerns they might have. This also means that if my child is going to miss school, I will notify the school as soon as possible.

I will encourage my child to be honest in every thing that he/she does, and will only assist my child with homework by helping, not doing his/her homework.

I will model respectful behavior when at the school and dealing with teachers and staff.

Failure to adhere to these commitments could cause my child to lose various privileges, face consequences, and/or be permanently dismissed from PAVE Academy.

X _____ Date _____

Printed Name _____

Logistics

Academic Calendar for 2013 - 2014

August 29	Back to School Night at 5:30 pm
September 3	1st Day for Kindergarten
September 4	1st Day for 1 st – 4 th Grade Students
October 14	No School - Columbus Day
November 1	Progress Reports Sent Home
November 5	No School – Election Day
November 25 - 29	No School – Thanksgiving Break
December 3	Report Card Night – Noon Dismissal
December 23 – January 5	No School – Holiday Break
January 20	No School – Martin Luther King Jr. Day
February 7	Progress Reports Sent Home
February 17-21	No School: Mid-Winter Break
March 18	Report Card Night – Noon Dismissal
March 31 – April 4	New York State ELA Test and Makeups
April 17 – 18	No School – Easter and Passover
April 21	No School – Easter Monday
April 28 – May 2	New York State Math Test and Makeups
May 12 - 16	No School – Spring Break
May 26	No School – Memorial Day
May 30	Progress Reports Sent Home
July 3 - 4	No School – Independence Day
July 18	Last Day of School For Scholars

Hours of Operation

Traditional School Year

Monday – Friday

7: 20 a.m. (Doors Open) 3:30 p.m. (Student Dismissal)
7:50 a.m. (Class Begins, students considered late after this time)

Early Release Days: Students will be dismissed at 12:00 noon on early dismissal days. Parents will be notified about the changes in after school programming for those days. Busses will leave from the school at 12:00 noon.

(See school calendar for specific days identified as Early Release Days)

***The School is not responsible for students who are dropped off before the identified time at which schools doors are opened. Parents/guardians are expected to wait with their children until the school doors are opened, as the children will be unsupervised until this time.

School Culture

ATTENDANCE/LATENESS POLICY

Attendance is the first step in promoting academic achievement. In order for students to reach their personal best, they must show up and make their strongest effort at school each and every day. At PAVE Academy, attendance is mandatory. Our curriculum is a rigorous one; every day is essential for students to keep pace. Excessive absences will be considered a violation of the Family-School Contract, and students who miss an excess of twelve (12) days of school may not be promoted to the next grade.

Absences

All Absences:

“Excused” and “Unexcused” – Are Still Considered Absences: Any day your child does not attend school is considered an absence. Student illness (with doctor’s note), a death in the family, or religious holiday (with parent/guardian’s notes) are all considered absences at PAVE Academy. While we appreciate a call or note from a parent/guardian or doctor explaining the absence, the student is still considered (and marked) absent from school.

Students must be in school for 4 consecutive hours to be considered present. This means students must arrive on time and remain in school until at least 11:30 am or arrive by 11:30 am and remain until the end of the day to be counted present.

Excused Absences:

Death of immediate family member (parent, grandparent or sibling)

Contagious Illness with official doctor’s note

Never Miss School for Appointments – Families are responsible for scheduling medical appointments outside of school time. The best times are Friday afternoons (after 1:45 p.m.) or days when school is not in session. In the rare case when a student has a medical appointment during school, he or she should not be absent for the entire school day. **Families are expected to bring students to school (in uniform) before or after scheduled appointments.**

If a student misses school due to a contagious disease (ex: chicken pox, pink eye), he/she may not return to class until he/she is cleared by the school nurse. Extended illnesses require official written notice from the physician, **this doctor’s note should be brought to the office manager. A student missing consecutive days (2-3 days in a row) or more than 10 days of**

school may jeopardize promotion to the next grade and/or re-enrollment to PAVE for the next school year. Must bring in note.

Field trips and class trips are considered an extension of the classroom curriculum and students who choose not to attend will be counted absent. Students who cannot attend the trip for behavioral reasons are expected to attend school and will be placed in another classroom so they can continue learning.

Arrival:

The school officially opens to students at 7:20 a.m. each day. All students and families should enter the school through the building's side entrance off Walcott Street.

Students arriving before 7:20 a.m. MUST be supervised by a family member or another designated guardian and cannot be "dropped off" or left alone before 7:20 a.m.

3. Parents/Guardians should not be entering the building with their children during the breakfast period (prior to 7:50 a.m.).

Students arriving late (after 7:50 a.m.) should report directly to the PAVE Main Office, Room 238.

Any student arriving after 7:50 a.m. will be considered late.

Unless students and families have made an appointment with individual teachers or other staff before hand, students and families must remain outside the building until 7:20 a.m. At that time, students may enter the building for breakfast.

Dismissal:

Monday through Friday, the school day officially ends at 3:30 p.m. Students who are in need of extra help to reach mastery may be required to stay for mandatory tutoring until 5:00 p.m. at the discretion of the Principal.

Unless students depart on school-provided buses, families should arrive for pick up outside the gate at the first floor entrance on Wolcott St. **no later than 3:50 (Monday – Thursday) and 1:50 (Fridays).**

No student will be allowed to leave the school without a designated guardian.

Families MUST submit a release form (provided in August) listing the names and information for any

individuals, over the age of 18, besides parent/guardians, who regularly are authorized to pick up their children. **Persons not listed on the Release Form (Blue Card), or under the age of 18, will not be permitted to pick up the child from school.**

Any student who remains on campus after the dismissal time may be taken to the local precinct. Parents/guardians will be notified if students are not picked up at the designated time. The office manager or Dean of Students will contact the parent and others on the blue card to have the student retrieved. If students are not picked up by the end of business, they will be escorted to the local precinct. Parents who are habitually late must meet with the Dean of Students and the Principal to solve any issues.

Early Dismissal:

Students are expected to stay in school until the very end of the day – 3:30 pm

Early pickups are disruptive to the learning environment. Since we are intently focused on paving the way to college success, we do not promote release of students prior to the end of the school day without prior notification. Please note that departures, which occur before 11:30 a.m. will result in the student being marked absent for that entire day.

Requesting early dismissal on a frequent, non-emergency basis is highly disruptive and will be noted as possible truancy. You must call the Office Manager at PAVE's general number to notify the school of an early dismissal.

Keeping Track of and Follow Up on Student Absences:

PAVE Academy will keep records of all student absences. If a student misses school repeatedly, PAVE staff will contact the student's parent/guardian by telephone, writing, or in person. Staff will explain the school's strict attendance policy and request the parent's/guardian's strong support in enforcing this policy. The Dean of Students and Families and/or the school Social Worker will follow up with parents/guardians about attendance issues.

Attendance – Consequences for Absences:

Included in our attendance policy are consequences for absences, both positive and negative. They are outlined below:

No Absences in a Trimester: The child and family are congratulated and recognized for exceptional attendance and commitment to their education.

No Absences in a school year: PAVE recognizes perfect attendance for school years to celebrate this remarkable achievement!

Three (3) Absences in a Trimester: If a student is absent three times in a Trimester, it is considered a serious issue. **At this point, the parent/guardian may be called to the school to meet with the Dean of Students and Families.** At the meeting, the problem will be discussed and an attendance plan will be developed.

Six (6) Absences in a Trimester: If a student is absent six times in a trimester, it is considered a serious issue. **At this point, the parent/guardian will be called to the school to meet with the Dean of Students and Families.** At the meeting, the problem will be discussed and an attendance plan will be developed

Twelve (12) Absences in a Year: If a student is absent twelve times in a year, the student is considered a truant. After twelve (12) absences, families will be contacted by the school Social Worker. **At this point, the student is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the Dean of Students and Families and the Principal. The Principal reserves the right to retain any student who misses more than twelve days of school. In addition, a report may be filed with the Department of Children and Families.**

Twenty (20) Absences in a Year: If a student is absent twenty times in a year, the student will be considered a habitual truant. **At this point, the school administration will file a written complaint**

with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. The PAVE Board or Board Designee is required to submit an annual report to the State Department of Education that reports the number of habitual truants at PAVE Academy Charter School.

Lateness

Attendance – Lateness:

Our doors open at 7:20 a.m. each morning. Students must arrive between 7:20 a.m. and 7:50 a.m. **Students arriving after 7:50 a.m. are considered late.** In cases when a school bus arrives late, those students riding the bus are not considered late.

Consequences for Lateness: The following is an outline of consequences for lateness:

No Late Arrivals in a Month – The child and family are congratulated and recognized for being “on time” and for their true commitment to education.

Three Late Arrivals equals one absence – 3 late arrivals will equal 1 absence.

After 9 Late Arrivals – 9 tardies = 3 absences. After 9 tardies, parents will receive notice of the lateness issue from the Dean of Students and Families.

15 Late Arrivals in a Year = 5 absences - If a student is late fifteen times in a year, it is considered a serious issue. **At this point, the parent/guardian will be called to the school to meet with the Dean of Students and Families.** The problem will be discussed and an “On Time” plan will be examined.

Excessive lateness is a truancy problem. Please remember: If a student is absent twelve times **the student will be at risk of not being promoted to the next grade. Similarly, if a student is habitually late, he/she may be at risk of not being promoted to the next grade.**

Vacations:

In an effort to help families plan vacations and trips, the PAVE school calendar is included earlier in this handbook. Cooperation in not scheduling family trips during school time is greatly appreciated. Absences due to family trips during school time are considered unexcused and students will be penalized for the work missed. Parents are strongly encouraged to plan family trips during scheduled holidays; this demonstrates your commitment to our mission of excellence in preparing your child for success in college.

AWARDS

The purpose of the awards system at PAVE Academy is to recognize those students who participated and/or excelled in various facets of the school program throughout the school year. Awards are given for students/classrooms that demonstrate excellence in both academics and character. The awards at PAVE include, but are not limited to:

Homework Trophy: The homework trophy will be given to one class in grades K-3 each week at our community meeting. Teachers will track the amount of days that 100% of students turn in 100% of homework. The classroom with the most days of 100% homework will earn the homework trophy for the week.

PAVE Brick Award: Each week, 1 student from each classroom will be recognized as the PAVE Brick Winner. The Brick winner will have demonstrated exceptional behavior and academics throughout the week.

Prompt and Present Awards: Students who have been on time (before 7:50 a.m.) and present every day in a given month, will be recognized in their classroom for their outstanding accomplishment.

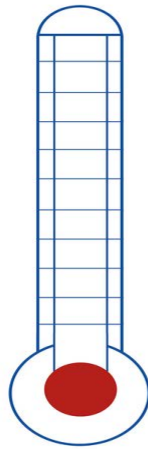
Nondiscrimination and Anti-Harassment Statement

PAVE is committed to providing an environment free from unlawful discrimination and harassment. No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function.

BEHAVIORAL EXPECTATIONS

Kindergarten Through 2nd Grade Behavior Thermometer: In Kindergarten through 2nd Grade the scholars use a behavior system called the thermometer. The thermometer measures behavior and ensures that scholars are reminded when they need to “fix” their behavior. The thermometer is color coded:

Super Green = Exemplary Behavior,
Green = Good Behavior,
Yellow = Warning, minor misbehaviors
Orange = Warning, repeated misbehaviors
Red = Consequence, repeated misbehaviors, phone call home
Blue = Consequence, serious misbehavior, referral to dean



3rd and 4th Grade - Merits and Demerits:

MERITS

Teachers recognize students to help them develop the habits, manners, and actions that will help them to be successful. We expect scholars to treat all people with respect. We reward scholars that go “above and beyond” with merits, or clip moves toward the green. Merits are given at teacher discretion, and only for actions that go above and beyond basic expectations.

DEMERITS

Students whose behavior in school is unproductive or counter-productive will earn a demerit in 3rd and 4th Grade. Clip Moves/Demerits can lead to consequences, and serve to inform scholars about their behavior and choices.

Level 1 Misbehaviors = 1 Clip Move/1 Demerit

These include but are not limited to:

Not following along
Yelling in response to a question
Out of seat without permission
Misuse of furniture

Level 2 Misbehaviors = 2 Clip Moves/Demerits

These will result in a consequence such as lost recess.

These include but are not limited to:

Profanity
Defiance
Disrespect to Peer
Disrespect to adult
Throwing an object
Phone or electronics

Level 3 Misbehaviors = Referred to Dean

These will result in a referral to the Dean and in further consequences (including suspension)

These include but are not limited to:

Repeated level 2 behaviors
Gross defiance or disrespect
Bullying, taunting and laughing at a peer
High-level profanity
Slurs about gender, race, ethnicity, etc.
Threats to others
Destruction of school property
Running away from adults
Climbing furniture
Fighting
Other dangerous, violent or bullying acts

Level 4 Misbehaviors

These will result in a serious consequence (long term suspension and possibly expulsion)

These behaviors include but are not limited to:

Arson
Extortion
Possession of a weapon
Possession of drugs or alcohol

Each day families will be notified on which color their child ended the day. You must sign their homework packet cover sheet to acknowledge their level.

While PAVE Academy works diligently to ensure students are following directions and demonstrating exceptional character, there are times when more drastic measures need to be put in place. Behaviors that can lead to immediate suspension are as follows:

- Physical Assault of a staff member, adult, or another student
- Inappropriate/Derogatory Language or Gestures
- Destruction or Theft of Property
- Inappropriate Touching

Students who are referred multiple times within a month will have further consequences. After 2 referrals a parent may have to attend a meeting at the school

Students who have accumulated an excessive number of Suspensions are putting themselves in jeopardy of losing their opportunity to continue at PAVE Academy Charter School.

CODE OF CONDUCT

In addition to the behavior expectations and level of misbehavior set forth above, the School's Code of Conduct is further explained below.

Overview

Student disciplinary offenses are those actions or inactions that violate the School's Student Disciplinary Code ("Code") or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

- A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds.
- School-related disciplinary offenses may also include misconduct outside the school that reasonably could affect the school or learning environment. School administration will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:
 - The student's age and maturity level;
 - The nature and seriousness of the infraction and the circumstances which led to the infraction;
 - The student's previous disciplinary record;
 - The effectiveness of other forms of discipline;
 - Information from parents, teachers and/or others, as appropriate;
 - The student's attitude; and other relevant factors.

PAVE is not responsible for omissions in the Code. The School reserves the right to amend the contents and reissue this Code. Final authority on all matters rests with the administration and Board of Trustees when applicable. It is the responsibility of the student, parents/guardian, and staff to review this Code periodically. Should you have any questions regarding the Code, it is your responsibility to bring this to the attention of the school administration.

Rationale

The School is committed to incorporating respect, integrity and honesty into the educational environment in order to prepare students to be ethical members of their communities. Self-respect, respect for others, integrity and kindness in all endeavors will be required of educators and students alike.

At PAVE, practicing honesty, integrity and respect as part of educational efforts and social interaction will be considered elements of success as much as the more measurable hallmarks of other types of success, such as grades, awards, salaries, promotions and other tangible things.

All adult members of the School community will be expected to model qualities of honesty, respect, and integrity, as well as trust, perseverance, and striving for excellence, to further teach and encourage students to develop those qualities as well. Older members of the student body will model the same qualities to encourage younger students to incorporate them into their living and learning.

All members of the PAVE community shall be required to adhere to the following principles:

- Honesty will be required of all members of the School community.
- Respect for ourselves and for the members and resources of our School community will be reflected in the actions of leadership, staff and students.
- Integrity will be at the foundation of all decision-making processes.

PAVE acknowledges that there may be times that these values are not reflected in the behavior of members of its student body. It is for those circumstances that PAVE has adopted its Student Disciplinary Code.

STUDENT DISCIPLINARY CODE

Overview

Student disciplinary offenses are those actions or inactions that violate the School's Code. A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include misconduct outside the school that reasonably could affect the school.

The following list of actionable offenses is not exhaustive but provides examples of violations of the Code. The list may be modified from time to time and/or supplemented by teachers on PAVE's rules for classes and other school events.

School staff will be educated about, and trained to implement, the Code.

List of Certain Actionable Offenses:

1. *DISRUPTING THE SCHOOL ENVIRONMENT*

- 1.1 Arriving Late to School or Class: Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students may not be late to school or class. (Note that while students may not be suspended out of school or expelled for tardiness, they may not be promoted to the next grade if too much class time is missed.)
- 1.2 Cutting School, Class, Detention, or Mandatory School Events: Students are required to attend all classes, assigned detention, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission. In addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion. (Note that with respect to cutting school or class, students may not be suspended out of school or expelled. However, they may not be promoted to the next grade if too much class time is missed.)
- 1.3 Misbehaving on School-Provided Transportation: Students may not misbehave while walking to or from, waiting for, or riding on school-provided transportation, including the school bus. Please note that students are subject to temporary or permanent denial of school-provided transportation (in which case students and parents are responsible for travel to and from school) suspension and/or other consequences, depending on the circumstances. Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other students inappropriately, being disrespectful of others, or failing to follow the bus driver's instructions.
- 1.4 Blocking Access to any Part of the School Building: Students are not permitted to block access to any room or part of the school building. In addition to other disciplinary consequences, this offense may result in suspension and/or other consequences, depending on the circumstances.
- 1.5 Violating the Dress Code: Parents must pick up children who are not properly dressed for school or bring the missing Dress Code items to the school, as students may be suspended or not be permitted to attend class. Violations of the dress code also may result in additional disciplinary consequences.
- 1.6 Gum, Food, and Beverages: Students may not chew gum or eat or drink at unauthorized times or places.
- 1.7 Talking in the Hallway: Students are not permitted to talk in the hallway during period changes without permission from a teacher.
- 1.8 Disrupting Class and Preventing Teaching: PAVE can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class. In addition to other disciplinary consequences, this offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.
- 1.9 Arriving to Class Unprepared: When class begins, students must be prepared and have all necessary materials (books, paper, pen, pencil, etc.).

- 1.10 Failing to Complete Homework: Completing homework is essential to the success of individual students and the classroom community. Students are expected to complete all assignments on time.
- 1.11 Cheating, Plagiarism, and Copying Other's Work: Cheating or copying the work of others (or allowing other students to copy work) is unacceptable. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.
- 1.12 Failing to Submit a Required Signature: Students are required to secure the signature of a parent/guardian on homework assignments or school forms when requested.
- 1.13 Forgery: Students may not forge a signature. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.
- 1.14 Lying to a Staff Member: Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth.
- 1.15 Being Disrespectful toward a Staff Member: A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.
- 1.16 Being Disrespectful toward a Student: If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.
- 1.17 Possession of Inappropriate Property: Students cannot possess ipods, cell-phones, or other electronic equipment or games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.
- 1.18 Gambling: Gambling or betting is not tolerated. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.
- 1.19 Misbehaving Inside or Outside of Class: Misbehavior that violates this Code inside or outside of class (at School and/or on School grounds; participating in a School-sponsored activity; walking to or from School or a School-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from School or a School-sponsored activity) is not permitted. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 1.20 Sexting: A student may not send, receive or forward distribute pictures, video, or text messages of sexually suggestive nude or nearly nude images through the use of a cell phone or other electronic device. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

2. ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS

- 2.1 Causing Bodily Harm: Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school employee, or another person including with a weapon or dangerous object. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 2.2 Committing Assault or Assault and Battery: Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 2.3 Fighting or Unwanted Physical Contact: PAVE students may not fight with other students—from PAVE or any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 2.4 Play Fighting and Threatening: Play fighting and/or the use of threats threatens the safety of the community. Students may not play fight and/or threaten others. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.
- 2.5 Setting off a False Alarm or Making a Threat: Students may not intentionally set off a false alarm or make a destructive threat. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 2.6 Engaging in Sexual Activity or Inappropriate Touching: A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 2.7 Engaging in intimidating, or bullying behavior, including cyber-bullying: Bullying is defined as a series of acts or a single negative act (depending on severity) that involve(s) a real or perceived imbalance of power, i.e., where a more powerful (whether real or perceived) group of students, or an individual student engages in harassment of another student or students who is/are less powerful or perceived to be less powerful. Bullying can take many forms, including but not necessarily limited to the following three forms: 1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, and taking personal belongings); 2. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and 3. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

Cyber-bullying takes many forms, and is defined as online social cruelty or electronic bullying that involves the use of information technology, including e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately

harass, threaten or intimidate students. This includes but is not necessarily limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person (including but not limited to "sexting"); pretending to be someone else in order to make that person look bad. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

3. *POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECTS*

- 3.1 Possession or Use of a Firearm: Students may not possess or use a firearm. In compliance with Gun Free Schools Act, 20 U.S.C. § 7151, the School will expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the chief administering officer of PAVE may modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.
- 3.2 Possession or Use of a Mock Firearm: Students may not possess or use a mock firearm. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.
- 3.3 Using or Possessing a Weapon or Dangerous Object: Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or in his/her property. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 3.4 Arson: Students may not set a fire. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

4. *POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, AND TOBACCO*

- 4.1 Using or Possessing Drugs or Alcohol: Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the designated PAVE staff person by a parent or guardian with a doctor-signed medication authorization form. Students may not be in possession of prescribed or over-the-counter drugs. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 4.2 SELLING OR TRANSFERRING DRUGS OR ALCOHOL: Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.). This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 4.3 Using, Possessing, Selling or Transferring Tobacco Products: The use of tobacco is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

5. *HARASSMENT AND VIOLATIONS OF CIVIL RIGHTS*

- 5.1 Violating the Civil Rights of Others: Students may not violate the civil rights of others. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 5.2 Engaging in harassing behavior. Students may not engage in any form of harassing behavior. Harassment is defined as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to bullying, cyber bullying, sexting or other conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. In addition, students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 5.3 Abusive or Profane Language or Treatment: Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks). This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 5.4 Engaging in inappropriate use of social media: Students may not engage in conduct or communication that may harass or intimidate any members of the school community, or reasonably lead to a disruption of the educational environment. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

6. THEFT OR VANDALISM

- 6.1 Theft, Loss, or Destruction of Personal or School Property: Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- 6.2 Mistreatment or Inappropriate Use of Technology or School Property: Students must treat computers, printers, and other technology with care. PAVE does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

7. *FAILURE TO COMPLY WITH SCHOOL-IMPOSED CONSEQUENCES*: Students must comply with school-imposed consequences. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
8. *REPEATED VIOLATIONS OF THE CODE OF CONDUCT*: Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses.

Student Disciplinary Actions

DEFINITIONS

For purposes of this Code:

- "Short-term suspension" shall refer to the removal of a student from School for disciplinary reasons for a period of ten or fewer days;
- "Long-term suspension" shall refer to the removal of a student from School for disciplinary reasons for a period of more than ten days; and
- "Expulsion" shall refer to the permanent removal of a student from School for disciplinary reasons.
- "School property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within and around the School; or within a school bus or other school transportation

IN-SCHOOL DISCIPLINARY MEASURES

In-school disciplinary actions may be imposed by the Principal, or any staff member; provided in-school suspension and suspension of transportation may only be imposed by the Principal or the Board. In the event of the imposition of in-school disciplinary action, the following shall apply:

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and assigns an appropriate in-school disciplinary consequence.
- If necessary, the student is removed from class.
- Students/parents are responsible for transportation home when they are assigned to detention of in-school suspension.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.
- In-school disciplinary actions may include, but shall not be limited to, the following:
 - Detention
 - Loss of School Privileges

SHORT-TERM SUSPENSIONS

Short-term suspensions may be imposed by the Principal or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- The student is entitled to respond to the charges against him or her.
- The parent/guardian is notified of the imposition of short-term suspension by PAVE in writing. Written notice shall be provided by personal delivery or express mail delivery to the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language of the mode of communication used by the parents or guardian if known by PAVE to be other than English.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.

The School shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975) relating to short term suspensions.

LONG-TERM SUSPENSION AND EXPLUSION

The Principal or the Board may impose a long-term suspension.

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing by PAVE. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.

- The school sets a hearing date. The student and/or his/her parent/guardian are notified in writing of the:
 - charges and a description of the circumstances that gave rise to the hearing
 - date, time and place of a hearing
 - notice of the right at the hearing to:
 - be represented by legal counsel (at the student's/parent's own expense)
 - present evidence and question witnesses
- The Principal, or the designee of the Principal, shall serve as Hearing Officer and preside over the hearing. The Hearing Officer shall, within four school days of the hearing, issue a written decision to the student, the parent/guardian, and the school's Board. The decision of the Hearing Officer may be appealed to the School's Board or a committee of the Board. That determination shall be final.

GUN FREE SCHOOLS ACT

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the School, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

"Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled

The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency

proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

PROVISION OF SERVICES DURING REMOVAL

The charter school will ensure that alternative educational services are provided to a child who has been suspended or expelled to the extent required by law.

PAVE will provide alternative instruction to students who are suspended. The School will provide alternative instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school's choosing.

Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter another public school, PAVE does not have to, but may, provide alternative instruction for expelled students.

STUDENTS WITH DISABILITIES

General

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

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

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

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

Provision of Services During Removal

Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such

suspension. The School also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

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

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

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

Due Process

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

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

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

Compliance with the Child Find Requirements of IDEA

PAVE Academy Charter School will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom

environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

Compliance with Data Reporting Requirements of the IDEA

In compliance with 34 CFR §300.645, the School will submit an annual report to NYSED detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. For reports that are the responsibility of the district of residence, the School will make any necessary data available to the district in a timely fashion and will comply with 8 NYCRR §119.3, which details requirements for the "Charter School Report Card" and includes information relating to students with disabilities.

In compliance with 34 CFR §300.645, the School will submit annually the following reports by the dates noted: (1) PD-1C/4C: Dec. 13 - Count of Students with Disabilities Provided Special Education on December 2 and the Settings in which Students with Disabilities are provided services; (2) PD-5C: mid-July - Students Exiting Special Education ; (3) PD-6: Feb. 1 - Special Education Personnel; (4) PD-8: mid-July - Students with Disabilities Suspended for Disciplinary Reasons; and (5) SEDCAR-1: Mar. 1 - ASEP Request for IDEA suballocation.

The special education staff in conjunction with the Principal will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall be provided to the school district of residence and NYSED, as required.

BIRTHDAYS Each month student birthdays are celebrated on the last Friday of the month. This will not only help build the class community as a family, but be economically beneficial to families to avoid costly parties, as well as allow the students to celebrate their birthdays without disrupting the class' instructional day. **Parents/Guardians may come on the last Friday of every month from 2:50 – 3: 20 only. Parents will not be allowed in classrooms until 1:15 p.m. Only cupcakes and juice boxes will be allowed for the celebrations. Please do not bring party bags or candy.**

COMMUNITY MEETINGS PAVE Academy supports scholar's emotional growth by celebrating their achievements. One of the ways we celebrate our students is by holding weekly Community Meetings. The Community Meeting is a regularly scheduled time when students and faculty come together to explore and examine morals, values, ethics, and PAVE Academy's core values in our school community.

Community Meeting Expectations:

Students should be seated on the floor and legs should be criss-crossed

Hands should be folded in front

Students should sit in an upright, respectful position –SHARP Position

Students should sit quietly and be respectful of others

CORPORAL PUNISHMENT Corporal punishment is prohibited by PAVE Academy, is against the law, and will result in disciplinary action, up to and including immediate termination of employment.

If an employee becomes aware of an incident of corporal punishment, the employee must report the matter immediately to his or her supervisor or the Executive Director. Failure to report corporal punishment will result in disciplinary action, up to and including termination of employment.

TRANSPORTATION

Busing to and from PAVE Academy is provided by the New York City Department of Education. The Department of Education will generally provide busing for any student who lives between ½ mile and 3 miles from PAVE. However, the right to free transportation is also dependent on the student's good behavior while waiting for and riding on the school bus. Students must abide by all rules, regulations and policies of PAVE Academy, which are currently in effect and may be amended at any time in the future.

Poor Bus Behavior:

Bus drivers must focus on the road to make sure all students arrive to school and home safely. On the bus, students must remain in their seats with seatbelts fastened, sit silently, and follow all directions given by the bus driver. Students who behave poorly or do not follow directions on the bus compromise the safety of themselves and others. **Poor bus behavior may result in suspension or termination of transportation services. If your child is suspended from the bus, it will be your responsibility to arrange for alternative transportation.**

Bus Suspensions: Riding the bus is a privilege. Students will be suspended from the bus for the following infractions: fighting, jumping over seats, screaming, throwing objects, being out of the seat, general behavior that puts the driver or other students at risk.

TRANSPORTATION

The school uses a combination of transportation methods to transport students to and from the school.

New York City Board of Education Policies:

The Office of Pupil Transportation department will send a notice to you about your bus stop location, time of pick-up and drop off, and bus number.

WHAT HAPPENS IF...

- **You move during the school year?** Please contact the main office and ask to speak to the Office Manager. We will submit your new address to the Office of Pupil transportation department in order for your child to receive a new transportation assignment. Depending on the new address and its proximity to the school, your child's transportation options may change.
- **The bus is late?** Students are not marked "tardy" if their school bus arrives at school late. Call the bus company to file a complaint, and contact the Office Manager to have the dispatcher track the location of your child's bus.

Special transportation service for students with disabilities is stated in their Individualized Education Plan (IEP) or Section 504 Plan. Bussing needs, and feasibility of transportation will be solely determined by The Office of Pupil Transportation.

Denial of Transportation

We consider the school bus to be an extension of the classroom. That means that we have the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and may be denied transportation, either for the remainder of the year or for a temporary suspension. The student is expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Please note that parents are not allowed to get on the school bus or van to confront the driver, monitor, or any student. If parents have a problem with the school bus driver, monitor, or a student, they should inform the dean of students of the situation. School administration will then conduct an investigation into your complaint.

School buses and vans will drop students off at the school between 7:20 and 7:35 in the morning, and will bring students to their bus stops at 4:15 in the afternoon. The buses and vans will drop off and pick up students in front of the school's main entrance doors.

If you have any questions, comments, or concerns, The Office of Pupil Transportation department can be called at 718-392-8855.

Student Pick-Up

Parents/Guardians or their designees may pick students up directly from school at dismissal time. Parents should not go to the classroom to dismiss their students before the regular dismissal time as this is very disruptive to class.

Walkers

Families who have elected to have their child walk to and from school should notify the school accordingly. Please contact the Dean of Students, the office manager, and your child's teacher to ensure the validity of the request to have your student walk home.

Rules and Regulations:

Students must promptly obey the bus driver who has complete authority on the bus at all times.

Student "bus monitors" or chaperones must be obeyed at all times.

Students must enter and exit the bus in a quiet and orderly manner.

Students must be seated with seat belts secured before the bus leaves the bus stop.

Students must be seated with seat belts secured until the bus comes to a complete stop at the designated bus stop.

No food or drink is allowed on the bus (this includes candy).

Unruly conduct of any sort is unacceptable.

Students must be registered through The Office of Pupil Transportation to ride the bus.

Parents (or designated care-giver) must be on-time at the bus stop to pick up their child or have a designated parent authorized to pick up their child. **Students who are not retrieved at the bus stop will be returned to the school once the bus driver completes his/her original route. Parents will be contacted immediately to retrieve their child from the school.**

All rules, regulations, and policies stated in The PAVE Academy Family Handbook are in effect on the school bus.

Failure to comply with bus rules and regulations will result in the loss of privilege to ride the bus. Contact our Office Manager for more information and the related transportation forms.

Arrange Transportation Before Your Child Leaves Home:

Students will not be allowed to call home to check and see if they are being picked up. In addition, please do NOT call teachers in regards to student pick-up. Teachers rarely have access to their phones or emails during the day and will not be able to hear your message.

If you need to pick up your child or change your child's transportation for that day, your options are as follows:

Send in a Note – Send a note to school in your child's Homework Folder explaining the situation and telling who will pick your child up.

In an Emergency: Call the main office 718 858 7813 Before Noon – You may call the Office Manager by 12:00 p.m. Monday through Friday to change your child's transportation arrangements for that day. Unfortunately, we will not be able to deliver last minute notes/messages or changes to the designated time.

UNIFORMS

All students are expected to give proper attention to personal cleanliness and to dress according to the PAVE Academy Charter School uniform code. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and staff will exemplify and reinforce acceptable students dress and help students develop an understanding of the appropriate appearance of scholars as they PAVE their way to success in college. All students must come to school daily in the complete PAVE Academy uniform. If a student arrives to school out of uniform, parents/guardians will be notified and students will not be permitted to attend class until a parent/family member arrives with their complete correct uniform.

Students may not change out of the PAVE Academy uniform at any point during the school day.

Students must wear the PAVE Academy uniform on all school field trips, unless otherwise stated in writing by the Principal or the Dean of Students and Families.

GIRLS	BOYS
<p>All Products Listed are From Land's End:</p> <ul style="list-style-type: none"> Short Sleeve Interlock Polo in Chambray Blue (Must have embroidered PAVE logo) Long Sleeve Interlock Polo in Chambray Blue (Must have embroidered PAVE logo) Drifter Zip-Front Cardigan Sweater in Navy A-line Skirt in Navy Long Chino Skort in Navy Plain Front Blended Chino Pants Plain in Navy Elastic Waist Chino Pants in Navy <u>Solid</u> Black Shoes with Black Shoelaces 	<p>All Products Listed are From Land's End:</p> <ul style="list-style-type: none"> Short Sleeve Interlock Polo in Chambray Blue (Must have embroidered PAVE logo) Long Sleeve Interlock Polo in Chambray Blue (Must have embroidered PAVE logo) Drifter Zip-Front Cardigan Sweater in Navy Plain Front Blended Chino Pants Plain in Navy Front Blended Chino Shorts in Navy(acceptable Aug. 31st – Oct. 2nd and May 3rd – June 25th) <u>Solid</u> Black Shoes with Black Shoelaces
<p style="text-align: center;">All students:</p> <p>PAVE Academy logo must be present on all scholar's shirts and must be embroidered through Land's End.</p>	

Shoes:

Students may wear solid black sneakers with absolutely no color or logos on them. Students may not wear shoes with wheels or lights and may not wear boots during the school day, although snow or rain boots can be worn to and from school and during outdoor recess. Students must wear socks, and if the socks are visible, then they must be plain black, white, gray, or navy. Students may not wear sandals. Please by shoes that have non-marking soles.

Hats, Bandanas, Wave Caps, Earrings, Chains, and Braids:

Once students enter the school building, the wearing of hats, bandanas, or wave caps is not permitted. Hats, bandanas, or wave caps worn inside the school building will be confiscated. If earrings are worn, they must be simple studs only (no large, hoop, or dangling earrings). Chains must be worn underneath students' shirts at all times. Jackets, overcoats, or any clothing tied around the waist or neck is not permitted. Students may wear their hair in braids but are not allowed to unravel their hair during the school day as this is a distraction to our learning environment. Students may not wear disruptive jewelry, such as talking or beeping watches. Students may not wear bracelets or fake nails. Rings can interfere with young students learning proper handwriting so students may not wear rings in the primary grades.

Students who are out of uniform will not be permitted to attend class and will remain in the Dean of Students' office until the student is in uniform. If a student is wearing tights or an undershirt that is out of uniform, the child will be required to remove them and parents will not be contacted.

Purchasing Uniforms

School uniform shirts are available for purchase through Lands End. Families can call Lands End at 1.800.963.4816 or log on to their website at www.landsend.com. Please purchase your uniforms early because they often sell out in the weeks before school starts.

Bathroom Accidents

Parents of kindergarten students and of older students with a record of bathroom accidents are required to send an extra pair of pants, extra underwear, and an extra pair of socks to school, and the extra clothes will be kept in the child's cubby at school. Accidents sometimes occur during our long school-day, even for students who do not normally have accidents, and your child can quickly and easily change clothes only if parents have provided a change of clothes in their child's backpack. If a child has an accident and does not have a change of clothes, that child will be required to sit or stand in the office until someone can bring a change of clothes for the student.

Additionally, please consider donating your child's used uniform pieces when he or she outgrows them; this ensures that we have sufficient extra uniform pieces at school and will enable us to provide recycled uniforms at a lower cost to some families.

OTHER LOGOS: No logos, emblems, markings, designs, or insignias of any kind with the exception of PAVE logos (e.g., Levi's, Polo, Gap, Fubu, Tommy Hilfiger, Phat Farm, Sean John, etc.) are allowed on shirts, sweaters, pants, belts, shoes or socks.

PHYSICAL EDUCATION (P.E.): There is no gym uniform and students may not change clothes for P.E. If you are concerned about wear and tear on your child's uniform, we suggest you purchase multiple sets.

Other Uniform Requirements:	
<p>Fit: Clothing must be clean and fit appropriately. Shirts must be tucked in at all times. Excessively baggy pants, shirts, etc. are not allowed.</p> <p>Jewelry: We would prefer it if students did not wear jewelry. Large earrings, multiple chains or rings, and lots of bracelets distract from the uniform and learning environment. In addition, such items can get lost or stolen. If a student chooses to wear jewelry, it must be modest. Students may wear only one necklace, and it must be tucked neatly under their uniform shirt. If a student wears jewelry that the Dean of Students and Families considers excessive, then the student will be asked to remove it or it shall be held by the Dean of Students and Families for parent pick-up.</p> <p>Nail Polish: Students should only wear clear nail polish in all grades. In addition, artificial tips are not permitted at any grade, as they and colored nail polish distract from the learning environment.</p>	<p>Head Coverings: Students must remove all hats, head-wraps, bandanas, kerchiefs, and other head-coverings upon entering the building unless it is worn in accordance with a religious observation. Hats: Students are not allowed to wear baseball hats, scarves, head bands and bandanas in the building. Small clips or bands for the hair are permitted.</p> <p>Jackets: Students may not wear jackets inside the school building. If you are worried about your student being cold inside the building, he or she should wear a uniform sweater.</p> <p>Rain Boots: May be worn to school, but must be changed into solid black uniform shoes after arrival.</p> <p>Tights: Girls may wear tights but they must be navy blue or they will be considered out of uniform.</p> <p>Undershirts: It is preferred that students wear long sleeve shirts on cold days but in the case that you want your child with an undershirt, long johns or long underwear it must be solid white.</p>
All uniforms should be labeled with student name for easy identification.	

A students dress, grooming and appearance, including hair style/color, jewelry and nails shall:

Be safe, appropriate and not disrupt or interfere with the educational process.
Include footwear at all times. Footwear that is a safety hazard will not be allowed.
Not include the wearing of hats in the school except for a medical or religious purpose.

It is important to follow the uniform guidelines closely. Adhering to school policies teaches children respect and fosters a sense of responsibility. After a reminder to correct uniform violations, parents will be called to correct the clothing violation immediately. Uniform Infractions: A violation slip will be sent home for any uniform infraction. Violations must be corrected immediately as students are checked for their uniforms upon their arrival to school. A student is not permitted to attend class if they are not wearing the entire uniform. Students who repeatedly fail to comply with the dress code shall be subject to further discipline.

The New York State Dignity Act for All Students (The Dignity Act):

PAVE Academy Charter School ("PAVE") and the Board of Trustees ("Board") is committed to providing a safe and productive learning environment within the charter school. In accordance with New York State's "Dignity for All Students Act" ("DASA") the School is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students' ability to learn. This includes bullying, taunting or intimidation in all their myriad forms.

Students' Right

No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, the Charter School reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of Charter School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of Charter School students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator (DAC)

The School designates the Principal the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the DAC. A staff member who witnesses harassment or who receives a report of harassment shall inform the DAC. The DAC shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the IAL to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

No Retaliation

The Board and PAVE prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and Charter School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

BUILDING SAFETY AND SECURITY

PAVE Academy

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

CLOSED CAMPUS

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

STUDENT SEARCH AND SEIZURE POLICY

A student and/or the student's belongings may be searched by an PAVE staff member if the staff member has a reasonable suspicion that a search of that student and/or the student's belongings will result in evidence that the student violated the law or a school rule. The school reserves the right to remove items revealed in a search which are prohibited on school property or those which may be used to disrupt or interfere with the educational process. Legal items removed will be returned to parents who come to the school and request them, but will not be retained beyond the end of the school year. Illegal items will not be returned and may be turned over to law enforcement.

All school-related property always remains under the control of the School and is subject to search at any time. School-related property includes but is not limited to computers, lockers, cabinets, desks, bookcases, buses and other vehicles and items controlled or directed by school officials in the support of educational-related programs or activities. The school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place nor keep in a locker, desk or other school-related property any article or material which is of a non-school nature and may cause or contribute to the disruption of the mission of the school. The following rules will apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- a) School authorities will make an individual search of a student's locker, desk, or other school-related property only when there is reasonable suspicion that a student is in possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- b) Searches shall be conducted under the authorization of the Principal or his/her designee.
- c) Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed by school authorities.
- d) Searches of an individual will be made upon reasonable suspicion of wrongdoing. To the extent practicable, searches of an individual will be conducted in private by a school official of the same sex and with another witness present.

- e) Searches of students and school property may be conducted on school grounds or whenever the student is involved with or attending a school sponsored or related function, whether it is on school grounds or not.

FIRE SAFETY PROCEDURES

In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first month of school and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

FAMILY COMMUNICATION

It is vitally important that the school have methods of contacting parents or other family members at all times. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents are advised to notify the office of moves, changes of home or emergency telephone numbers, and/or places of employment.

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

HANDBOOK DISSEMINATION

PAVE will disseminate and publicize this Handbook by:

- Distributing the handbook to families at Back to School night in August before school begins each year and in student homework folders for families that do not attend Back to school night. PAVE Academy will also make the Handbook available at other times in the Main Office upon request.
- Providing all current teachers and other staff members with a copy of the Handbook and a copy of any amendments to the Handbook as soon as practicable after adoption.
- Providing all new employees with a copy of the current Handbook when they are first hired.
- Making copies of the Handbook available in the School for review by student, parents and other community members. Individuals who wish to be provided with a copy of the Handbook shall file a request with the Main Office.

PARENT INVOLVEMENT

Parental involvement in a child's educational life is critical to a child's success. We encourage parents to develop strong positive partnerships with the school.

Visiting Classes

Our school has an open door policy that allows parents to sit in on class during any time after the first few weeks of school. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After open house, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave. Parents need to sign in at the office before visiting a classroom and wear a visitor sticker while in the school.

Parent Conferences

Parent-teacher conferences are a crucial component of our educational program. Parents are expected to attend conferences after each of the first two report cards are sent home and at other times as requested by the classroom teacher or principal. Parent conference days are scheduled for November 14 and March 12. Parents should plan on attending a 30-minute conference during that school day or at a pre-arranged time before or after school during that week.

Parent Advisory Board

In addition to supporting their child and learning more about the school program, parents/guardians have the opportunity to contribute to the school via the school's Parent Advisory Board. Please contact the main office for contact information for the Parent Advisory Board.

General Information

BREAKFAST AND LUNCH PROGRAM

Breakfast is from 7:20 -7:35 a.m. Daily; Lunch is from 11:00 a.m. to 12:45 p.m. (depending on grade level) PAVE Academy Charter School is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. Breakfast will not be served after 7:35 with the exception of students who arrive late on the bus.

Through the NYS Department of Education, PAVE Academy provides both breakfast and lunch, which are consistent with the current Dietary Guidelines of America published by the United States Department of Agriculture. All families will need to complete a form that enables the school to participate in the free or reduced-price meal program. A variety of daily food choices are available for students during their regularly scheduled dining period. Parents need to notify the school nurse and PAVE's Office Manager of any food allergies or sensitivities that their child has regarding meals. Families may send lunch to school; however, students will not have access to a refrigerator or microwave. If you are sending lunch to school with your child, we ask that you send in nutritious foods that conform with the school's Healthy Food Policy (see Appendix). **Please do not let your child bring unhealthy drinks (Ex: sodas, kool-aid, and other juices heavy in sugar) or unhealthy snacks to school. Candy, gum, sunflower seeds and soda are not allowed at school for any reason. Please understand that these items will be confiscated and not returned. If you choose to send lunch, the entire lunch must be in one bag or a container labeled with the student's name and class.**

CHANGE OF ADDRESS

It is the responsibility of the parent/guardian to notify the school in writing of any changes of address (including email), phone numbers or medical information during the school year. This is extremely important in case of an emergency.

CHANGE OF CLOTHES

To ensure that your child is comfortable throughout their school day, all PAVE Academy Scholars (Kindergarten and 1st grade) must leave a change of clothing in school in case of an accident. This change of clothes should include: uniform pants, uniform shirt, socks, and all appropriate undergarments. All clothing must be labeled with your child's first name & last name initial (ex: Joshua H.) Clothing should be stored in a plastic 2-gallon bag, labeled with your child's full name & class. Please make sure your children are capable of cleaning and changing themselves in case of an emergency. PAVE Academy reserves the right to call parents in an event of an emergency. PAVE staff and parents **cannot** enter the student restrooms and will not be able to assist your child in cleaning or changing should an accident occur.

CHILD ABUSE AND MANDATED REPORTED STATUS Under New York law, school employees are “mandated reporters” of suspected child abuse, meaning that they are legally required to report suspected child abuse, maltreatment, or neglect, when they have reasonable cause to suspect that such abuse, maltreatment, or neglects has occurred or is occurring. You can also find more information on the website of the New York City’s Administration for Children’s Services, at the following URL: http://www.nyc.gov/html/acs/html/child_safety/mandated_reporters.shtml.

CLASSROOM PLACEMENT REQUESTS Classroom placement for each school year is a cooperative effort between teachers and administration. It is important to remember that the classroom teacher knows the students well and is sensitive to individual needs. The following criteria are used for placement: academic performance; boy/girl ratio; and social compatibility. Your child’s best interests are at the forefront of this decision. It is important that trust be placed in the school. PAVE academy will make classroom placement decisions in all cases.

COMPUTER & INTERNET USAGE

Internet Content Filtering Policy and Use of Technology Undesirable Materials: PAVE

Academy will take all possible precautions to restrict access to undesirable materials including, but not limited to, installing content filtering software/hardware solutions on its network or using an Internet provider which uses content filtering software on its equipment to screen all Internet web sites by URL and/or by keyword search. However, students must also accept responsibility for restricting access to these materials. Students who gain access to undesirable Internet materials must report this material to their teacher. **Security:** Students must not allow others to use their network accounts (both Internet and School accounts). Network storage areas may be treated like school lockers. Designated school personnel may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school file servers will always be private. **E-Mail:** Student use of email is not allowed in the Elementary Division.

Chat and User Groups: Student use of chat and user groups is not allowed without approval from the supervising teacher.

Copyright and Citations: Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it relates to education. Internet materials used in reports or other documents must be cited. If there is no direct citation, the Uniform Resource Location (URL) must be cited. The use of Internet sources without proper citation constitutes plagiarism. (Will be applicable to students in grades three and up).

Downloading: Downloading from the Internet without approval from the supervising teacher is not allowed. **Private Internet Providers:** Students may not use school computers to access private Internet providers.

EMERGENCIES PAVE Academy Charter School has an Emergency Planning Task Force Committee designed specifically to deal with emergency or crisis events, including: Medical emergencies, severe weather, fire, acts of violence and community disasters.

Closing of School: In case of severe weather that would cause the school to close, please listen to the local radio station or Channel 5 (Fox) or 7 (ABC) TV news for information. PAVE Academy will be closed for inclement weather including natural disasters when the New York Public School Schools are closed. Any exception to this will be announced over local media and the PAVE Academy phone tree.

FACULTY & STAFF Teachers in the Elementary Division are NYS certified and possess a minimum of a four-year college degree. All are highly qualified under the provision of No Child Left Behind. Each classroom in grades kindergarten through 3 is afforded two full-time teachers. The chain of command is as follows: Classroom Teachers; Dean of Students and Families; Principal, Executive Director.

Please address your concerns with the classroom teachers first. This is the level where most issues are resolved. It is inappropriate to discuss concerns with a volunteer or other parent. The classroom teachers are ultimately responsible for your child's well being at the school.

FIRE DRILLS PAVE Academy Charter School is required to conduct 12 fire drills throughout the school year. It is imperative that students understand the seriousness of the fire drills and behave accordingly. Talking, failing to follow an adult's directions or otherwise acting inappropriately during a fire drill will result in disciplinary action and a phone call home.

GOVERNANCE PAVE Academy Charter School is a non-profit corporation 501 (c)(3) chartered by the State of New York. The school is governed by a Board of Trustees whose purpose is to oversee the operation of the School with its stated mission. Specifically, reassessing and modifying these policies, carrying out a continuous evaluation of the school and overseeing the fiscal health of the school. The administration of the school policies is the responsibility of the Principal, who consults regularly with the Board of Trustees and attends all meetings of the Board as an ex-officio member. Trustee nominations are submitted to the Governance Committee of the Board that recommends future trustees in accordance with the Board of Trustees By-Laws. Scott Whitworth is the current PAVE Academy Board Chair and can be reached at scott@wmcapitalpartners.com

PAVE Academy complies with all provisions of the Open Meetings Law. Meetings are open to family members and other members of the public. Minutes from the meetings will be available to the public at the school upon request within two weeks of a regular meeting and one week of an executive session. PAVE Academy's full Open Meetings Policy is available upon request from the Principal.

HEALTH INFORMATION & THE SCHOOL NURSE New York State Law requires that students be up to date on immunizations and have had a physical in the past year to enter school.

Immunizations and physicals must be recorded on New York State Department of Education forms. Students who do not receive immunizations due to religious beliefs must have an Exemption Immunization Form completed and issues by a New York State Public Health provider to enter school. **School Nurse** A health office in PS 15 (Room 115) is available to all PAVE students each day that the school is in session. A Registered Nurse treats routine injuries and illnesses, communicates with parents, maintains and updates student health records, administers prescribed medications, and conducts health screenings according to school policy. When a student becomes ill at school, parents will be called and asked to pick up their child. Children who are ill should be kept home. Children with the following symptoms are considered ill:

Diarrhea
Fever
Vomiting
Green mucous discharge
Pink Eye
Sore throat/swollen glands
Bed bug bites
Lice and Ringworm***

**Diarrhea, fever and/or vomiting require a 24-hour symptom free period prior to returning to school. A student suspected of having pink-eye will be sent to the health office for evaluation. If the nurse feels the student has either viral or bacterial pink eye, the parents will be called and asked to pick up the child. Once antibiotic treatment has begun for pink eye, the child may return to school. Viral pink-eye does not require antibiotics, but a note from the child's physician is required to return to school.

***If your child is sent home with lice or nits, he/she may return to school when the condition has been treated by the recommended shampooing and removal of all nits. Students with this condition as well as other contagious conditions may re-enter school upon approval by the school nurse.

HEALTH POLICIES

PAVE Academy contracts with Lutheran Health Services to provide the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

If a student requires medication of any kind (including Tylenol, aspirin, allergy relief, and asthma inhalers), the student's parent/guardian must submit an Authorization to Dispense Medication form and must give the medication in the original container to the nurse or Office Manager. No medication may be taken to/in the classroom.

The parent/guardian of any student who is required to carry an asthma inhaler on his/her person must provide an Authorization to Dispense Medication form specifying that the student needs to carry the inhaler with him/her and a second inhaler that is kept in the nurse's office or with the Office Manager. PAVE Academy abides by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or not later than the 14th day of school. Parents/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Parents seeking to waive the immunization requirement should submit their request to the school nurse or Office Manager. The nurse will review the request and will advise the Principal, who will make the final decision on whether to grant the waiver request.

Medication & Other Services: Being healthy physically helps children learn more effectively. For this reason, it is important to have your doctor or health center look into any problem that your child may have.

Student medications should be given at home, either prior to, or after school hours, if at all possible. There are students, however, who may need to take medication in the school setting: those who take medication routinely, those who need medication during the recovery from an illness, or possibly the student who may need medication on an “as needed” basis. If your child requires medication during school hours, the school nurse will assist by administering medication. A completed Physician’s Authorization of Medication Form with a parent’s signature must accompany **any** medication to be given, prescription, or over-the-counter, other than Tylenol. This includes cough medicines, cold remedies, eye drops, inhalers, antacids, etc. This form remains at the school and is valid for the entire school year. Forms and medications are to be brought to the health office and given to the school nurse. Students are NOT to bring any medications to the nurse. The form may also be completed by the physician and faxed to the school.

* Families can get a copy of this form by calling or stopping by the school.

Additionally:

- School staff may not administer medication; however, with rare exception the nurse may designate and train staff to supervise and assist self-directed students with the taking of their own oral, topical, and inhalant medication.
- Prescription medication must be in a currently dated container with the student’s name, name of the drug, physician and instructions for use.
- All student medicines will be kept in a locked cabinet. The school will keep a detailed log of all medicines that are administered.

EpiPen Administration: In the event a student has a known life-threatening allergy, an emergency injection using an EpiPen may be needed in an extreme emergency. A physician’s Authorization Form must be completed with directions for use of the EpiPen. The EpiPen will go with the student when the student leaves the building for a school activity or field trip. Parents of students that have EpiPens are highly encouraged to accompany the class when their child is off school grounds. If an EpiPen is administered, 911 will be called immediately and parents notified.

HEALTHY FOODS POLICY

Student nutrition and health is of paramount concern at PAVE Academy Charter School. Good nutrition helps our scholars learn and climb the mountain to college! Poor eating habits can adversely affect student performance causing, among other things, a lack of focus, low stamina, and/or behavioral outbursts. Food and beverages of low nutritional value may not be brought into the school for consumption during breakfast, snack time, lunch, and any other time that students have access to food during the school day. Foods of low nutritional value and that therefore should NOT be brought to school include:

- Chewing gum, candy or shelled nuts/seeds (peanut, sunflower seeds, etc)
- Sodas/carbonated beverages
- Food and drink containing high sugar or other sweeteners
- Foods with high fat/salt serving ratio (e.g.: cookies, chips)

If students bring these foods of low nutritional value to school, the foods will be confiscated and students will not be allowed to eat them. See “Snack” on page 25 for a list of healthy food.

LOST & FOUND

Lost and found boxes are maintained in PAVE Academy's Main Office located in room 113. At the end of each trimester, unclaimed articles will be donated to the Salvation Army. The school invites parents/guardians to check the lost and found box when items are missing. **Please write all names on shoes, bags, and clothing to assist us in returning missing property.**

RECESS

Play is a vital part of the development of young children. Environmental education and outdoor play contribute to a child's health and overall development. Students will have recess built into their daily schedule after lunch. Recess will take place outside as weather permits. Recess is a vital part of a child's day as it develops gross motor skills, social skills, and allows the brain to refocus and recharge, thus increasing academic learning. Additionally, to enhance our curriculum, classrooms may take walking excursions to local parks, fire stations, businesses, etc. Students need to be dressed appropriately (outerwear according to weather) in order to participate in outdoor play. Missed homework or other misbehaviors could result in a loss of recess.

SCHOOL RECORDS

The school administration is in charge of student records. Parents/guardians wishing to examine a child's record, should submit a request in writing to the Executive Director or Director of Operation and Finance. Within five business days of receipt of a written request, the school, depending on the requested information, responds by:

- Making the information available at the school itself during normal business hours to the person requesting it.
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; or
- Denying the request in writing.

PAVE Academy complies with the Freedom of Information Law. Freedom of Information records requests are addressed under the school's Freedom of Information Policy. PAVE Academy also has policies in place to comply with all provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Please see the Annual Notice of Rights of FERPA found at the end of this Handbook for more information.

PAVE Academy also recognizes its responsibility under the Local Government Records Law to ensure the orderly retention and disposition of the School's student records. PAVE Academy shall arrange to provide translations of this notice to non-English speaking parents in their native language.

SCHOOL SCHEDULE

PAVE Academy Elementary School operates from 7:20 a.m. until 3:30 p.m., Monday through Friday.

At back to school night you will receive a supply list from the school and PAVE will ensure all other school supplies needed for the classrooms. **Rolling backpacks are not allowed at PAVE Academy.** Please do not purchase a rolling backpack since these can be dangerous when used on staircases. Also, these book bags are often too heavy for small children. All other major school supplies brought from home (water bottles, backpacks, and lunch boxes) must be clearly labeled with names

using a permanent marker. **Please check backpacks and homework folders daily for communications from the school and/or your child’s teacher.** *Toys and other non-academic related items **are not** permitted at school. Individual classes may however allow for sharing times that relate to the curriculum, in this event, teachers will send advance notice home via homework folders.

SMOKE FREE ENVIRONMENT PAVE Academy Charter School maintains a smoke-free environment. By law there is no smoking within 20 feet of the school property line, in or near the school playground or in any of the local public parks.

SNACK

Snack time at PAVE Academy is used to promote healthier eating habits and is not a treat time. Brain research is quite clear that appropriate fuel for a child’s body promotes learning and attention. Please remember that snacks can **not** be refrigerated or microwaved. PAVE provides a healthy snack every day for scholars. If you are interested in sending your own snack, please consult the guidelines below.

The following is the approved list of snacks for PAVE Academy:

<p>Fresh fruits (apples, oranges, grapes, bananas) Mini individual fruit cups Fruit Leather or Fruit Roll-ups (* No Artificial) Pepperidge Farm “Cheese Fish” Graham Crackers Barnum’s Animal Crackers Fruit Snacks or Dried Fruits (* No Artificial) Mini Fruit Juices (not drinks; no Kool-Aid) Peanut Butter Crackers (*Only if there are no peanut allergies in your child’s class)</p>	<p>Mini Applesauce snack packs Raisins (Individual boxes) Gingerbread Cookies/Baked Gingerbread Soft Oatmeal Cookies Flavored Rice Cakes Granola Bars or Fruit “Breakfast Bars” (any flavor) Mini Banana or Blueberry Muffins Saltine or Town House Crackers Carrot Sticks or Mini Carrots</p>
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Please note: Unless otherwise stated by your child’s classroom teacher, peanuts and/or peanut products are NOT permitted, as this can be life threatening for children with peanut allergies.

STUDENT BELONGINGS

Students who disrupt class for any reason are violating school rules. This rule applies to students’ personal possessions; these items include, but are not limited to, game cards (Yu-gi-oh Cards, Pokemon Cards, etc.), trading cards (baseball cards, football cards, etc.), portable electronic games, toys, and portable electronic devices. Cell phones may be brought to school but must remain in the off mode and must remain in student backpacks at all times. Students who violate this rule will have their item(s) confiscated until the item(s) is picked up by a parent/guardian and will be subject to consequences. In addition, the School may, at its discretion, require a student to present a cell phone for inspection to ensure it is not being used inappropriately. Any student bringing a cell phone or other electronic communication device does so without the expectation of privacy regarding the phone or device. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

STUDENT RESPONSIBILITY

PAVE Academy emphasizes respect for the rights of others and their possessions. Borrowing and lending (paper, pencils and other supplies) are permissible, but students are continually reminded to be accountable and prepared. Damaging another student's property or taking another's possession violates a person's rights. It is understood that any damages or losses, whether it be accidental or not, will be acknowledged and reimbursement will be made by the individual family involved. *This includes the borrowing (and returning) of books from classroom libraries.

SUPERVISION OF STUDENTS

(Bathrooms, etc) All students who arrive to school before 7:20 a.m. must remain outside of the building supervised by their parent/guardian. At 7:20 a.m., students have breakfast and then are escorted to their classrooms by 7:50 a.m. to begin classes. Students are not permitted to walk around the school building. If a student must see a teacher, he or she must ask permission from the cafeteria monitor and wait for their teacher's arrival.

When students remain at the school after hours, they will be supervised and never be left alone without adult supervision. Unless otherwise noted, **Parents attending meetings at the school are responsible for their children's supervision while at school.** Students attending an off-site school function with their parents are under the supervision of the parent. It is important for the reputation of PAVE Academy in the community that inappropriate behavior be addressed by parents at these functions. Parents are expected to be punctual in picking up their children. Late pick-up creates hardships for supervising faculty and may result in your child being taken to the local precinct.

TELEPHONES

According to both PAVE policy and the Chancellor's regulations, students are not allowed to use school phones or cell phones in school or on school field trips. If a cell phone is used during school, rings during school, or is seen by a staff member, it will be confiscated from the student and only returned after a parent/guardian has come to the school to pick it up. Repeated violations of this policy may result in indefinite confiscation, irrespective of any costs or fees students and/or their families may incur as a result. In the event of an emergency, students may be allowed to use school telephones, but only at the discretion of school staff members. If we learn of improper use of the cellular phone during school hours students, disciplinary action may be taken.

Academic Policy

Educational Philosophy

PAVE recognizes that the acquisition of early literacy and numeracy skills in a highly structured setting in Kindergarten through the 3rd grade years is a critical component of the school's academic program. It ensures strong foundational skills in the core subjects: reading, language arts, writing, mathematics, science and social studies. PAVE has developed a comprehensive approach to embedding language and literacy into every part of the school day to extend and deepen each students learning. **The Elementary School (K-4):**

The Elementary Division of PAVE Academy encompasses children enrolled in grades Kindergarten through Fourth Grade. The program follows the PAVE Academy mission with a philosophy of providing an atmosphere to nurture the development of the whole child. It is designed to enhance all areas of development including cognitive, social, emotional, and physical growth. PAVE Academy strives to provide a stimulating environment in which each child can reach his or her maximum potential and develop a positive self-image. This approach, with high academic and social expectations, plus an appreciation of their inherent love of learning will best equip children with the skills upon which to base a successful school experience. Character Education is a focus as well. The early years promote appropriate "I-care" language to interact with peers and adults. Children are then equipped to resolve conflicts in the upper elementary school after receiving this strong foundation. PAVE Academy Charter School is committed to each child as he/she grows, develops and strives to be the very best person possible. As a community based school, we recognize Red Hook is an essential partner that ensures the success of our students as well as the success of PAVE Academy.

ACADEMIC GROUPING Academic levels in reading/language arts and mathematics are implemented through cluster grouping. The benefits include a more individualized pace of instruction, increased ability to enrich or remediate students as necessary, and the ability to utilize a great variety of resources and teaching strategies for a targeted group of students. The following criteria are used to determine placement of students:

- Academic performance
- Testing results (teacher generated, nationally normed tests, and/or standardized tests)
- Teacher recommendation
- Input from the Learning Specialist
- Input from the Principal for incoming students.

ASSESSMENTS & STANDARDIZED TESTING

PAVE Academy employs multiple assessments to monitor student progress, inform instruction, and ensure that all students succeed. Faculty work to ensure that assessments are not stressful times for students; rather, they are presented as opportunities to show off all that students have learned. The assessments include the Terra Nova (a nationally normed standardized test); Children's Progress

computer based assessment, and internally developed interim assessments. New York State assessments will begin in Third Grade and above and PAVE will work to ensure that all children are prepared for those and all other assessments. Teachers analyze the results to inform their instruction, identify students in need of extra help, and to assess the overall effectiveness of the school's curriculum. Results are shared with families through the report cards that are distributed three times each year at the end of each trimester.

PAVE Academy Charter School has a three trimester grading system with interim progress reports issued half way through each trimester. Final grades are entered on the student's permanent record.

FIELD TRIPS

Classes will be taking field trips as an integral part of their studies. Each time a trip is planned, parents will be notified in advance, describing the trip, date and time involved and the mode of transportation. Permission for each trip **must be signed and returned** before the student can leave on a trip. Field trips are an extension of the curriculum and are chosen to enrich the students' learning experience.

Parent volunteers are asked to chaperone field trips. All chaperones must attend a chaperone orientation with the Dean of Students. Chaperones must read and be familiar with the Field Trip requirements as follows:

- All chaperones (parents, guardians or other family members) must be at least 21 years of age or older.

- Unauthorized stops during trips are prohibited (i.e.: fast food restaurants, personal errands, etc). Providing food and drinks during travel is unnecessary and is not permitted. It is insensitive to others and therefore, unacceptable to purchase food, drinks, or souvenirs for students on field trips.

- Any inappropriate behavior must be reported to the classroom teachers promptly.

- Use of cell phones is limited to emergencies only.

- Chaperones must stay with the assigned students for the duration of the field trip – being cautious that students are always in your sight.

- If for some reason your group returns to school without the teacher: Please supervise your group of students until their teacher returns to the classroom.

- Smoking on trips or in front of students is not permitted.

- Siblings are not permitted to attend field trips.

- If there is a fee for a field trip, chaperones must pay in order to attend.

Teacher Responsibilities: On the day of the Field Trip, teachers:

- Pick up check(s) for admission/fees from Office Manager.

- Give each chaperone a list of students assigned to their group.

- Supply each chaperone with directions to the field trip destination.

- Retain a master list of chaperones (and phone numbers) and assigned students.

- Bring full class list with accompanying information (i.e.: home/cell phone number, parent/guardian names).

- Bring any of the following items deemed necessary for student health & safety: First Aid Kit, student

- medication, student precautionary medications (i.e.: EpiPens) which are all available from the school nurse.

Remind students (and chaperones) about expected code of behavior

On the Field Trip, teachers:

Check off arriving buses/vehicles and students from master list.

Count heads of students prior to the start of the field trip.

Count heads of students any time the group becomes divided or reunited.

Give permission for students to leave the group for any reason (i.e.: bathroom, etc). Students must be

accompanied by an adult.

Upon Arrival Back at School, teachers:

Check off arriving buses/vehicles and students from master list.

Count heads of students at the conclusion of the field trip.

GRADING SYSTEM

4 - Advanced Proficient: Always achieves the highest standard of academic excellence (95% or higher)

3 – Proficient: Consistently achieves the highest standard of academic excellence (85% - 94%)

2 – Approaching Proficiency (Not Yet Proficient): Sometimes achieves the standards (70% - 84%)

1 - Not Meeting Standards/Unsatisfactory (Not Yet Proficient): Rarely achieves the highest standard of academic excellence (69% or below)

Character Development & Social Skills: This grade is considered the most important one on the report card. The following list includes areas that are reflected in the grade with consideration to the age of the child:

- Is kind and polite to others
- Exhibits self-control during structured times (instruction, transitions in hallways, in cafeteria)
- Exhibits self-control during unstructured times (recess, field trips, free time in class)
- Resolves conflicts appropriately
- Takes responsibility for actions
- Makes good choices consistently
- Is focused and on task in learning environment
- Is prepared for class
- Is prompt to school
- Wears appropriate complete school uniform
- Shows respect for the property of others
- Shows respect for authority
- Follows school rules and the Honor Code

The Character Development grade at PAVE Academy is considered one of the most important grades on the report card. The student will receive a grade of 1-4.

4 – Advanced Proficient: Overtly demonstrates consideration of and for others on a regular basis.

3 – Proficient: Cooperative, respectful of school rules, often demonstrates consideration of others without being reminded.

2 – Approaching Proficiency: Cooperative, generally respectful of school rules and shows consideration of others when requested.

1 – Not Meeting Standards: Often has to be reminded of school rules and frequently has to be reminded to be considerate of others.

Elementary Division (Grades K-4)

Grades of 1, 2, 3, or 4 will be given in all academic subjects and personal development including homework. PAVE Academy requires students to achieve a passing grade (at least 75%) in each subject. A poor overall academic record can mean that a student is not promoted to the next grade.

HOMEWORK RESPONSIBILITIES OF STUDENTS, PARENTS, AND TEACHERS

The success of the homework program depends upon the cooperative efforts of students, parents and teachers.

Parents:

1. Check all homework folders daily.
2. Provide a consistently quiet place for your child to study and complete assignments.
3. Make sure the needed materials are available.
4. Show a genuine interest in your child's homework.
5. Be a monitor. Watch for signs of frustration. Provide guidance.
6. Be a motivator. Encourage your child to develop increased independence.
7. Encourage responsibility for making up assignments missed due to absence.
8. Supervise, review and sign your child's homework.

Students:

1. Develop a positive attitude toward learning.
2. Your homework assignment is part of your learning experience. Treat homework as an opportunity to enrich and extend your skills, knowledge and interests.
3. Ask questions in class when you do not understand or are not sure of an assignment.
4. Know your assignment. Write it down.
5. Do your assignments on time or before they are due.
6. Make up work missed due to absence.
7. Bring your homework and books to school daily.

Teachers:

1. Plan with your students and/or inform them of methods of evaluating homework assignments.
2. Return evaluated assignments promptly.
3. Contact parents and seek their cooperation when you are unable to satisfactorily resolve homework problems with a student.
4. Help your students to understand their responsibilities as listed under the "Responsibilities, Students" section of this document.
5. Make homework assignments consistent with the "Purpose of Homework."
6. Be certain your students understand your expectations of the homework assignments.
7. Homework assignments should be purposeful, clear, and meaningful to students.
8. Attention to individual differences among students should be considered in assigning homework.

Purpose Of Homework:

1. To enrich and extend school experiences.
2. To develop good study habits and organizational techniques.
3. To provide opportunities for students to complete objectives missed due to absences from the

classroom.

4. To complete work not completed at school.
5. To practice and drill on work recently learned.
6. To build responsibility, excellent character, and perseverance.

Homework includes minutes of required reading every night (including weekends and holidays), for which a parent/guardian's signature is required on the reading log. These will be stipulated by your child's teachers. Average amounts of time required for homework tend to vary according to the grade level, and of course, the speed of the student. An average amount of homework is expected at the various grade levels are as follows:

K -1 Grade: 40 - 50 minutes 2 nd - 4 th 50 - 60 minutes
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*Parents **should not** do their child's homework. All homework is expected to be completed promptly and with the highest degree of quality. Please contact your child's teacher, if their homework time varies greatly from this schedule. Homework must be completed in full and in accordance with PAVE Academy's high standards for hard work and professional presentation.

Homework Folders: All students are provided a PAVE Homework Folder that includes a nightly Reading Log. Homework Folders are designed to teach students essential organizational skills. **The Reading Logs must be filled out properly with a parent/guardian signature; all assigned homework must be completed and in the folder. Homework Deficiency** Parental support for homework is vital to assure success in school. A student who consistently fails to turn in homework or complete it on time is not acting responsibly. In addition to in-school consequences such as missed recess or specials periods, parents will be contacted by phone or progress report. A conference may be held to develop strategies to build good study habits. Incomplete class work/and or homework assignments will be reflected on interim and trimester progress reports.

Make-Up Homework: Students have the same number of days to complete and return assignments, as they were absent. (i.e.: Johnny was absent 3 days due to chicken pox; he has 3 days to make up his HW and hand it for credit).

INDEPENDENT READING

Research shows that the #1 way to improve a student's reading skills is to have them READ, READ, READ. Students who read more outside of school become the best readers by developing stronger comprehension, which in turn results in higher scores on reading tests. **Supporting your child's independent reading at home is the #1 way to help him or her improve the speed, accuracy, vocabulary, and comprehension of his or her reading.** Although PAVE Academy students have high-quality reading time during school, they must continue to READ at home every night, weekend and during any vacations from school. Parents/guardians should make sure to supervise their child

in reading at least 20 minutes every night **including Saturday and Sunday**. It would be especially helpful to ask your child to read out loud and to stop occasionally to have your child summarize what he or she has just read and to answer simple comprehension questions. **Please do not sign your child's independent reading log if you have not actually seen or listened to him or her read.** Students may be tempted to cut corners; skipping this important reading requirement will only hurt your child in the long run. Encourage your child to READ: There are no short cuts!

PROMOTION POLICY

PAVE Academy considers many factors in making promotion decisions. The school seeks to gather as much information as possible in making these decisions. The input and opinions of parents, teachers, and advisors are considered before making promotion decisions, but the school's administrative team (and ultimately the principal) makes all promotion decisions. PAVE reserves the right as a charter school to make promotional decisions based on our criteria.

The school has very high academic and behavioral standards, and it is important that students have both the necessary knowledge and skills to do the work at the next grade level. Additionally scholars need to have put forth the necessary effort required to demonstrate the potential for success at the next grade level.

The school sees it as its job to help all students meet promotion criteria. There are times when a student simply needs another year to be able to fully tackle the work. PAVE is committed to ensuring that a student's second year involves a clear plan to provide the student additional academic supports.

It should be noted that special education students will be promoted based on meeting specific targets on their Individual Education Plan (IEP). PAVE Academy works to write IEPs (when possible) to set specific targets on the same assessments given to all PAVE Academy students.

Criteria for Promotion in grades K-4:

The school considers the following in making promotion decisions. In general, students must meet these criteria to be promoted to the next grade level.

Reading will be based on the following criteria: Interim Assessment #4 and STEP Reading Assessment Levels for K-2.

PAVE Academy READING Interim Assessment Scores:
Interim Assessment #4 Score of 70% or higher

New York State Test in English Language Arts:
Score of 3 or 4 on the state test

(Note: Scores on IAs #1 - #3 generally predict scores on IA #4, so PAVE Academy may let parents know the child is in danger of non-promotion after IA #3)

AND

Fountas and Pinnell Reading Assessment Levels

End of K	Level D
End of 1 st	Level J
End of 2 nd	Level M
End of 3 rd	Level P
End of 4 th	Level S

Math will be based on the following criteria: Interim Assessment #4. In addition, 3rd grade students must score a 3 or 4 on the Math State Test to be promoted.

PAVE Academy MATH Interim Assessment Scores
Interim Assessment #4 Score of 70% or higher

New York State Test in Math
Score of 3 or 4 on the state test

(Note: Scores on IAs #1 - #3 generally predict scores on IA #4, so PAVE Academy may let parents know the child is in danger of non-promotion after IA #3)

Writing will be based on the following criteria: Writing IA #4

PAVE Academy WRITING Interim Assessment Scores
Interim Assessment #4 Score of Level 3 or higher

(Note: Scores on Interim Assessment #3 generally predict scores on Interim Assessment #4, so PAVE Academy may let parents know the child is in danger of non-promotion after Interim Assessment #3)

Attendance

More than twelve (12) absences in a year is considered excessive. Three (3) lateness equal one absence for promotion decisions. Students who have extreme medical conditions or other extraordinary mitigating factors may be considered for promotion, but students must consistently make up all work when they are absent to be eligible for promotion. Students will more than 12 absences may put their promotion status in doubt.

Chronic Homework Issues

Students who fail to submit at least 85% of complete and on time homework assignments in a year are chronic homework offenders and may put their promotion status in doubt.

Discipline Issues

Students with a record of serious discipline issues may put their promotion status in doubt.

Maturity, Age, Past Retention Status

PAVE will consider age, maturity, and past retention status in making promotion decisions, but none of these factors will by themselves automatically prevent the school from making a promotion decision.

Questions to Consider when looking at Promotion/Retention:

We will use the following questions to help us frame our thinking:

Would an extra year help the student significantly increase his or her skills to be able to master grade-level material?

What additional supports could we give the student if he or she were not promoted?

Do we believe that with these supports, another year of quality instruction, and effort on the student's part, the student can rise academically and reach proficiency?

Does this student have significant skill gaps that need to be filled now before the students can tackle the work of the next grade?

Did this student put out the necessary effort (through class participation, class work, and homework) to be promoted?

Is the student significantly below his/her grade level peers?

Is this student proficient as measured by nationally normed assessments?

Communication Steps and Processes:

With Parents:

After the 1st Trimester Report Card, parents of students in danger of retention will generally receive a letter/notice. This step is considered a courtesy from the school, and failure to do so will not change future promotion decisions.

After the 2nd Trimester Report Card, parents of students in danger of retention will receive a letter/notice and be required to meet with a member of the administrative team.

Parents will be advised at report card nights by the classroom teachers about poor academic/behavioral performance that may lead to retention.

When possible, Progress Reports will indicate when the student is doing below grade level work.

If a student is being considered for retention, parents should have a final meeting before the decision (and to explain the decision) by the end of July.

Retention Plans

When a student is not promoted, the best practice at PAVE Academy is to create a clear action plan for the student. This plan is designed to ensure that the student's second time in a grade is not just a repeat of the previous year. The plan will detail additional academic and social/behavioral supports, incentive systems, consequences, and other relevant information.

Informing Other Schools

As consistent with other charter and district schools PAVE Academy's policy to inform other schools of the student's promotion status. For example, if a first grader is not promoted to second grade at PAVE Academy and the parent decides to enroll the child in another school, PAVE Academy will inform the school that the student did not meet the requirements for promotion to second grade and should be a first grader when enrolling in the new school.

SPECIAL EDUCATION

There are many supports that make up the Special Education Department. These supports include: the Social Worker, Occupational Therapist, Speech Therapist, Reading Intervention, Learning Support, and other possible related intervention services. If you are unsure if your child receives services or would like to determine if your child is eligible for related intervention services, please contact your child's teachers or the Learning Specialist.

TUTORING

Some students attending PAVE Academy will need more assistance than can be provided by the regular classroom teacher. The Principal, the Leadership Team, as well as the Learning Specialist, in consultation with the teacher and parents, will determine if tutoring is necessary. Academic tutoring at PAVE Academy occurs during the extended enrichment part of the school day. Depending on students learning styles and needs, students may be tutored in small groups of 2-3 or one-on-one.

PARENTAL INVOLVEMENT

COMMUNICATION

PAVE Academy encourages a close working relationship between families and teachers. PAVE will make every effort to communicate your child's daily activities to you both verbally, through email and parent-teacher journals if necessary. We appreciate families sharing with us any situation in your child's life that could influence his or her progress or daily behavior at PAVE Academy. The school will host Back to School Night for all parents to meet formally with the entire school faculty & staff. Parent-Faculty conferences will be scheduled in the late fall, mid winter and spring. Check the school calendar and/or website for exact dates and times. Either the teacher or the parent may request a conference at any other time. It is strongly recommended that conferences be scheduled after 3:45 p.m. for the Elementary Division. Early morning conferences often conflict with responsibilities and duties within the classroom. Parents should not try to discuss their child with a teacher when he/she is supervising other students. Additionally, impromptu conversations with a teacher may disrupt the planned schedule for the class. General parents' meetings are not appropriate times to discuss individual students with teachers. Parents who wish to visit the classroom are to make an appointment and check in at the office upon arrival. It is extremely important for parents to discuss any classroom concerns with the teacher involved first. Once the parent has had a conference with the teacher, the Dean of Students and Families or the Principal is available to discuss and help parents with individual and family concerns. Faculty email addresses are published in this Family Handbook and on the website. You may call the school office and leave a voice message for the teacher to call you. The teacher will return your call within 24 hours. We appreciate your cooperation. To promote the image of PAVE Academy, to ensure accuracy, and to protect student confidentiality, all communication with the media regarding PAVE Academy should be referred to Spencer Robertson, Executive Director.

CONCERNS

We need your support. As you know, PAVE Academy Charter School is a very demanding school, with high expectations for academics and behavior. Parents, teachers, and administrators are working hard to help your child PAVE their way to college. We are all part of your child's team – if you and your child work with us, we can all succeed.

PAVE Academy welcomes conversations of concern and understands that as parents, you have very strong feelings about issues concerning your child. If you have a concern about a school policy, academic grade, discipline, or anything else, we ask that you take some time to reflect on it. If however, there is still concern after considering PAVE Academy's goals for your child, please contact the school. We only ask that you try to deal with any issue respectfully. In return, we promise to take you and your concern seriously. We encourage you to address your concerns with the appropriate staff member at PAVE Academy by telephone. All faculty & staff members are committed to responding promptly to parent/guardian concerns. Concerns can also be addressed to the Principal or the Dean of Students and Families.

Addressing Concerns:

If an issue is not resolved promptly or satisfactorily, please contact the Principal or Dean of Students and Families to discuss the matter further. Issues not handled satisfactorily by the Dean of Students and Families, Principal, or Executive Director, may be presented in writing to the PAVE Academy Board of Trustees.

Addressing Formal Complaints

All formal complaints from staff, parents and other sources, should be handled in the following way. The general process for individuals to bring a concern to the Board of Trustees is as follows:

- All formal complaints should be directed to the Principal in writing. The Principal will promptly address it.
- If the complaint is not resolved to the satisfaction of the complaining party by the Principal, the complaining party should ask in writing that the Principal, pass along the formal complaint to the Board of Trustees.
- The Principal will promptly provide the formal complaint to the Board of Trustees.
- A representative of the Board of Trustees will send a written acknowledgement of receipt of complaint to the complaining party within 5 business days of receiving such complaint.
- The Board of Trustees will investigate the concern and respond to the complaining party in writing with their findings and decision within 30 business days from receipt of the formal complaint.

For matters relating to alleged violations of law or of the School's charter agreement, appeals of decisions made by the Board of Trustees may be made first to the New York City Department of Education and then to the Board of Regents through the New York State Education Department.

FAMILY INVOLVEMENT POLICY

PAVE Academy requires parents/guardians/families to be partners in the education of their children. The important task of educating a child calls for the school, the student, and the family to all work together to ensure success. We reflect that commitment by choosing to sign the PAVE Academy Family-School Contract during our initial home visit. We encourage families to participate actively in their children's education. We strive to cultivate positive and productive relationships with all of our families.

Family Involvement Opportunities: PAVE Academy family-school relationships are maintained through:

- Conferences with students, families, and teachers (including three report card nights per year and one back to school orientation per year)
- Community-wide events, celebrations, and performances
- Monthly phone calls from teachers to each family
- Homework, Independent Reading, and Behavior Logs

FAMILY SERVICES PAVE Academy has a full-time, dedicated social worker to work to meet the needs of our families. Here are several emergency telephone numbers that may be useful to parents/guardians and students should a concern or emergency arise during non-school hours:

Abandoned Infant Protection Hotline	1-866-505-7233
Alcohol/Drug Dependence Hotline	311 or 1-800-LIFENET or 800-454-8966
Child Abuse Care Line	1-800-872-2288 or 800-342-3720
Domestic Violence Hotline	1-800-621-HOPE
HIV/AIDS Hotline (NYS-English)	1-800-541-AIDS (2437) HIV
HIV/AIDS Hotline (NYS-Spanish)	-800-233-SIDA (7432)
KIDS Crisis Hotline	1-800-KIDS-400
Mental Health Hotline	311 or 1-800-LIFENET
Police/Fire Emergency	911
NYC Poison Control	1-800-222-1222
Rape Crisis Hotline	1-800-621-HOPE
Runaway Hotline	1-888-83R-OOTS
Suicide Prevention	1-800-273-TALK
Violencia Domestica En Espanol	1-800-942-6908

FIELD TRIP CHAPERONES

Field trips are also an opportunity (particularly for the slightly older child) for students to experience a special trip with their teacher and peers independent from their parents. We respect giving students their own space in structured settings on certain school field trips. Sometimes a parent or parents with a particular skill or expertise related to the theme of the field trip may be invited to join the field trip. This is entirely up to the discretion of the main trip coordinator, Principal, or Dean of Students and Families. All chaperones must attend a field trip chaperone orientation before serving as a chaperone.

HOMEWORK, READING & BEHAVIOR LOGS

Everyday your child will bring home a homework, reading, behavior log in their homework folder. This log is a report on your child's daily academic and behavior performance. This is a vital vehicle for parent-school communication and we expect that you will sign and return it to school the next day in their homework folders. Daily signature indicates evidence that you have reviewed and discussed your child's homework as well as their behavior. Any questions about a child's behavior or academic development should first be addressed directly with the child's teachers. Two missing assignments will warrant a call from your child's teachers and further negligence will call for administrative outreach from the leadership team. A space will be provided on the HW-Behavior Log to indicate your child's daily behavior progress.

PHONE CALLS

Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school either by phone or in writing within 24 hours.

REPORT CARD CONFERENCES

Informal conferences between parents and teachers are held at anytime during the school year. Parents are requested to call the school office, Principal, or Dean of Students and Families to set up a mutually agreed upon time. However, mandatory Report Card Conferences at the end of the first, second, and third trimesters, require parents/guardians to come to the school with their children, to meet with teachers. **Parents/guardians must come to school to pick up their children's report cards and meet with their children's teachers.** Report Card Conference dates will be listed on the school calendar. **Please mark your calendars,** as these are very important opportunities for parents/guardians/families to learn about their children's progress and needs. Report Card conferences are **REQUIRED**.

SCHOOL MENU

The lunch menu is published each month and sent home in your child's Homework Folder, posted on the parent board, and on PAVE's website. Please remember to check the back of the menu for upcoming school-wide events and class trips.

Butterbeans provides your children with local, natural and organic food. Check out the butterbeans website for more information

SCHOOL VISITOR POLICY

PAVE Academy considers parents, guardians, and extended family members, as a vital part of the PAVE Academy community. Family and other school citizens are encouraged to visit the classrooms to observe the work of students, faculty and other staff. Schools are a place of work and learning, however, certain limits must be set for such visits. Unannounced visits can unfortunately be disruptive to our educational program. The Principal is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to PAVE Academy:

All visitors and parents must sign in with the School Safety Agent when entering the building.

They may then report to the school office in Room 113 to sign in with PAVE Academy.

Parents/guardians who would like to visit should simply call one day in advance and schedule a class-visit. Classroom visits must be pre-arranged through the Principal; this is done out of respect for the teacher and their class' daily schedule and routines.

Visitor passes are issued in the school office and should be worn the entire time of your visit.

Visitors should enter classes during a regular-scheduled transition period between classes, although they may leave at any time. Visitors may not talk to a child or a teacher during class, although they may call the teacher after school to discuss what they observed.

If a visitor is coming to school to drop something off for a student or to leave a message, we still require that the visitor come first to the Main Office.

Anyone who is not a regular faculty, staff, student of PAVE Academy will be considered a “visitor.”

All visitors to PAVE Academy must sign in and report to the Main Office.

Visitors must schedule conferences to discuss individual matters with teachers; not during instructional class time.

Any unauthorized person on school grounds will be reported to the Principal. Unauthorized persons will be asked to leave; the police may be called if the situation warrants.

All visitors are required to abide by the rules for Public Conduct on School Property.

Public Conduct on School Property

PAVE is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For the purposes of this policy, “public” shall mean all persons when on school property or attending a school function including students, staff, parents and other visitors. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others.
- Disrupt classes, school programs or other school activities.
- Intimidate or harass any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct free movement of any person in any place to which the Code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Violate the prohibition on alcohol, drugs, and other illegal substances.
- Violate the prohibition on tobacco and smoking.
- Violate the prohibition on weapons, firearms and dangerous objects.
- Loiter on school property
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of school officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by the Code.
- Violate any federal or state statute, local ordinance, or Board policy while on school property or at a school function.

Students who violate this policy shall be subject to penalties contained in the Code of Conduct. A visitor’s authorization, if any, to remain on school property or at a school function will be withdrawn and they will be directed to leave the premises. If they refuse to leave, they will be subject to ejection.

The Principal or his/her designee is responsible for enforcing the conduct required by this section of the Code. The School reserves the right to restrict visitor access to the School building for failure to comply with this Policy or school rules. In addition, visitor conduct may be reported to law enforcement at the discretion of school administration.

SLEEP (Another Form of Parent Responsibility)

PAVE Academy wants all of their scholars to be able to perform at their absolute best. To ensure this we highly recommend that all PAVE students get at least ten (10) hours of sleep every night. This will not only help our students receive enough rest for their challenging school days, but also have the ability to be their social, emotional and physical best!

TELEPHONE SYSTEM

This 24-hour service with voice mail will accept your messages for members of the PAVE Academy Staff.

Voicemail/Messages: It would take an incredible amount of staffing and resources to provide message services, and we cannot guarantee that messages will actually reach students or teachers during the day. Students and teachers may not receive incoming phone calls or messages during the school day unless it is an emergency that requires immediate attention. Such calls should be very rare. Students are allowed to use the telephone only in the case of emergencies or unexpected events. If you need to get a message to your child's teacher, please call the Main Office number and leave a message on his or her voicemail. **Our teachers check their messages once a day after school. They will return your call within 24 hours. If they do not, please call the Principal to ensure that your issue is addressed.**

Other Forms of Parent Communication: The PAVE Academy Website: Our web address is www.PAVEacademy.org. Please visit our website monthly for upcoming activities and events.

VOLUNTEERISM

PAVE Academy parents are encouraged to volunteer at least eight (8) hours per school year. The Parent Advisory Board assists the school with organizing a strong volunteer group. Volunteers are vital to the overall success of the school. Please contact the Parent Advisory Board Volunteer Coordinator to find areas of need and interest. You may serve as a classroom aide, field trip chaperone, or creative consultant for the many assemblies or programs throughout the school year. Our school enjoys an abundance of talent, both in our students and parents. The joys and benefits of volunteerism are priceless!

In closing, we the faculty of PAVE Academy Charter School, feel that students should be presented with opportunities to make sound educational choices about their learning and in the process discover how to identify their interests and take responsibility for pursuing them. The PAVE Academy Charter School scholar will have an "edge" in middle, high school and college since we will teach them how to take control of their own educational destinies. Our unique philosophy and way of life, along with our facilities, and dedicated faculty, will allow our students to demonstrate that they can and will be erudite scholars paving the way to college! We thank you for

entrusting PAVE Academy Charter School with the education of your child. We look forward to building a strong foundation for lifelong learning!

Acknowledgements:

In developing this document, PAVE Academy benefited from the generous sharing and collaboration of some of the highest performing charter and private schools in the country including the Achievement First schools, Girls Prep, KIPP Academies, Leadership Prep, and Frederick Douglass Academy.

ANNUAL NOTICE OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights & Privacy Act of 1974 and implementing regulations (“FERPA”) is a Federal law designed to protect the privacy of a student’s education records.

The School recognizes the need to safeguard the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by the Individuals with Disabilities Education Act (“IDEA”) in accordance with FERPA as well as the IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. “Educational agency”, for purposes of this notice, means PAVE. For all students, the educational agency maintains education records that include but are not limited to:

- a) Personally identifiable information (“PII”) is confidential information that includes, but is not limited to, the students’ name, name of parents and other family members, the address of the student or student’s family, and personal information or personal characteristics which would make the student’s identity easily traceable.
- b) Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honor roll, recognition lists, awards received, and the most recent previous educational agency or institution attended.

FERPA affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. “Parent(s)” for purposes of this notice means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent in the absence of a parent or guardian. They are: Parents have the right to inspect and review a child’s education record. PAVE will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Plan “IEP” or any due process hearing, but in no case more than forty five (45) days after the request has been made.

Requests should be submitted in writing, indicating the records the parents wish to inspect, to the Principal. Parents have the right to a response from PAVE to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While PAVE cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child’s records. PAVE must receive a signed, dated and written consent from a parent that specifically states a representative may inspect and review their child’s records. Such release must be sent to the Principal or designee and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly

identify the part of the record they want changed, and specify why it is inaccurate or misleading. PAVE will decide whether to amend the record and will notify the parents in writing of its decision.

If PAVE refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

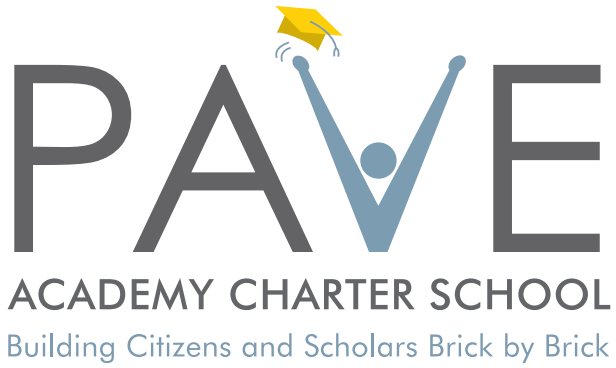
The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

“Consent” means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Parents are required to submit written notification to the Principal, by September 30th or within two weeks after enrolling at PAVE if later than September 30th, if they do not want the school to release Directory information.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by PAVE to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Parents are also encouraged to contact the Principal to discuss any concerns regarding FERPA.



_____ Child's Name Of the
_____ (Class & Mascot)

I have thoroughly read the PAVE Family Handbook and shared (discussed) it with my child(ren) as well as other important family/friends in my child's life. I understand that the purpose of the Family Handbook is to enhance my families understanding of PAVE Academy's Early Learning-Lower Division Program as well as other PAVE Academy School policies; all of which are meant to give my child the best possible learning environment and experiences towards their future in college.

Parent/Guardian Signature(s):

Child's Signature

Date:

PLEASE RETURN to your child's teacher

APPENDIX E

FEDERAL DOCUMENTATION OF TAX EXEMPT STATUS

**(FOR FRIENDS OF PAVE INC AND PAVE ACADEMY CHARTER SCHOOL;
PAVE SOUTHEAST RALEIGH CHARTER SCHOOL IS IN APPLICATION
FOR TAX EXEMPT STATUS)**

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 20 2008

FRIENDS OF PAVE ACADEMY INC
C/O PETER CHADWICK
DAY PITNEY LLP
ONE E PUTNAM AVE
GREENWICH, CT 06830-0000

Employer Identification Number:
20-4241997
DLN:
17053184062017
Contact Person:
KAREN CHAO ID# 31003
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
January 31, 2006
Contribution Deductibility:
Yes
Advance Ruling Ending Date:
December 31, 2010
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)

FRIENDS OF PAVE ACADEMY INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script that reads "Robert Choi".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC
Statute Extension

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: DEC 15 2008

PAVE ACADEMY CHARTER SCHOOL
C/O SPENCER ROBERTSON
71 SULLIVAN STREET
BROOKLYN, NY 11231

Employer Identification Number:
26-2272858
DLN:
17053157017008
Contact Person: ANDREA SPECK ID# 95044
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
January 15, 2008
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

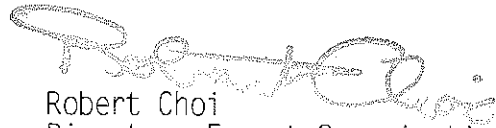
Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

PAVE ACADEMY CHARTER SCHOOL

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Choi".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

PAVE ACADEMY CHARTER SCHOOL

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

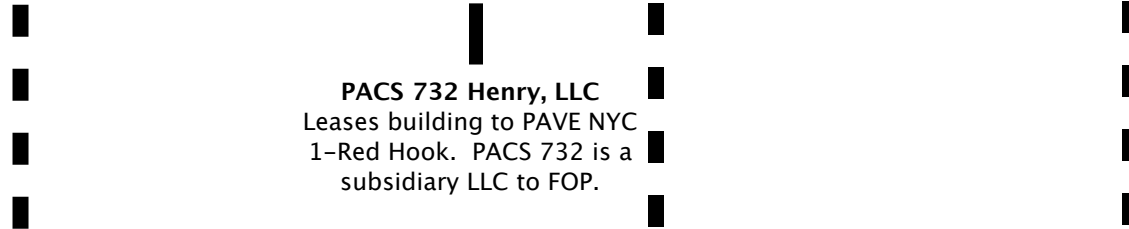
APPENDIX F

**CORPORATE AND ORGANIZATIONAL CHART
PAVE SOUTHEAST RALEIGH CHARTER SCHOOL**

2015 Possible Corporate Structure

Donors and Foundations

Friends of PAVE, Inc.
 (Possible Name Change or DBA to PAVE Charter Schools, Inc.)
 Non-Profit National Charter School Management Organization



PACS 732 Henry, LLC
 Leases building to PAVE NYC 1-Red Hook. PACS 732 is a subsidiary LLC to FOP.

2015
PAVE Southeast Raleigh Charter School, Inc.

North Carolina Board of Ed:
 NC Charter Authorizer and Funding

PAVE NYC, Inc.
 Non-Profit Regional Charter School Management Organization

PAVE NYC Network Staff

2008
 PAVE NYC 1
 Red Hook.
 Charter held by
 PAVE NYC, Inc.

2015
 PAVE NYC 2
 Bushwick.
 Charter held by
 PAVE NYC, Inc.

SUNY: NY Charter Authorizer

NYC DOE: Funding

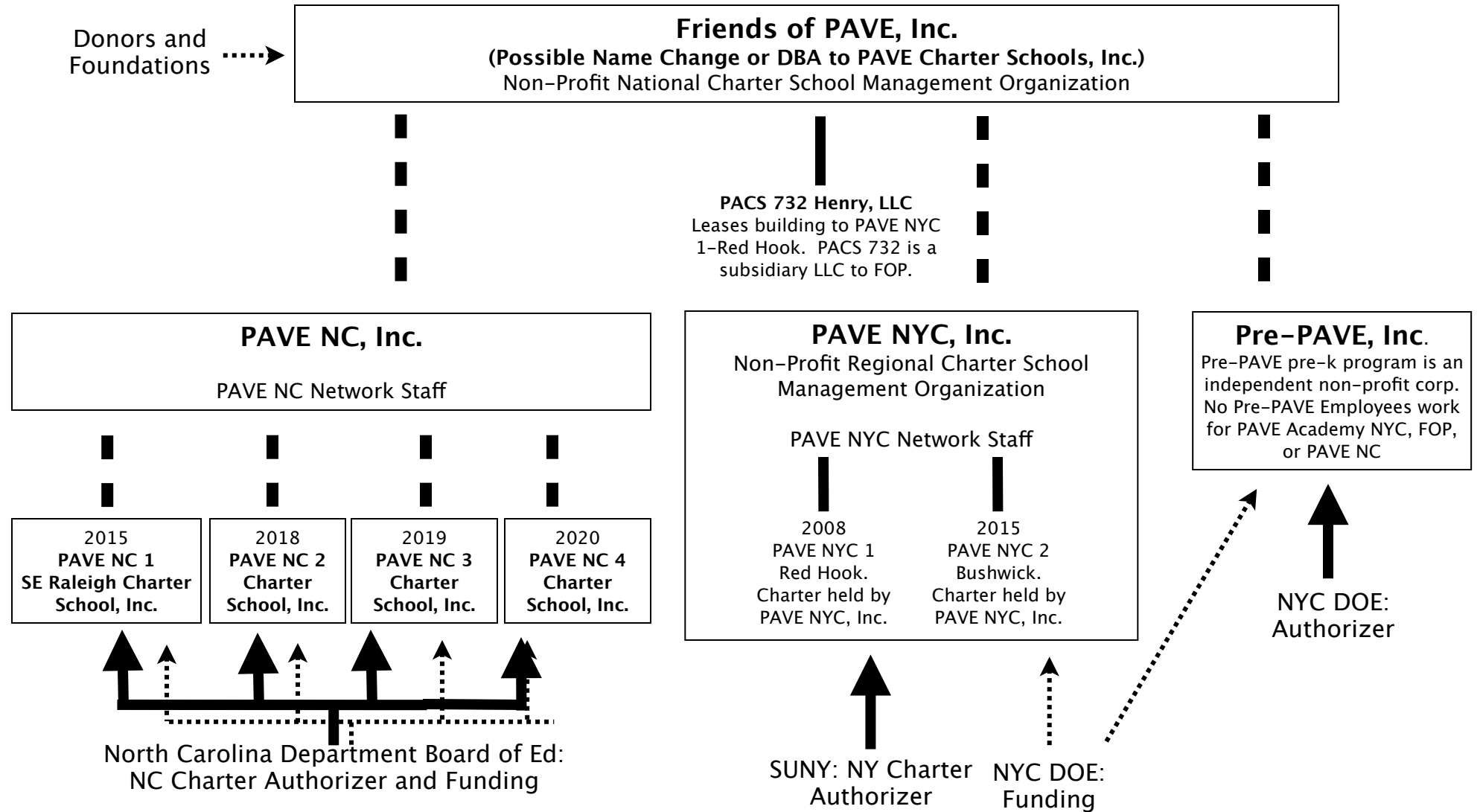
Pre-PAVE, Inc.
 Pre-PAVE pre-k program is an independent non-profit corp. No Pre-PAVE Employees work for PAVE Academy NYC, FOP, or PAVE NC

NYC DOE: Authorizer

- Solid lines indicate formal corporate hierarchy
- Thick dashed lines indicate relationship through management contract
- Dotted lines indicate funding pathways

Box indicates formal corporate entity governed by an independent Board of Directors

2020 Possible Corporate Structure



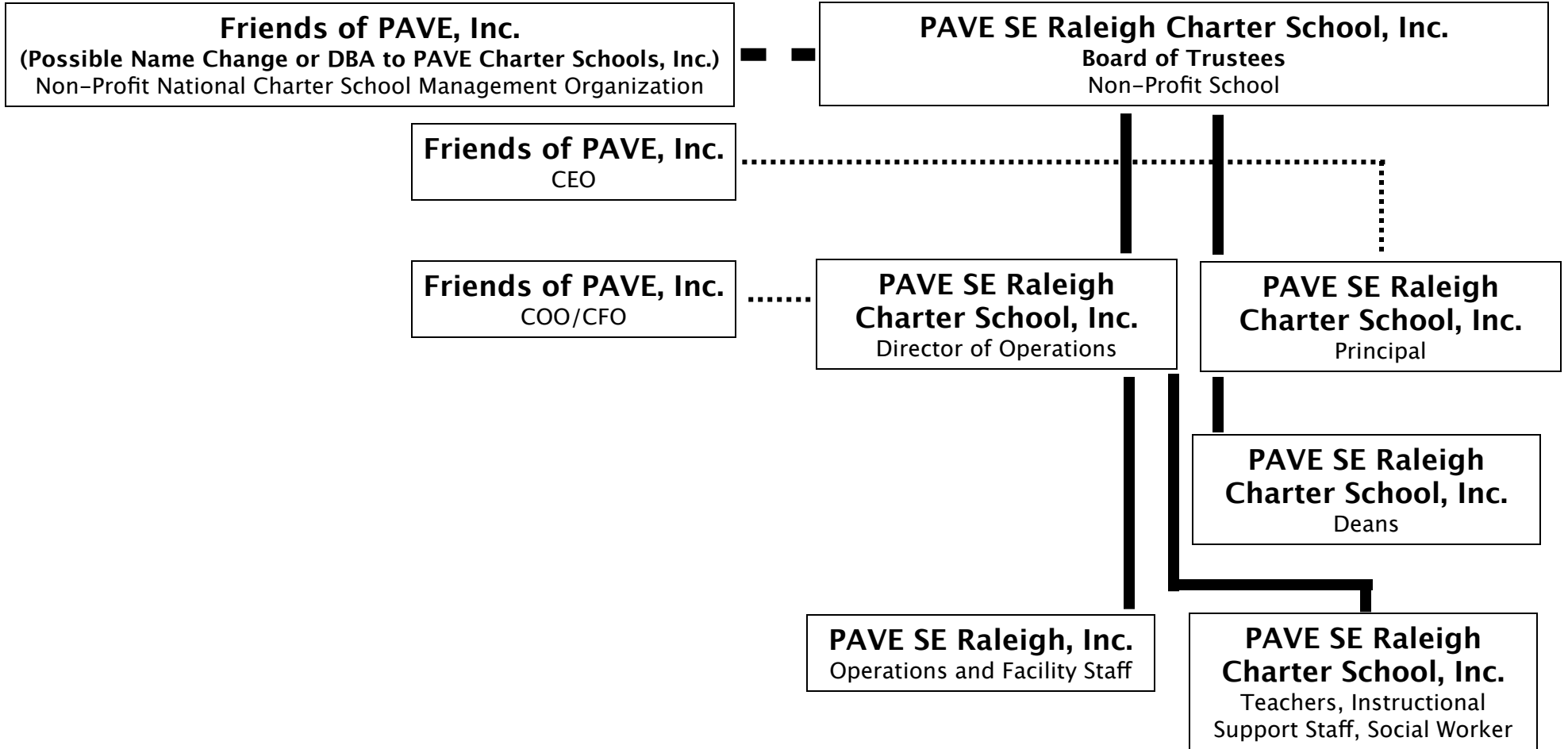
— Solid lines indicate formal corporate hierarchy

■ ■ Thick dashed lines indicate relationship through management contract

..... Dotted lines indicate funding pathways

Box indicates formal corporate entity governed by an independent Board of Directors

Southeast Raleigh Charter School Org Chart



- Solid lines indicate formal reporting relationship
- Thick dashed lines indicate relationship through management contract
- Dotted lines indicate delegated reporting relationship via the Management Agreement

APPENDIX G

**BOARD MEMBER INFORMATION FORM AND RESUME
PAVE SOUTHEAST RALEIGH CHARTER SCHOOL**

Appendix G:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

PAVE Southeast Raleigh Charter School

2. Full name:

John Bruce Buxton

Home Address: 1109 Paine Court, Raleigh, NC 27609

Business Name and Address: Education Innovations Group, 907 Glenwood Avenue, NC 27605

Telephone No.: 919-987-1355

E-mail address: buxton.jb@gmail.com

3. Brief educational and employment history.

2009 – present	Founding principal, Education Innovations Group
2007 – 2009	Deputy State Superintendent, NC Dept. of Public Instruction
2001 – 2006	Senior Education Advisor, Office of Gov. Michael Easley
2000 – 2001	Legislative director, NC State Board of Education
1999 – 2000	White House Fellow, Domestic Policy Council, The White House
1997 – 1999	Graduate student, Princeton University (Master's in Public Affairs)
1995 – 1997	Policy and research director, Public School Forum
1993 – 1995	Coordinator of Special Programs, NC Teaching Fellows Program
1992 – 1993	English teacher and coach, Deerfield Academy
1992	Bachelor's in English Literature, UNC-Chapel Hill

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

The founder of PAVE (in Brooklyn) was in school where I taught. When they began to look at feasibility of starting a school in southeast Raleigh, he contacted me and we discussed the educational needs in the area and the importance of working with the community and the Wake County School System. I desire to serve on this board because of PAVE's commitment to work the local community and school system—and because of my support for charters who serve students who need them and seek to be constructive partners with the local schools.

6. What is your understanding of the appropriate role of a public charter school board member?

A charter school board member must ensure the school meets legal, fiduciary, and compliance requirements. The board plays a strategic, not operational role, but and ultimately responsible for the school's performance.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served and currently on a number of non-profit boards where we have fiduciary responsibility for the organization. I have also served as the deputy state superintendent for the NC Department of Public Instruction. At that time, the department had a charter school portfolio that included charter school applications, selection, monitoring, and assistance.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring knowledge of educational policies and practice, as well as strategic planning and performance management.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

PAVE Southeast Raleigh Charter School will prepare students to be thrive and succeed in competitive high schools and colleges. PAVE provides its students with a rigorous academic program and a community based on the school's core values of Perseverance, Achievement, Vibrance, and Excellent character.

2. What is your understanding of the school's proposed educational program?

The school's academic program has proven to outperform peer schools in NY, significantly so in math, on the NY state exam. I understand that the school model is based on high expectations that unify the school community around student preparation for college success.

3. What do you believe to be the characteristics of a successful school?

Schools should have

- clear expectations and standards of performance;
- a culture of high expectations and a growth mindset;
- leadership that understands children and adult learning and supports teachers to succeed with their students;
- a faculty dedicated to ongoing growth and improvement who are committed to work collaboratively to meet the needs of students;

- a culture of using data to improve educator and student performance;
- parents who feel respected, engaged, and understand their role in their children's learning;
- a focus on both academics and character, and other whole child realms of development through socio-emotional and physical learning;
- students who understand their learning trajectory and needs and feel motivated to excel; and
- a community who understands and supports the mission of the school.

4. How will you know that the school is succeeding (or not) in its mission?

The school plans to provide the board with timely and regular dashboards that include important health indicators including academic, financial, staff, parent, and student data. Board members will visit the school along with other board members to observe the program in person. The board will have independent reports generated by independent auditors, consultants, and the authorizer.

Governance

1. Describe the role that the board will play in the school's operation.

The board will play a strategic role in governing the school. The board will not carry out day-to-day operations. Recognizing its ultimate responsibility for the school, the board will empower school leaders (and the management organization) to ensure that daily operations are carried out in accordance with the school mission and charter.

2. How will you know if the school is successful at the end of the first year of operation?

We will establish clear metrics for success that reflect both state standards as well as other indicators important to the school. These metrics will be tracked on dashboards and presented to the board at meetings.

3. How will you know at the end of five years of the school's operation that the school is successful?

Students will be achieving above peer schools on NC state assessments, the school's charter will be renewed, and the school will meet a variety of other standards of school health, including financial, student, and staff stability and a well rounded school culture.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will hire a quality school leader and faculty who will be prepared to carry out PAVE's mission and teach children to meet high standards. Board members themselves will need to regularly attend board and committee meetings. Board members will work with school leadership and the management company to provide an adequate balance of support and accountability in its endeavor to govern the mission as presented in the charter.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

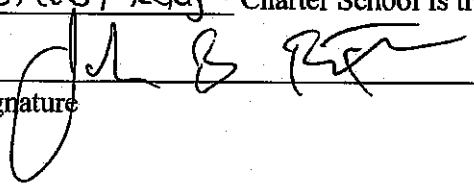
I would raise the issue and ensure the person has either corrected their actions or are relieved of their duties. Board members may refer to the organization bylaws, articles of incorporation, conflict of interest policy, other governing documents, and the board's legal counsel to reference the legal standards by which the school was founded and the formal procedures a board member should take in case of potentially unethical behavior.

*Please include a one page resume with your Information Form

Certification

I, John B. Buxton, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for PAVE Southeast Raleigh Charter School is true and correct in every respect.

Signature



Date

02/9/13

John B. Buxton
1109 Paine Court, Raleigh, NC 27609
home tel. 919.862.8607 work tel. 919.987.1355
cell. 919.605.6430 email. buxton.jb@gmail.com

PROFESSIONAL EXPERIENCE

Principal, The Education Innovations Group. Raleigh, N.C. March 2009 – present.
Provide strategic consulting to national foundations, state departments, and national and state-based organizations focused on state-level public education policy and practice.

Deputy State Superintendent, NC Department of Public Instruction. February 2007 – February 2009.

Senior Education Advisor, Office of the Governor (NC). June 2001 – Feb. 2004. Aug. 2004 – Jan. 2007.

Legislative Director, N.C. State Board of Education. October 2000 – June 2001.

White House Fellow, Domestic Policy Council, The White House. September 1999 – September 2000.

Director, Policy and Research, Public School Forum. July 1996 – August 1997.

Coordinator of Special Programs, NC Teaching Fellows Program. August 1993 – July 1996.

Faculty, Deerfield Academy (MA). August 1992 – June 1993.

EDUCATION

University of North Carolina at Chapel Hill. Bachelor of Arts, English Literature. May 1992.

Princeton University, Woodrow Wilson School of Public and International Affairs. Master's in Public Affairs, concentration in Domestic Policy. June 1999.

BOARDS AND COMMISSIONS

Raleigh Planning Commission. October 2011 – present.

Board of Directors, Capital Area Soccer League. May 2011 – present.

Durham Advisory Board, Citizen Schools-NC. 2009 – present.

National Advisory Board, Friday Institute at N.C State University. 2007 – present.

N.C. Center for Science, Math, and Technology Education. 2002–2004. 2005 – 2010.

Board of Advisors, North Carolina New Schools Project. 2003 – 2009.

Founding Chairman, North Carolina Center for Afterschool Programs. 2002 – 2008.

Appendix G:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: PAVE Southeast Raleigh

2. Full name: Kwan Graham

Home Address: 11001 Chastain Parc Drive, Charlotte, NC 28216

Business Name and Address: 434 Fayetteville Street, Ste 1620, Raleigh, NC 27601

Telephone No.: 919-760-7167 or 704-408-7105

E-mail address: kngraham@gmail.com

3. Brief educational and employment history.

1992: University of South Carolina: Bachelor of Science, Computer Information Systems

2011 – Present: Parents for Educational Freedom in NC: Director of Parent and Charter School Advocacy

2011 – 2013: North Carolina State Board of Education: NC Charter School Advisory Council

1999 – 2011: Medical Transcription Service/Pediatric Associates, Charlotte NC: Director/Owner

2006 – 2009: Charlotte Mecklenburg School System/Paw Creek Elementary PTA executive board and SLT team

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Cooper Westendarp, founder of PAVE Southeast Raleigh asked me to serve as a member of the school's Board of Directors.

6. What is your understanding of the appropriate role of a public charter school board member?
A charter school board member's role is to ensure that the school's mission is being fulfilled and the school is meeting all students' academic needs. Board members are responsible for the school's financial and legal compliance and soundness. The board must also hire qualified leaders to run the day to day operations of the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While I have not served on another charter school board, I have advocated for quality options in education for many years. I have worked diligently in the community and with parents on advocating for children. My experience in community relations and parent engagement will be very helpful in governing this charter school. Parents and students are your primary stakeholders in a school. I understand the importance of serving and providing a quality option.
8. Describe the specific knowledge and experience that you would bring to the board
My experience as a former member of the NC Charter School Advisory Council has prepared me to understand the importance of running a quality charter school. In my 2 years of serving on the council, I understand what is needed to operate and manage a successful charter school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
PAVE will give students a foundation in academic excellence to prepare them for high school and college. This foundation will also include charter development.
2. What is your understanding of the school's proposed educational program?
The school's educational program is one that will provide the necessary tools and instruction for the students to achieve academic excellence. The students will have the skill set to perform at a high level academically.
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school is that it is meeting the needs of their students. Students should be thriving academically and socially. A successful school serves the whole child and prepares them to be globally competitive with their peers.
4. How will you know that the school is succeeding (or not) in its mission?
In monitoring the academic progress of the school and assessing their overall growth and test results on the Common Core state tests, the board will be able to determine whether the school is succeeding in its mission. The mission of the school is preparing students to thrive competitively in high school and college in a rigorous academic program.

Governance

1. Describe the role that the board will play in the school's operation.
The role of the board is to support school leaders and ensure that they have the necessary tools to fulfill the school's mission. The board must ensure that the school is financial sound and legally compliant in all areas of the law.

2. How will you know if the school is successful at the end of the first year of operation?
The success of the school will be measured by the school's ability to meet the proposed first year goals outlined in the charter. School enrollment, parent and school staff satisfaction, and overall academic success of the students will gauge the success of the school also.
3. How will you know at the end of five years of the schools is successful?
The success of the school after five years will be determined if the school has met all of the proposed goals outlined in the school's charter. The school will also have to have met all of the State Board of Education requirements at the end of five years. The financial soundness and stability of the school culture will also determine the school success.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The charter school board must make sure that the school is financial stability and sound to operative successfully. The hiring of highly qualified school leaders to carry out the day to day functions of the school is also key. Building solid relationships in the community and with parents is also important in ensuring the school's success.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
All board members are responsible to behave in an ethical manner. Each must follow the bylaws of the nonprofit organization. Based on these bylaws any member of the board who has acted unethically would be asked to resign or be removed from the charter school board.

*Please include a one page resume with your Information Form

Certification

I, Kwan Graham, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for PAVE Southeast Raleigh Charter School is true and correct in every respect.

Kwan Graham
Signature

12/3/13
Date

Kwan N. Graham

11001 Chastain Parc Dr, Charlotte, NC 28216 • 704.408.1705 • kngraham@gmail.com

Professional Experience

Director of Parent and Charter School Advocacy, 2011 – present

Parents for Educational Freedom in NC, Raleigh, NC

- Prepare prospective charter school leaders and their teams via coaching and mentoring to open high quality schools.
- Review and critique the educational, financial, and governance plans for proposed charter schools.
- Maintain and track the progress of charter school boards through the NC charter school application process.
- Oversee state wide parent educational program.
- Assist in organizing and facilitating educational workshops for parents.

NC Charter School Advisory Council, 2011 - 2013

North Carolina State Board of Education

- One of eight Governor appointees to a 15-member Advisory Council supported by the NC Office of Charter Schools.
- Reviewed and recommended public charter school policies for adoption by the State Board of Education, including timelines and standards as well as the approval, rejection or revocation of public charters.

Medical Transcriptionist, 1999 – 2011

Pediatric Associates, Charlotte, NC

- Over 10 years of experience as a Medical Transcriptionist specialized in the field of Pediatrics.
- Managed a workload of a four doctor Pediatric clinic which included interviewing, hiring and training of new transcriptionists.

PTA President/Vice President, 2006 – 2009

Paw Creek Elementary, Charlotte, NC

- Prepared PTA budgets, financial statements, and annual reports.
- Coordinated fundraising efforts and school events which raised approximately \$50,000 yearly.
- Developed and maintained relationships with corporate and individual sponsors.
- Recruited and organized volunteers for school functions.
- Maintained and updated databases for volunteers and community vendors.

School Leadership Team Member, 2006 - 2009

Paw Creek Elementary, Charlotte, NC

- As a member of a school leadership team, helped analyze and develop strategies to improve academic performance.

Education

Certified in Medical Transcription, 1996

Midlands Technical College, Columbia, SC

Bachelor of Science, Computer Information Systems, 1992

University of South Carolina, Columbia, SC

Appendix G:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: PAVE Southeast Raleigh Charter School

2. Full name: Andrew William Lakis

Home Address: 815 Burch Ave, Durham, NC 27701

Business Name and Address: Teach For America-Eastern North Carolina, 324 Blackwell Street, Suite 1160, Durham, NC 27701

Telephone No.: 919-225-7226

E-mail address: andrew.lakis@teachforamerica.org

3. Brief educational and employment history.

2004: Duke University: BA- History

2004-2007: Friendship Public Charter School, Washington, DC: Teacher

2004-2006: American University: Master in Teaching

2007-2010: Durham Public Schools: Professional Learning Communities Coach

2010-Present: Teach For America-Eastern North Carolina: Director, Teaching and Learning (2010); Director, District and Community Partnerships (2011-2013); Managing Director, Growth, Development and Partnerships (June 2013-Present)

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I met with the leaders of the school several times over the past six months to learn more about their interest in opening a school in Southeast Raleigh and the overall PAVE mission to provide K-8th grade student with a rigorous education that will prepare them to thrive in competitive high schools and four year colleges. As a fellow educator who has worked to ensure that all students have access to an excellent education, I was impressed with their vision as well as the results of their founding academy in New York. I wish to serve on the board because I believe that PAVE will play a critical role in partnering with parents and community members in Southeast Raleigh to ensure students are learning the mindsets,

knowledge and skills needed to successfully complete elementary and middle school and be on a trajectory to and through college.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a charter school board member is to ensure the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter, as stated at the top of this form. As such, each board member serves as a leader who is responsible for overseeing that the school leaders are implementing the program with integrity and using resources ethically to ensure the school is fulfilling its obligations to its students and stakeholders.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While my only previous board experience came serving as a member of my neighborhood association board, I have taught and served as a school-level and district-level leader for a successful charter school with a similar mission in Washington, DC. Additionally, I've worked as an instructional coach for Durham Public Schools and have served in a management capacity for Teach For America-Eastern North Carolina. In my role with Teach For America, I have worked closely with several LEAs and charter schools throughout North Carolina on strategic staffing as well as managed a team of employees. I've also overseen a \$9 million dollar annual development campaign and regional operating budget for our Growth, Development and Partnerships team. My experience in various leadership roles in education and commitment to education equity will help enable me to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

I believe the experiences, knowledge and skills described above in my answer to question 7 will be applicable to my role as a board member.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

PAVE Southeast Raleigh Charter School will prepare students to thrive in competitive high schools and colleges. PAVE provides its students with a rigorous academic program and a community based on the school's core values of Perseverance, Achievement, Vibrance, and Excellent character.

2. What is your understanding of the school's proposed educational program?

The school's academic program has proven to outperform peer schools in NY, significantly so in math, on the NY state exam. I understand that the school model is based on high expectations that unify the school community around student preparation for college success.

3. What do you believe to be the characteristics of a successful school?

K-12 schools should provide every child with the opportunity to attain an education that prepares them for acceptance into and completion of a four year college degree. Schools that are successful in leading students to achieve these outcomes set high expectations for all students, invest and partner with students, parents and community stakeholders to exceed those expectations and provide a viable and rigorous curriculum that develops the critical thinking, knowledge and academic skills necessary to put students on a collegiate trajectory. Additionally, successful schools are oriented around a strong culture of achievement that is aligned to its vision and are relentless at measuring progress towards several different benchmarks of student learning, which include both formative and summative assessments, and social and emotional development.

4. How will you know that the school is succeeding (or not) in its mission?

The school will provide the board with timely and regular dashboards that include important health indicators including academic, financial, staff, parent, and student data. The primary indicator of success will be significant student achievement outcomes that are aligned with a collegiate trajectory for all students, including scores of proficient or advanced on common core assessments for math and reading. To assess the culture of achievement and embodiment of

the vision, I will also visit the school along with other board members to observe the program in person. Finally, the board will reference independent reports generated by independent auditors, consultants, and the authorizer.

Governance

1. Describe the role that the board will play in the school's operation.

The board is meant to govern but not to carry out day-to-day-operations. While the board is ultimately responsible for the charter, the board empowers school leaders (and the management organization) to ensure that daily operations are carried out in accordance with the school mission and charter.

2. How will you know if the school is successful at the end of the first year of operation?

In addition to meeting basic charter requirements, the board will work with the charter management organization and school leadership to establish clear metrics for success. These metrics will be tracked on dashboards and presented to the board at meetings.

3. How will you know at the end of five years of the schools is successful?

If the school is a success after five years, students will be achieving above peer organizations on NC state assessments, the school's charter will be renewed, and the school will meet a variety of other standards of school health, including financial, student, and staff stability and a well rounded school culture.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board members will need to regularly attend board and committee meetings. Board members will work with school leadership and the management company to provide an adequate balance of support and accountability in its endeavor to govern the mission as presented in the charter.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Board members may refer to the organization bylaws, articles of incorporation, conflict of interest policy, other governing documents, and the board's legal counsel to reference the legal standards by which the school was founded and the formal procedures a board member should take in case of potentially unethical behavior. I certify that I hold copies of the organization incorporation documents, bylaws, conflict of interest policy, and other formation documents for my reference.

*Please include a one page resume with your Information Form

Certification

I, Andrew Lakis, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for PAVE Southeast Raleigh Charter School is true and correct in every respect.

Andrew Lakis
Signature

12-4-13
Date

ANDREW W. LAKIS

andrew.lakis@gmail.com

815 Burch Ave
Durham, NC 27701
(919) 225-7226

EDUCATION

Duke University, Durham, North Carolina

Bachelor of Arts in History, May 2004

- **John C. and Marsha B. Slane Trinity Scholar:** Full, merit-based scholarship covering 100% of education
- **Cum Laude**

American University, Washington, D.C.

Masters in the Art of Teaching-Elementary Education, August 2006

- **G.P.A.: 4.0**
 - **Completed the Strengthening the Teaching of American History Program**
-

HONORS

Friendship Public Charter School Chairman's Choice Award

August 2007

- Annual award of \$10,000 given by Chairman of Friendship Public Charter School in recognition of significant instructional accomplishments and contributions to the district
-

PROFESSIONAL EXPERIENCE

Teach For America-Eastern North Carolina, Durham, N.C.

July 2010-Present

Managing Director, Growth, Development and Partnerships

June 2013-Present

- Establish strategic vision and manage team execution of plan to raise \$9 million, partner with 15 LEAs and 5 charter school partners to strategically staff 175 incoming teachers and build champions of educational equity in rural Eastern North Carolina
- Build and maintain strong team culture oriented around organization's mission, vision, values and annual goals

Director, District and Community Partnerships

July 2011-May 2013

- Cultivated strong school district partnerships and increased incoming corps size from 58 in 2010 to 180 in 2013
- Led efforts to expand school partnership portfolio and successfully established partnerships with six new school districts

Director, Teaching and Learning

July 2010-July 2011

- Designed and facilitated professional development for 160 Teach For America teachers, including six day long professional development conferences for our entire teaching corps

Lowe's Grove Middle School, Durham Public Schools, Durham, N.C., Instructional Coach

August 2008-June 2010

- Designed and led implementation of professional learning community framework for low performing middle school, leading to 11% increase in student achievement composite score in 2008-2009 school year
- Facilitated professional development for all teachers on data-driven instruction and assessment

Friendship Public Charter School-Woodridge Campus, Washington, D.C.,

August 2004-July 2008

5th Grade Lead Teacher/6th Grade Social Studies Teacher

- Designed and implemented standards-based units of instruction and led 73% of students in math and 53% of students in reading to proficient or advanced scores on the 2007 DCCAS state assessment
- Established and led committee that developed a school-wide behavior management system and culture plan for the 2007-08 school year as member of school's leadership team

Mentor Teacher

August 2007-July 2008

- Provided grade level and content-specific support to cohort of first and second year teachers (Pre-K-8th grade)

Summer School Principal

Summer 2007

- Led instructional staff of 13 teachers and paraprofessionals in implementing a four-week individualized, standards-based intervention program for 115 elementary and secondary students
- Increased student proficiency by 31% in math and 23% in reading during four-week intervention program
- Managed summer school operating budget of \$66,765 and ended budgetary period with a surplus of nearly \$10,000

Appendix G:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: PAVE Southeast Raleigh Charter School

2. Full name: Cooper Westendarp

Home Address: 42 West 72nd St., #12D New York, NY 10023

Business Name and Address: PAVE Academy Charter School 732 Henry Street Brooklyn NY 11231

Telephone No.: 917-803-0380

E-mail address: cwestendarp@paveacademy.org

3. Brief educational and employment history.

2001: Wake Forest University: BA English

2002: Laureate Capital (Subsidiary of BB&T Bank): Associate

2003-2004: Johns Hopkins University: Master in Teaching

2004-2007: The Pine School: Teacher

2007-2008: Columbia University: Ed.M in Education Leadership

2008-Present: PAVE Academy Charter School: Founding Chief Operating and Financial Officer

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was the incorporator of PAVE Southeast Raleigh Charter School, which the board and I are founding alongside the school Principal, with whom I currently work.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a charter school board member is to serve, in summary, the duties described in the opening paragraph above, along with ensuring the organization meets legal, fiduciary, and compliance requirements. Additionally, I understand that a charter would be granted to the board and that the board will be the ultimate party responsible for the school, including the expected hiring and retention of a non-profit management organization and the school leaders.

In full disclosure, it is anticipated that I will work for the non-profit management organization with which the school is expected to contract. I certify that I hold no equity in either the management organization or the school, I will receive no direct compensation from the school, I will recuse myself from board votes involving my own compensation and other such matters, and I will disclose my salary and benefits to the board each year in accordance with the Conflict of Interest Policy. This disclosure considered, I currently serve the board as an individual with no conflicts of interest.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the founding board of a non-profit organization that provides support to education institutions. I was also a founding applicant and board member for a pre-kindergarten organization and currently serve on an advisory board at my church. My expertise comes in the form of entrepreneurial experience, including that of a financial and operational nature. Additionally, I have past experience in the instructional realm and include student success and well being as my primary motive for decisions in education startups in which I am involved.

8. Describe the specific knowledge and experience that you would bring to the board.

I believe that I would provide similar knowledge and experience as described in #7 above.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

PAVE Southeast Raleigh Charter School will prepare students to thrive in competitive high schools and colleges. PAVE provides its students with a rigorous academic program and a community based on the school's core values of Perseverance, Achievement, Vibrance, and Excellent character.

2. What is your understanding of the school's proposed educational program?

The school's academic program has proven to outperform peer schools in NY, significantly so in math, on the NY state exam. I understand that the school model is based on high expectations that unify the school community around student preparation for college success.

3. What do you believe to be the characteristics of a successful school?

K-12 schools should prepare students to thrive in college in terms of academics and character, and other whole child realms of development through socio-emotional and physical learning.

4. How will you know that the school is succeeding (or not) in its mission?

The school will provide the board with timely and regular dashboards that include important health indicators including academic, financial, staff, parent, and student data. I will also visit the school along with other board members to observe the program in person. Finally, the board will reference independent reports generated by independent auditors, consultants, and the authorizer.

Governance

1. Describe the role that the board will play in the school's operation.

The board is meant to govern but not to carry out day-to-day operations. While the board is ultimately responsible for the charter, the board empowers school leaders (and the management organization) to ensure that daily operations are carried out in accordance with the school mission and charter.

2. How will you know if the school is successful at the end of the first year of operation?

In addition to meeting basic charter requirements, the board will work with the charter management organization and school leadership to establish clear metrics for success. These metrics will be tracked on dashboards and presented to the board at meetings.

3. How will you know at the end of five years of the school is successful?

If the school is a success after five years, students will be achieving above peer organizations on NC state assessments, the school's charter will be renewed, and the school will meet a variety of other standards of school health, including financial, student, and staff stability and a well rounded school culture.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board members will need to regularly attend board and committee meetings. Board members will work with school leadership and the management company to provide an adequate balance of support and accountability in its endeavor to govern the mission as presented in the charter.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Board members may refer to the organization bylaws, articles of incorporation, conflict of interest policy, other governing documents, and the board's legal counsel to reference the legal standards by which the school was founded and the formal procedures a board member should take in case of potentially unethical behavior. I certify that hold copies of the organization incorporation documents, bylaws, conflict of interest policy, and other formation documents for my reference.

*Please include a one page resume with your Information Form

Certification

I, Henry Cooper Westendarp, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for PAVE Southeast Raleigh Charter School is true and correct in every respect.

H. Cooper Westendarp
Signature

12/5/13
Date

H.Cooper Westendarp

Advisor and Coach

917.803.0380

cooperwestendarp@mac.com

EDUCATION

2012-2013	COLUMBIA BUSINESS SCHOOL AND TEACHERS COLLEGE, COLUMBIA UNIVERSITY Columbia Coaching Certification Program	New York, NY
2007 - 2008	TEACHERS COLLEGE, COLUMBIA UNIVERSITY Ed.M. Education Leadership; The Klingenstein Center, A average (no G.P.A. given)	New York, NY
2003-2004	JOHNS HOPKINS UNIVERSITY Master of Arts in Teaching, 4.0 G.P.A.	Baltimore, MD
1997-2001	WAKE FOREST UNIVERSITY B.A. English with Financial Accounting concentration, 3.1 G.P.A.	Winston-Salem, NC

EXPERIENCE

2008-Present	PAVE ACADEMY CHARTER SCHOOL Founding Chief Operating and Financial Officer PAVE Academy Charter School (PAVE) prepares Kindergarten to 8th grade students to thrive in competitive high schools and four-year colleges. PAVE provides its students with a rigorous academic program and a community built on the school's core values of: Perseverance, Achievement, Vibrance, and Excellent Character. The school opened in August 2008 with approximately 88 Kindergarten and 1st Grade students and will add an additional grade until it reaches capacity in 8th Grade. In 2012, PAVE Academy students performed in the top 1/3 of all NY State charter schools in reading, and achieved among the highest math scores in NY State, with a 95% proficiency average. Currently, PAVE's team of 50 adults serves 300 students in grades K-5; 87% of students qualify for free or reduced lunch and 100% of PAVE students are minority. After temporarily relocating locations because of Hurricane Sandy in 2012, the PAVE community finished building and moved into a new \$39 million facility, the first new school constructed in Red Hook in half a century. PAVE's compliance and financial record are perfect, including four straight years of unqualified audits and budget surpluses. Leaders have recently completed a \$17 million New Market Tax Credit deal that yields \$2.1 million to the Red Hook community, received a 5-year reauthorization with no conditions from the NYC Department of Education, applied to open a Pre-Kindergarten organization in September 2013, and applied to open a second school in September 2014. Since 2008, Cooper has been and continues to be responsible for overseeing all operations, finance, and real estate, and has co-led all entrepreneurial initiatives, including those described above.	Brooklyn, NY
2004-2007	THE PINE SCHOOL Founding Teacher	Hobe Sound, FL
2003 - 2004	PUBLIC SCHOOL TEACHING EXPERIENCE Full-Time English Teacher Intern	Baltimore, MD
2002	LAUREATE CAPITAL/BB&T MANAGEMENT DEVELOPMENT PROGRAM Associate	WINSTON-SALEM, NC
1997-2001	UNDERGRADUATE LEADERSHIP: WAKE FOREST UNIVERSITY Campus Leader <ul style="list-style-type: none">Led fraternity system as Inter-Fraternity Council (IFC) President; 43% of all WFU students GreekCo-founded and led EZ Rides Taxi Service as President; developed business plan, obtained startup capital, marketed organization, and serviced \$3,000-\$4,000 per monthParticipated in W.F.U. Board of Trustees Long-Term Planning Retreat as 1 of 5 student leaders selected; contributed to university's mission, vision, and strategic plan for 2000-2010	WINSTON-SALEM, NC

Appendix G:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: PAVE Southeast Raleigh Charter School

2. Full name: J Spencer Robertson

Home Address: 44 Sidney Place

Business Name and Address: PAVE Academy Charter School
732 Henry Street
Brooklyn, NY 11231

Telephone No.: 718 858 7813

E-mail address: srobertson@paveacademy.org

3. Brief educational and employment history.

BA Duke University- 1998

Stanford Graduate School of Business- 2005

JHS 117: 1998-2001- 8th Grade ELA/Spanish Teacher

Tiger Foundation: 2001-2003- Program Officer

Building Excellent Schools Fellowship- 2005-2006

Uncommon Schools (North Star Academy)- 2006-2007

PAVE Academy Charter School: 2008-Present- Executive Director

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?

My role as a PAVE Southeast Raleigh Charter School board member is to support school leadership in its efforts to achieve the school's goals and mission. I will help ensure that the organization meets its legal, fiduciary, and compliance requirements. I understand that ultimately, a charter is granted to the board and that the board will be the party responsible for the school, including the expected hiring and retention of a non-profit management organization and the school leaders.

In full disclosure, it is anticipated that I will work for the non-profit management organization with which the school is expected to contract. I certify that I hold no equity in either the management organization or the school, I will receive no direct compensation from the school, I will recuse myself from board votes involving my own compensation and other such matters, and I will disclose my salary and benefits to the board each year in accordance with the Conflict of Interest Policy. This disclosure considered, I currently serve the board as an individual with no conflicts of interest.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

For the past 6 years I have served on the Board of Trustees of Deerfield Academy (a co-ed boarding high school in Massachusetts). I have served on several committees during my tenure including: Compensation and Personnel, Academic Affairs, Student Life and Building and Grounds. Additionally, for the past 6 years I have served as a PAVE Academy Board Member (ex-officio) and serve on the following committees: Governance, Education, Fundraising, Finance and Community Engagement. These cumulative experiences have prepared me well to be a steward of the organization.

8. Describe the specific knowledge and experience that you would bring to the board.

I have spent nearly my entire professional career in education. I spent three years as a classroom teacher before overseeing a portfolio of education entities (including charters) at a major foundation in New York City. And for the past 6 years I have served as the Executive Director of a high performing elementary and middle charter school that works with an at-risk population in Red Hook, Brooklyn. These cumulative experiences have prepared me to contribute positively to a high functioning Board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school has a simple mission: to prepare students to excel in competitive high schools and ultimately graduate college. The school does this in an environment that celebrates the core values Perseverance, Achievement, Vibrance and Excellent character (PAVE). The school's fundamental belief is that all children can achieve at high levels.

2. What is your understanding of the school's proposed educational program?

I understand that the school's academic program will largely be based off of the program that it has successfully implemented at PAVE Academy in Red Hook, Brooklyn for the past 6 years. PAVE has proven to outperform peer

schools across New York City and the state- significantly so in math, on the NY state exam. I understand that the school model is based on consistently high expectations that unify the school community around student preparation for college success.

3. What do you believe to be the characteristics of a successful school?

There are many characteristics that I believe factor into a successful school. First and foremost, its scholars should be on a college trajectory as measured by state assessment and aligned internal diagnostic assessments. Additionally, there should be alignment throughout the school- from the administrators to the teachers to the scholars in terms of understanding the school's mission. Each should possess a clear understanding of the systems and expectations that allow the mission to be achieved. Finally, a positive school culture that reflects the school's core values should be palpable. This manifests itself in the form of engaged and enthusiastic students and educators.

4. How will you know that the school is succeeding (or not) in its mission?

PAVE Academy has developed a 'dashboard' that it shares with its Board at monthly meetings. It is a relatively simple, straightforward and transparent report that provides each board member with important, up to date health indicators that include student academic progress, financial stability, staff recruitment and retention, and student recruitment/retention. We anticipate devising a similar dashboard for the PAVE SE Raleigh board. Additionally, I will visit the school monthly. Visits will include meetings with school leadership, teachers and classroom observation.

Governance

1. Describe the role that the board will play in the school's operation.

I understand that the board is meant to govern, support and serve as a resource for the school but not be involved in day-to day operations. While the board is ultimately responsible for school performance, the board empowers school leaders to carry out the daily operations in a manner that aligns with the school's mission and the terms within the charter.

2. How will you know if the school is successful at the end of the first year of operation?

A number of metrics will allow us to determine the success of the school in its first year of operation. First and foremost is that all scholars have made substantial academic progress and are on a college trajectory as defined by codified benchmarks. Additionally we will be able to report high levels of scholar, parent and teacher satisfaction. We will be able to track these and other measures via the dashboard presented at the monthly Board Meeting.

3. How will you know at the end of five years of the schools is successful?

A number of metrics will enable us to qualify the school as successful after 5 years. First and foremost will be student achievement levels. We expect our levels of proficiency among our scholars in state testing grades to significantly exceed the state averages in Math and ELA. The school's charter will be renewed, and the school will meet a variety of other measurements that are indicative of health that include, but are not limited to

financial, student, and staff stability and a vibrant school culture that celebrates and promotes the school's core values.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure the success of PAVE SE, Board members will need to be engaged. Board members will regularly attend and actively participate in board and committee meetings. The Board will work collaboratively with school leadership and the management company to provide an appropriate balance of support and accountability in its endeavor to steward the mission as presented in the charter.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Each Board member will be in possession of organization bylaws and other governing documents to reference the legal standards by which the school was founded and the formal procedures a board member should take in case of potentially unethical behavior. If I encountered a situation where I believed a Board member(s) were not acting in the best interests of the school/unethically I would immediately bring it to the attention of the Board Chair. Should the party in question be the Board Chair, I would discuss it with the head of the Governance Committee and we would determine next step which would potentially entail notifying someone in the charter office and soliciting their guidance.

*Please include a one page resume with your Information Form

Certification

I, J Spencer Robertson, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for PAVE Southeast Raleigh Charter School is true and correct in every respect.

Signature

12/4/13
Date

SPENCER ROBERTSON
44 Sidney Place
Brooklyn, NY 11201
srobertson@paveacademy.org

EDUCATION

2003 – 2005 **STANFORD GRADUATE SCHOOL OF BUSINESS** Palo Alto, CA
Master in Business Administration. IHAD volunteer mentor
1994 – 1998 **DUKE UNIVERSITY** Durham, NC
Bachelor of Arts in English

EXPERIENCE

2007 – 2012 **PAVE ACADEMY CHARTER SCHOOL** Brooklyn, NY
Executive Director. Founded a K – 8th grade public charter school in Red Hook, Brooklyn currently serving 270 at-risk students in grades K – 5.

- Responsible for the school's academic success, rigorous and vibrant culture, financial stability, and ongoing organizational viability.

2005 – 2006 **BUILDING EXCELLENT SCHOOLS** Boston, MA

Fellow. Was selected for paid fellowship, designed to train charter school leaders.

- Studied best practices of charter school governance, educational programs, and operations.
- Visited and met with leaders of over two dozen of the best charter schools in the US.
- Completed ten-week residency at Excellence Charter School of Bedford Stuyvesant, Brooklyn.

Summer 2004 **PDS DEVELOPMENT** Brooklyn, NY

Intern. Worked for a socially motivated real estate development company seeking to bring manufacturing jobs to Brooklyn.

- Surveyed industrial spaces for conversion into manufacturing facilities. Analyzed them from both a financial and structural perspective.
- Created a report for the National Service-Learning Partnership (a branch of AED) on the feasibility of adopting a shared space model.

2002 – 2003 **TIGER FOUNDATION** New York, NY

Program Officer. Worked for a leading nonprofit seeking to break the cycle of poverty in New York City. Assisted in special projects and management of \$6 million portfolio.

- *Grant-making.* Evaluated the efficacy of 12 grant proposals. Performed due diligence. Searched for potential grant-making opportunities.
- *Education Projects.* Researched NYC DOE's New School Creation efforts to identify the best funding areas. Conducted activity based costing of Independent Schools Portfolio.
- *Special Projects.* Created extensive report on mental health needs arising after 9-11.

2001 – 2002 **ANCHOR, INC** New York, NY

Program Coordinator. Worked directly for Executive Director of a start-up non-profit creating boarding schools for at-risk inner city youth.

- Developed and implemented an after-school program for resident high school girls including visual/performing arts, athletics and academic enrichment.
- Conducted outreach to 12 middle school guidance counselors to familiarize them with the program and recruited potential participants.
- Designed application for admission and created marketing materials distributed to potential donors.

1998 – 2001 **JEFFERSON PARK JUNIOR HIGH SCHOOL** Harlem, NY

Instructor. Taught classes of 15 to 30 Seventh and Eighth grade students.

- Taught expository writing, American literature, and intermediate Spanish
- Managed school's collaboration with *Sports Illustrated for Kids* and published school magazine.
- Developed and implemented school's detention policy.

COMMUNITY

2000 – 2005 **STUDENT SPONSOR PARTNERS** New York, NY

Mentor and fundraiser. Give personal and academic guidance to underserved high school student. Served as co-head of benefit committee, which raised over \$400,000 for the organization.

2001 – 2005 **TEAK FELLOWSHIP** New York, NY

Mentor and recruiter. Served as a mentor to gifted but underserved middle school student. Initiated collaboration between NOLS and TEAK to provide scholarships for two students each summer.

1999 – 2001 **ROAD RUNNERS FOUNDATION** New York, NY

Coach. Founded after-school running program at Jefferson Park Junior High School.

PERSONAL Enjoy running marathons (completed five), golf, cooking and hiking. Fluent in Spanish

APPENDIX H

**BYLAWS AND CONFLICT OF INTEREST POLICY
PAVE SOUTHEAST RALEIGH CHARTER SCHOOL**

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL, INC.

Unanimous Written Consent of the Board of Directors

Pursuant to Section 55A-8-21
of the North Carolina Nonprofit Corporation Act

[December 3, 2013]

The undersigned, being all the directors of PAVE Southeast Raleigh Charter School, Inc., a North Carolina not-for-profit corporation (the "Corporation"), DO HEREBY CONSENT to the adoption of, and DO HEREBY ADOPT, the resolutions hereinafter set forth as the action of the Board of Directors of the Corporation pursuant to Section 55A-8-21 of the North Carolina Nonprofit Corporation Act with the same force and effect as if such resolutions had been duly adopted at a meeting of the Board of Directors of the Corporation duly called and held for such purpose, and DO HEREBY DIRECT that this Consent be filed in the minute books of the Corporation:

RESOLVED, that, pursuant to Section 55A-2-06 of the North Carolina Nonprofit Corporation Act, the Bylaws substantially in the form attached hereto as Exhibit A are in all respects approved and adopted as and for the Bylaws of the Corporation;

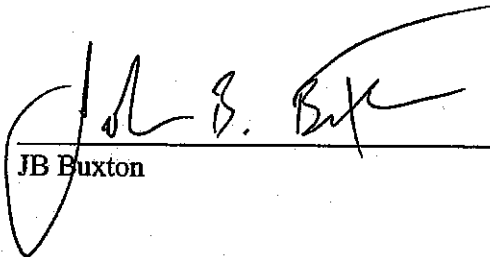
RESOLVED FURTHER, that the Conflict of Interest Policy substantially in the form attached hereto as Exhibit B be and it hereby is in all respects approved and adopted as the Conflict of Interest Policy of the Corporation; and

RESOLVED FURTHER, that any director of the Corporation or the Treasurer or the Secretary of the Corporation at the time in office (each an "Authorized Person") be, and each of them hereby is, authorized and directed to take all such further actions and to execute and deliver, in the name and on behalf of the Corporation and under its corporate seal or otherwise, any and all such further documents and instruments, as such Authorized Person(s) may deem necessary or advisable to carry out the purposes of the foregoing resolutions and the approvals or transactions contemplated thereby; and that the taking of each such action and the execution and delivery of each such document or instrument shall be conclusive evidence of its necessity or advisability.

IN WITNESS WHEREOF, this Consent has been executed and delivered, shall be filed with the records of the Corporation and shall be treated for all purposes as votes taken at a meeting.

[Remainder of this page intentionally left blank.]

IN WITNESS WHEREOF, the undersigned, being the directors of the Corporation, have executed this Consent as of date first set forth above.



JB Buxton

Kwan Graham

Henry Cooper Westendarp

Julian Spencer Robertson

Andrew Lakis

1

IN WITNESS WHEREOF, the undersigned, being the directors of the Corporation, have executed this Consent as of date first set forth above.

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Henry Cooper Westendarp



Julian Spencer Robertson

Andrew Lakis

1

Exhibit A
(see attached)

BYLAWS

OF

**PAVE SOUTHEAST RALEIGH CHARTER SCHOOL, INC.
TABLE OF CONTENTS TO BYLAWS**

OF

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL, INC.

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OF
PAVE SOUTHEAST RALEIGH CHARTER SCHOOL, INC.**

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BYLAWS
OF
PAVE SOUTHEAST RALEIGH CHARTER SCHOOL, INC.

ARTICLE -- 1-- NAME, OFFICES AND PURPOSES

Section 1. Name. The name of the corporation shall be PAVE Southeast Raleigh Charter School Inc., hereinafter referred to as the "PAVE Southeast."

Section 2. Principal Office. The principal office of PAVE Southeast shall be located at 434 Fayetteville Street, Ste 1620, Raleigh, NC 27601, which shall also be the registered office of PAVE Southeast.

Section 3. Other Offices. PAVE Southeast may have offices at such other places, either within or out of the State of North Carolina, as the Board of Directors may from time to time determine.

Section 4. Purposes. The purposes of PAVE Southeast are as stated in the Articles of Incorporation.

Section 5. Non-Discrimination Policy. PAVE Southeast seeks diversity in its student/parent body, faculty, staff and administration. PAVE Southeast does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation or affectional preference, or any other category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE -- 2-- BOARD OF DIRECTORS

Section 1. General Powers. The affairs of PAVE Southeast shall be managed by the Board of Directors in accordance with the provisions of applicable law, the Articles of Incorporation and these bylaws.

Section 2. Number, Term and Qualification. The number of Directors of PAVE Southeast constituting the entire Board shall not be less than three. Subject to such limitation, the entire Board shall consist of not fewer than three (3) nor more than twelve (12) directors as shall be determined from time to time by a majority of the entire Board. The number of Directors may be increased or decreased at any time and from time to time by amendment of the Bylaws, or by majority vote of the entire Board, except that in no case may any decrease in the number of Directors shorten the term of any incumbent Director. Directors need not be residents of the State of North Carolina.

Section 3. Election of Directors. Directors shall be elected at any annual or special meeting of the Board of Directors by an affirmative vote of a majority of the Directors then in office, and each Director shall continue in office until his or her successor is elected or

qualified (unless the Board of Directors, at the annual meeting, determines that there is to be no such immediate successor), or until his or her death, resignation or removal. The tenure of incumbent members of the Board of Directors shall not be affected by an increase or decrease in the number of Directors. The election of Directors shall be a part of the order of business of each annual meeting of the Board of Directors.

Section 4. Newly-Created Directorships and Vacancies. Newly-created directorships resulting from an increase in the number of Directors elected and vacancies occurring in the Board for any reason, may be filled by vote of a majority of the Directors then in office, even if less than a quorum exists. A Director elected to fill a vacancy shall hold office until the next annual meeting at which the election of Directors is in the regular order of business, and until his or her successor shall have been elected and qualified.

Section 5. Removal. Directors may be removed from office at any time with cause by the Directors by the vote of two-thirds of the entire Board of Directors, at the meeting of Directors at which such action is taken. If a Director is removed, a new Director may be elected to fill the vacancy at the same meeting.

Section 6. Resignation. A Director may resign at any time by communicating such resignation to the Board of Directors, its presiding officer or to the corporation. The resignation is effective when communicated unless the notice specifies a later effective date or subsequent event upon which it will become effective.

Section 7. Reimbursement of Directors. PAVE Southeast shall reimburse all reasonable expenses of the Directors incurred for PAVE Southeast business, provided that no such reimbursement shall be paid to the extent it would constitute an excess benefit transaction under Section 4958 of the Code.

Section 8. Annual Report of Directors. The Board of Directors shall present at the annual meeting a report, verified by the Treasurer or by a majority of the Directors and certified by an independent public or certified public accountant or a firm of such accountants selected by the Board, showing in appropriate detail the following: (1) the assets and liabilities, including the trust funds, of PAVE Southeast as of the end of a twelve-month fiscal period terminating not more than six months prior to said meeting; (2) the principal changes in assets and liabilities, including trust funds, during said fiscal period; (3) the revenue or receipts of PAVE Southeast, both unrestricted and restricted to particular purposes, during said fiscal period; and (4) the expenses or disbursements of PAVE Southeast, for both general and restricted purposes during said fiscal period. The annual report of the Directors shall be filed with the records of PAVE Southeast and either a copy or an abstract thereof entered in the minutes of the proceedings of the annual meeting.

ARTICLE -- 3-- MEETINGS OF DIRECTORS

Section 1. Annual Meeting. The annual meeting of the Board of Directors may be held at a time and date each year as may be fixed by the Board from time to time, for the purpose of electing Directors and officers of PAVE Southeast and the transaction of such other business as may be properly brought before the meeting.

Section 2. Special Meeting. Special meetings of the Board of Directors may be called by or at the request of the Chairman of the Board or any two Directors.

Section 3. Adjournment of Meetings. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of any adjournment of a meeting of the Board to another time or place shall be given to the Directors who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the other Directors.

Section 4. Place of Meetings. Meetings of the Board of Directors may be held at the principal office of the corporation or at such other place, either within or without the State of North Carolina, as may be fixed by the Board from time to time or as shall be specified in the respective notice or waiver of notice thereof.

Section 5. Notice of Meetings. The Secretary or other person or persons calling a meeting for which notice is required shall give notice by mail at least five days before the meeting. Unless otherwise indicated in the notice, any and all business may be transacted at a meeting of the Board of Directors. Notice of a meeting need not be given to any Director who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice. A notice or waiver of notice need not specify the purpose of any regular or special meeting of the Board.

Section 6. Quorum. One-third of the entire Board of Directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at a meeting of the Board of Directors.

Section 7. Manner of Acting. Except as otherwise provided by law or in the bylaws, the act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 8. Action Without Meeting. Any action required or permitted to be taken by the Board of Directors or any committee thereof may be taken without a meeting if all members of the Board or such committee consent in writing, or in electronic form and delivered by electronic means, to the adoption of a resolution authorizing such action. Each resolution so adopted and the written or electronic consents thereto by members of the Board or such committee shall be filed with the minutes of the proceedings of the Board or such committee.

Section 9. Meeting by Conference Telephone. Any one or more Directors or members of a committee may participate in a meeting of the Board or committee by means of a conference telephone or similar communications device which allows all Directors participating in the meeting to simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in person at such meeting.

ARTICLE -- 4-- COMMITTEES

Section 1. Executive Committee. The Board of Directors, by resolution adopted by a majority of the number of Directors then in office, may designate two or more Directors to constitute an Executive Committee, which shall have and may exercise the authority of the Board in the management of the business and affairs of corporation during intervals between meetings. Vacancies in the membership of the Executive Committee shall be filled by a majority

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of the whole Board of Directors at a regular meeting or at a special meeting called for that purpose. The Executive Committee shall keep minutes of its proceedings and shall report to the Board of Directors on action taken. Minutes of meetings of the Executive Committee shall be prepared and kept with the records of the corporation.

Section 2. Standing or Other Committees. Standing or other committees having two or more members may be designated by a resolution adopted by a majority of the number of Directors then in office, and each committee, to the extent provided in the resolution, shall have all the authority of the Board, to the full extent permitted by law. Vacancies in the membership of such committees shall be filled by appointment made in the same manner as provided in the case of the original appointment.

Section 3. Special Committees. The Board may also create such special committees having two or members as may be deemed desirable. The members of such committees shall be appointed by the Chair of the Board with the consent of the Board or as the Board may otherwise direct. Special committees shall only have the powers specifically delegated to them by the Board.

Section 4. Committee Authority. No committees of the Board (including the Executive Committee) shall be authorized to take the following actions:

- (a) Authorize distributions to or for the benefit of the Directors or officers;
- (b) Approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the corporation's assets;
- (c) Elect, appoint or remove Directors, or fill vacancies on the Board of Directors or on any of its committees, or
- (d) Adopt, amend, or repeal the Articles of Incorporation or bylaws.

ARTICLE -- 5-- OFFICERS

Section 1. Titles. The officers of PAVE Southeast shall be a Secretary and a Treasurer. The Board of Directors may also elect a Chairman of the Board of Directors, a Chief Executive Officer, an Executive Vice President, one or more additional Vice Presidents, one or more Assistant Secretaries and one or more Assistant Treasurers, and such other officers as it shall deem necessary. Except as otherwise provided in these bylaws, the additional officers shall have the authority and perform the duties as from time to time may be prescribed by the Board of Directors. Any two or more offices may be held by the same individual, but no officer may act in more than one capacity where action of two or more officers is required.

Section 2. Election and Term. The officers of PAVE Southeast shall be elected by the Board of Directors at the annual meeting or a special meeting called for that purpose by an affirmative vote of a majority of the Directors then in office. Each officer shall hold office until a successor is elected or qualified (unless the Board of Directors determines that there is to be no such immediate successor), or until his or her death, resignation or removal.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed at any time by the Board with or without cause. Such removal

without cause shall be without prejudice to such person's contract rights, if any, but the appointment of any person as an officer, agent or employee of PAVE Southeast shall not of itself create contract rights.

Section 4. Resignation. An officer or agent may resign at any time by communicating such resignation to the corporation. A resignation is effective when it is communicated unless it specifies in writing a later effective date.

Section 5. Vacancies. Vacancies among the officers may be filled and new offices may be created and filled by the Board of Directors.

Section 6. Chairman of the Board of Directors. The Chairman of the Board of Directors, if such officer is elected, shall preside at meetings of the Board of Directors and shall have such other authority and perform such other duties as the Board of Directors shall designate.

Section 7. Chief Executive Officer. The Chief Executive Officer, if such officer is elected, subject to the control of the Board of Directors and subject to Article 5, Section 6, shall supervise and control the management of the corporation in accordance with these bylaws. In the absence of a Chairman of the Board, the Chief Executive Officer shall preside at meetings of the Board of Directors. The Chief Executive Officer shall sign, with any other proper officer, instruments which may be lawfully executed on behalf of the corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board of Directors to some other officer or agent. In general and subject to Article 5, Section 6, the Chief Executive Officer shall perform all duties incident to the office of the chief executive and such other duties as may be assigned by the Board of Directors from time to time.

Section 8. Vice Presidents. In the absence of the Chairman of the Board or the Chief Executive Officer or in the event of both officers' inability or refusal to act, the Vice President, if any, shall perform the duties of the Chairman of the Board or the Chief Executive Officer, as applicable. The Vice President shall perform such other duties and have such other powers as the Board of Directors may provide from time to time by standing or special resolution, or as the Chairman of the Board or, if applicable, the Chief Executive Officer may from time to time provide, subject to the powers and the supervision of the Board. If there should be more than one Vice President serving, they shall act as determined by a majority of them.

Section 9. Treasurer. The Treasurer shall have the custody of, and be responsible for, all funds and securities of PAVE Southeast. He or she shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of PAVE Southeast, and shall deposit all monies and other valuable property of PAVE Southeast in the name and to the credit of PAVE Southeast in such banks or depositories as the Board of Directors may designate. Whenever required by the Board, the Treasurer shall render a statement of accounts. He or she shall at all reasonable times exhibit the books and accounts to any officer or Director of the Board of Directors; provided that the Board may appoint a custodian or depository for any such funds or securities, and the Board may designate those persons upon whose signature or authority such funds may be disbursed or transferred. The Treasurer shall perform all duties incident to the office of Treasurer, subject to the supervision of the Board, and such other duties

as shall from time to time be assigned by the Board. The Treasurer shall, if required by the Board, give such bond or security for the faithful performance of duties as the Board may require.

Section 10. Assistant Treasurers. Each Assistant Treasurer shall have such powers and perform such duties as may be assigned by the Board of Directors, and the Assistant Treasurers shall exercise the powers of the Treasurer during that officer's absence or inability to act.

Section 11. Secretary. The Secretary shall be responsible for the keeping of an accurate record of the proceedings of all meetings of the Board of Directors, shall give or cause to be given all notices in accordance with these Bylaws or as required by law, and, in general, shall perform all duties customary to the office of Secretary. The Secretary shall have custody of the corporate seal of PAVE Southeast, if any; and shall have authority to affix the same to any instrument requiring it; and, when so affixed, it may be attested by the Secretary's signature. Notwithstanding the Secretary's custody of the corporate seal, the Board may give general authority to any officer to affix the seal of the PAVE Southeast, if any, and to attest the affixing by that officer's signature.

Section 12. Assistant Secretaries. Each Assistant Secretary shall have such powers and perform such duties as may be assigned by the Board of Directors, and the Assistant Secretaries shall exercise the powers of the Secretary during that officer's absence or inability to act.

Section 13. Agents and Employees. The Board of Directors may appoint agents and employees who shall have such authority and perform such duties as may be prescribed by the Board. The Board may remove any agent or employee at any time with or without cause. Removal without cause shall be without prejudice to such person's contract rights, if any, and the appointment of such person shall not itself create contract rights.

Section 14. Compensation and Reimbursement of Officers, Agents and Employees. Officers, agents and employees may receive compensation in such reasonable amounts as may be fixed by a majority vote of the entire Board of Directors, and PAVE Southeast shall reimburse all reasonable expenses of its officers, agents and employees incurred for PAVE Southeast business, provided that no such compensation or reimbursement shall constitute an excess benefit transaction under Section 4958 of the Code. The compensation of agents and employees appointed by the Board shall be fixed by the Board, but this power may be delegated to any officer, agent or employee as to persons under that person's direction or control. The Board may require officers, agents or employees to give security for the faithful performance of their duties.

ARTICLE -- 6-- INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 1. General Policy. It shall be the policy of the corporation to indemnify to the maximum extent permitted by Chapter 55A of the General Statutes of North Carolina any one or more of the Directors, officers, employees, or agents and former Directors, officers, employees, or agents of PAVE Southeast, and persons who serve or have served at the request of PAVE Southeast as directors, officers, partners, trustees, employees or agents of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, against judgments,

penalties, settlements and other liabilities incurred by them in connection with any pending, threatened or completed action, suit or proceeding, whether civil, criminal, investigative or administrative (a "proceeding") and against reasonable costs and expenses (including attorneys' fees) in connection with any proceeding, where such liabilities and litigation expenses were incurred incident to the good faith performance of their duties. In no case, however, shall PAVE Southeast indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Code. Further, if at any time PAVE Southeast is deemed to be a private foundation within the meaning of section 509 of the Code then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in § 4941(d) or § 4945(d), respectively, of the Code. Moreover, PAVE Southeast shall not indemnify, reimburse or insure any person in any instance where such indemnification, reimbursement or insurance is inconsistent with § 4958 of the Code or any other provision of the Code applicable to corporations described in § 501(c)(3) of the Code. If any part of this Article shall be found in any action, suit or proceeding to be invalid or ineffective, the validity and the effectiveness of the remaining parts shall not be affected.

Section 2. Use of Corporate Funds. PAVE Southeast may advance expenses in connection with any proceeding to any such person in accordance with applicable law. The use of funds of PAVE Southeast for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in Section I of this Article shall be deemed a proper expense of the corporation.

ARTICLE -- 7-- GENERAL PROVISIONS

Section 1. Seal. The seal of PAVE Southeast shall bear the name of the corporation and the letters "N.C."

Section 2. Checks, Notes, Contracts. The Board of Directors shall determine who shall be authorized from time to time on PAVE Southeast's behalf to sign checks, notes, drafts, acceptances, bills of exchange and other orders or obligations for the payment of money; to enter into contracts; or to execute and deliver other documents and instruments.

Section 3. Loans. No loans shall be contracted on behalf of the corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 4. Fiscal Year. The fiscal year of PAVE Southeast shall be the calendar year or such other period as may be fixed by the Board of Directors.

Section 5. Amendments. These bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of a majority of the entire Board of Directors at any meeting of the Board; provided, that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment. Such notice may be waived as provided in these bylaws.

Exhibit B
(see attached)

PAVE Southeast Raleigh Charter School, Inc.

**CONFLICTS OF INTEREST POLICY
OF
PAVE SOUTHEAST RALEIGH CHARTER SCHOOL, INC.**

Adopted as of December 3, 2013

**Article I
Purpose**

The purpose of the conflicts of interest policy is to protect the interest of PAVE Southeast Raleigh Charter School, Inc. (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations.

**Article II
Definitions**

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an "interested person".

2. Financial Interest

A person has a "financial interest" if the person has, directly or indirectly, through business, investment or family:

- a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. a potential ownership or investment interest in, or compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

PAVE Southeast Raleigh Charter School, Inc.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

**Article III
Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- b. The chairperson of the governing board or the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

PAVE Southeast Raleigh Charter School, Inc.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines that the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

**Article IV
Records of Proceedings**

The minutes of the governing board and all committee with board delegated powers shall contain:

1. the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
2. the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

**Article V
Compensation**

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the

PAVE Southeast Raleigh Charter School, Inc.

Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

**Article VI
Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers may be required to sign a statement which affirms that such person:

- a. has received a copy of the conflicts of interest policy,
- b. has read and understands the policy,
- c. has agreed to comply with the policy, and
- d. understands that the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**Article VII
Periodic Reviews**

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's-length bargaining.
- b. Whether partnerships, joint ventures and arrangements with management organizations conform to written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further the Corporation's charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**Article VIII
Use of Outside Experts**

When conducting the periodic reviews as provided in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring that periodic reviews are conducted.

APPENDIX I

ARTICLES OF INCORPORATION

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

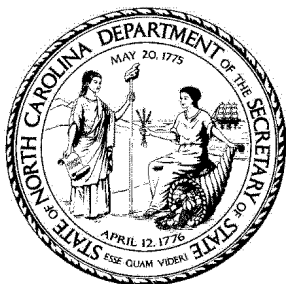
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL, INC.

the original of which was filed in this office on the 27th day of November, 2013.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 27th day of November, 2013.

Elaine F. Marshall

Secretary of State

C2013 323 01290

**ARTICLES OF INCORPORATION
OF
PAVE SOUTHEAST RALEIGH CHARTER SCHOOL, INC.
(A NONPROFIT CORPORATION)**

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned does hereby submit these Articles of Incorporation for the purposes of forming a nonprofit corporation (the "Corporation"):

1. The name of the Corporation is PAVE Southeast Raleigh Charter School, Inc.
2. The Corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The period of duration of the Corporation shall be perpetual.
4. The purposes for which the Corporation is formed are:
 - a. To operate exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"); and
 - b. In connection with the foregoing, to engage in any lawful activity for which corporations may be organized under Chapter 55-A of the General Statutes of North Carolina so long as the Corporation does not directly or indirectly engage in any activity which would prevent it from obtaining exemption from Federal income taxation as a corporation described in Section 501(c)(3) of the Code, or cause it to lose such exempt status, or carry on any activity not permitted to be carried on by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.
5. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any director or officer of the Corporation, or any private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to or for the Corporation and to make payments and distributions in furtherance of the purposes set forth in Article 4 hereof.
6. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise permitted by Section 501(h) of the Code and any corresponding laws of the State of North Carolina), and the Corporation shall not participate in or intervene in (including the publication or distribution of statements concerning) any political campaign on behalf of (or in opposition to) any candidate for public office.
7. During such period, or periods, of time as the Corporation is treated as a "private foundation" pursuant to Section 509 of the Code, the directors must distribute the Corporation's income at such time and in such manner so as not to subject the Corporation to tax under Section

4942 of the Code, and the Corporation is prohibited from engaging in any act of self-dealing (as defined in Section 4941(d) of the Code), from retaining any excess business holdings (as defined in Section 4943(c) of the Code) which would subject the Corporation to tax under Section 4943 of the Code, from making any investments or otherwise acquiring assets in such manner so as to subject the Corporation to tax under Section 4944 of the Code, from retaining any assets which would subject the Corporation to tax under Section 4944 of the Code if the directors have acquired such assets, and from making any taxable expenditures (as defined in Section 4945(d) of the Code).

8. In the event of dissolution or final liquidation of the Corporation, all of the remaining assets and property of the Corporation shall, after paying or making provision for the payment of all of the liabilities and obligations of the Corporation and for the necessary expenses thereof, be distributed to such organization or organizations organized and operated exclusively for charitable or educational purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code.
9. The Corporation shall have no members.
10. The Corporation shall be operated by a board of directors. The number and method of election of the directors shall be as set forth in the bylaws of the Corporation.

11. The address of the registered office of the Corporation is:

*Corporation Service Company
327 Hillsborough Street
Raleigh, NC 27603
Wake County*

12. The name of the registered agent of the Corporation at the above address is *Corporation Service Company*.

13. The name and address of the incorporator is:

*Cooper Westendarp
c/o PAVE Academy Charter School
732 Henry Street
Brooklyn, NY 11231*

14. The address of the principal office of the Corporation is:

*PAVE Southeast Raleigh Charter School
c/o Kwan Graham, PEFNC
434 Fayetteville Street, Ste 1620
Raleigh, NC 27601
Wake County*

15. To the full extent from time to time permitted by law, no person who is serving or who has served as a director of the Corporation shall be personally liable for any action for monetary

damages for breach of his or her duty as a director. Neither the amendment or repeal of this article, nor the adoption of any provision of these articles of incorporation inconsistent with this article, shall eliminate or reduce the protection afforded by this article to a director of the Corporation with respect to any matter which occurred, or any cause of action, suit or claim which but for this article would have accrued or risen, prior to such amendment, repeal or adoption.

16. These Articles of Incorporation will be effective upon filing.

This the 18 day of November, 2013.



Cooper Westendarp, Incorporator

APPENDIX J

COPY OF NON-PROFIT ORGANIZATION BOARD POLICIES

(N/A)

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

**PAVE Academy Charter School
Dashboard
11/19/13**

Other School Data	Target	Actual
Student Enrollment	368	358
% Free and Reduced	87%	87%
% ELL	11%	5%
% SPED	17%	19%
Student Attendance	95%	94%
2012-2013 Student Retention	95%	90%
Elementary School Suspensions		28
Middle School Suspensions		4
Staff	51.5	50.5
2012-2013 Staff Retention	85%	89%
Budgeted Net Surplus*	\$ 99,630	\$ (234,439)
Projected Net Surplus	\$ 99,630	\$ 99,630
Budgeted Private Fundraising	\$ 825,000	\$ 270,001
Final Funds Raised 12-13	\$ 475,000	\$ 785,102
2013 Lottery Applications		1030

*8/31 Actual loss due to the high volume of purchasing in the first two months of the fiscal year; awaiting federal revenue; no FOP contributions yet; SPED funding expected to increase compared to current actuals

**PAVE Academy Charter School
Assessment Dashboard
11/19/13**

ELA Proficiency %							
Assessment	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
1 Year Ago: IA 1 2012	48%	58%	12%	13%	6%	0%	
2013 NYS Test				15%	27%	23%	
June 2013 IA 4	62%	43%	34%	8%	39%	13%	
IA 1 Target	60%	66%	49%	40%	20%	33%	22%
IA 1 Actual							
IA 2 Target	67%	70%	55%	45%	27%	40%	27%
IA 2 Actual							
IA 3 Target	74%	74%	61%	50%	35%	45%	32%
IA 3 Actual							
IA 4 Target	80%	75%	63%				
IA 4 Actual							
NYS Test Target				50%	35%	49%	35%
NYS Test Actual							

Math Proficiency %							
Assessment	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
1 Year Ago: IA 1 2012	79%	58%	35%	34%	18%	11%	
2013 NYS Test				63%	57%	50%	
June 2013 IA 4	77%	67%	56%	34%	27%	4%	
IA 1 Target	75%	80%	70%	60%	65%	55%	29%
IA 1 Actual							
IA 2 Target	78%	83%	73%	64%	67%	60%	36%
IA 2 Actual							
IA 3 Target	81%	86%	76%	68%	70%	65%	43%
IA 3 Actual							
IA 4 Target	85%	88%	78%				
IA 4 Actual							
NYS Test Target				70%	72%	70%	49%
NYS Test Actual							

**PAVE Academy Charter School
Student Information
11/19/13**

Student Statistics	Year Three 2010-2011 Grades K-3		Year Four 2011-2012 Grades K-4		Year Five 2012-2013 Grades K-5		Year Six 2013-2014 Grades K-6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
K	44	45	54	50	54	53	54	55
1	44	49	52	52	50	52	54	54
2	44	49	50	49	50	58	54	55
3	41	36	50	47	50	54	54	54
4			24	25	50	49	54	53
5					25	26	54	53
6							44	34
Total	173	179	230	223	279	292	368	358
Free Reduced Lunch	84%	84%	84%	84%	87%	87%	87%	87%
Students with IEPs (Special Education %)	17%	15%	17%	17%	17%	17%	17%	19%
English Language Learners (ELL)	11%	4%	11%	5%	11%		11%	5%
Attendance	95%	95%	95%	95%	95%	95%	95%	94%
Student Retention	95%	88%	95%	91%	95%	90%	95%	90%
Elementary School Suspensions								28
Middle School Suspensions								4
Lottery Results								
K Available Seats Vs. Lottery Applicants	48	164	50	216	54	232	54	377
1st Available Seats Vs. Lottery Applicants	0	37	0	44	0	63	1	169
2nd Available Seats Vs. Lottery Applicants	0	29	0	29	0	43	1	152
3rd Available Seats Vs. Lottery Applicants			0	25	0	57	0	127
4th Available Seats Vs. Lottery Applicants			0	21	0	62	1	72
5th Available Seats Vs. Lottery Applicants					0	53	0	55
6th Available Seats Vs. Lottery Applicants							22	78
Total	48	230	50	335	54	510	79	1030
Annual DOE Parent Survey								
Response Rate		73%		81%		83%		
Academic Expectations (Out of 10)		8.9		9.0		8.7		
Communication (Out of 10)		8.6		8.7		8.6		
Engagement (Out of 10)		8.3		8.7		8.3		
Safety and Respect (Out of 10)		9.1		9.2		8.6		

**PAVE Academy Charter School
Staff Information
11/19/13**

Staff Statistics	Year Four 2011-2012 Grades K-4		Year Five 2012-2013 Grades K-5		Year Six 2013-2014 Grades K-6	
	Target	Actual	Target	Actual	Target	Actual
Staff Demographics						
Number of Staff	33	33	43	43	51.5	50.5
Female Staff	73%	73%	70%	70%	67%	70%
Male Staff	27%	27%	30%	30%	33%	30%
Minority Staff	18%	18%	26%	26%	29%	28%
Staff Retention		68%		89%		
# of Uncertified Teachers	5	0	5	5	5	7
% of Staff Not Highly Qualified	0%	0%	0%	0%	0%	0%
Annual DOE Teacher Survey						
Response Rate		95%		100%		
Academic Expectations (Out of 10)		8.0		8.5		
Communication (Out of 10)		7.1		8.4		
Engagement (Out of 10)		7.0		7.8		
Safety and Respect (Out of 10)		8.1		8.6		
Staff Detail Summary						
<i>Teachers</i>						
K	4	4	4	4	4	4
1st	4	4	4	4	4	4
2nd	4	4	4	4	4	4
3rd	4	4	4	4	4	4
4th	2	2	4	4	4	4
5th			2	2	2	1.5
6th					2	1.5
Specials	2	2	3	3	4	4
<i>Instructional Support Staff</i>						
Learning Support Coordinator	1	1	1	1	2	2
Social Worker	1	1	1	1	1.5	1.5
Other Instructional Support Staff	2	2	4	4	5	5
<i>Leadership and Administration</i>						
Principal	1	1	2	2	2	2
Elementary Deans	3	3	3	3	3	3
Middle School Department Chairs					2	2
Administration	5	5	7	7	8	8

PAVE ACADEMY CHARTER SCHOOL

Financial Policies and Procedures Manual

July 1st, 2013

FPP Manual Facilitated by Charter School Business Management

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INTRODUCTION

Purpose of Manual

PAVE Academy Charter School and Friends of PAVE (the “School”) are committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, transparency and accountability in accordance with the generally accepted accounting principles (GAAP) practiced in the United States of America and the rules and regulations established by the Financial Accounting Standards Board (FASB). The School will follow all the relevant laws and regulations that govern charter schools within the City and State of New York. As a nonprofit organization, the School is entrusted with funds granted by Federal, State, and City government agencies as well as Corporations, Philanthropic Foundations and Individual contributors. The policies and procedures outlined below will be part of the School’s system of internal controls designed to safeguard assets, promote operational efficiency, minimize waste, fraud and theft, and ensure accurate accounting data.

Financial Leadership and Management

The financial management team of the School consists of:

- Board of Trustees,
- Board Chairperson,
- Board Treasurer,
- Finance Committee of the Board of Trustees,
- Executive Director,
- Chief Operations and Financial Officer,
- Director of Development and Recruitment
- Director of Finance and HR,
- Director of Operations,
- Office Manager,
- Operations Manager,
- Financial Consultant

The financial management team outlined above is accountable for fiscal oversight of the School. The financial management team will collectively work to make certain that all financial matters of the School are properly addressed with care, integrity, and accuracy in the best interest of the School.

Changes to the Financial Policies and Procedures Manual

This document establishes the policies and procedures for the fiscal and administrative functions conducted by the School. It is the responsibility of the School financial management team to periodically review and revise the Financial Policies and Procedures Manual as needed. The Board of Trustees must approve all amendments to the Manual. Any violation of these policies

and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

Fiscal Year

The fiscal year of the School is from July 1st to June 30th.

Annual Audit

The School will undergo an annual independent audit conducted by an audit firm engaged by the Board of Trustees. The audit will be performed shortly following the close of the School's fiscal year-end.

If total Federal support for the fiscal year should exceed \$500,000, an additional audit under the guidance of OMB Circular A-133¹ will be also conducted by the independent audit firm.

INTERNAL CONTROL STRUCTURE

Background

Internal controls have been established to provide reasonable assurance to achieve the following:

- Effectiveness and efficiency of operations;
- Reliability of financial reporting; and
- Compliance with applicable laws and regulations.

The internal control structure is composed of the following basic elements: (1) the control environment; (2) the accounting system; (3) control procedures; and (4) the accounting cycle.

1. Internal Control Environment

By implementing internal controls, the School establishes the importance of enforcing and maintaining accountability, transparency, and accuracy in its day-to-day financial transactions. Factors that impact the internal control environment can include school management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

2. Accounting System

The School has implemented an accounting system consisting of processes and documentation used to identify, compile, classify, record and report accounting transactions. These processes were established to: (1) identify and record all of the School's fiscal transactions; (2) describe the transactions adequately, to allow proper classification for financial reporting, and (3) specify the time period in which transactions occurred, to record them in the proper accounting period.

¹ OMB Circular A-133 Revised 2007; http://www.whitehouse.gov/omb/assets/a133/a133_revised_2007.pdf ; accessed on 07/2010

3. Internal Control Procedures

The School has adopted a number of internal financial controls. These procedures are set up to strengthen the School's internal control structure in order to safeguard the School's assets. The internal financial controls consist of the following:

Segregation of Duties: A hierarchical structure of authority and responsibility has been developed at the School. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the School from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the School.

Restricted Access: Physical access to valuable and moveable assets is restricted to authorized personnel.

Document Control: To ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately.

Records Retention: Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

Processing Controls: These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls include: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

Reconciliation Controls: These are designed to identify any errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.

Annual Independent Audit: the School's financial statements are audited annually by an independent audit firm selected by the Board of Trustees.

Security of Financial Data: The School accounting software is accessible only to the Chief Operations and Financial Officer, Director of Finance and HR, Director of Operations and Financial Consultant and such other individuals as may be designated by the aforementioned persons. Individual user names and passwords will be issued for every user and their access will be limited according to their functionality and role within the School. All hard copies of financial data, when not in use, will be secured in a designated area at the School.

Risk Assessment: This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect the School's ability to properly record, process, summarize and report financial data.

4. Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of the School. The School will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recognized when obligations are incurred (goods transferred or services rendered).

The components of accounting cycle fall into five primary functions:

A. Revenue, Accounts Receivable, and Cash Receipts

Key tasks in this area include:

- Processing and recording cash receipts and making deposits
- Performing month-end reconciliation procedures
- Tracking grant compliance and private revenue restrictions

B. Purchases, Accounts Payable, and Cash Disbursements

Key tasks in this area include:

- Authorizing the procurement of goods and/or services
- Processing purchases and recording invoices and issuing checks
- Performing month-end reconciliation procedures

C. Payroll

Key tasks in this area include:

- Maintaining and processing payroll information
- Performing quarterly and year end reconciliations
- Preparing required federal, state and local tax filings

D. General Ledger and Financial Statements

Key tasks in this area include:

- Reviewing and reconciling general ledger activity
- Reconciling bank accounts
- Producing financial statements

E. Budgets and Financial Reporting

Key tasks in this area include:

- Preparation of annual budget
- Preparing monthly budget vs. actual reports

ANNUAL BUDGETING AND REPORTING

Annual Budgeting

The School is responsible for creating annual operating and capital budgets as well as updating the 5-year budget projections (as needed). With input from the Executive Director and Instructional Leader, the Chief Operations and Financial Officer and the Director of Finance and

HR prepare the budget and present to the Finance Committee prior to presenting the final version to the Board of Trustees for approval. The annual operating and capital budget and the 5-year budget projections (if amended) must be approved and passed by the Board of Trustees by June 30th before the start of the new fiscal year. Following this approval, any formal amendments to the budget must also be approved by the Board of Trustees.

Financial Reporting

The Chief Operations and Financial Officer will review and present financial reports, which will be prepared by the Director of Finance and HR, as required by the Board of Trustees, including but not limited to the following:

- (1) Budget vs. Actual report with projections for the operating and capital budgets
- (2) Balance Sheet
- (3) Statement of Cash Flows

CASH RECEIPTS AND REVENUE

Background

The School receives revenues from the following primary sources:

- Federal, State, and Local Government
- Corporations, Foundations, and Individuals
- Fundraising/Gala

Distribution of Mail

The Office Manager sorts and distributes all mail on a daily basis.

- The Executive Director, Chief Operations and Financial Officer, the Development Manager, and the Finance Manager can open mail. Bank statements and credit card statements are distributed to Chief Operations and Financial Officer unopened for review.
- Vendor bills/statements and city/state/federal agency correspondence are distributed to the Director of Finance and HR unopened for review.

Receiving, Processing and Recording Cash Receipts

- The responsibility for the receipt of funds (cash, checks, etc.) will be separated between the Director of Development and Recruitment for fundraising funds and Office Manager for all other funds.
- The Director of Development or Recruitment and the Office Manager, as the case may be, is responsible for endorsing and securing the checks. Within 5 business days of receiving a donation or other funds, a Cash/Check Receipt Form should be prepared by the Director of Development and Recruitment or Office Manager, as the case may be, and presented to the Executive Director or the Chief Operations and Financial Officer for approval.
- Within 5 business days of receiving a commitment or a grant from a funder, the Director of Development and Recruitment shall complete a Commitment/Grant Receipt Form , attach any commitment documentation (award letter, grant applications, etc.) and present to the Executive Director or the Chief Operations and Financial Officer for approval.

Upon approval, the Commitment Grant packet is given to the Director of Finance and HR to record the receipt in the accounting system.

- All checks must be stamped immediately in the designated endorsement area with “For Deposit Only” by the Director of Development and Recruitment or the Office Manager, as the case may be, with the appropriate bank account number and the name of the School.
- The Director of Development and Recruitment or the Office Manager, as the case may be will make a Cash/Check Receipt packet (Completed Cash/Check Receipt Form, endorsed check, etc.). The copy of the Cash/Check Receipt packet is filed in the Cash/Check Log by the Chief Operations and Financial Officer in the Cash Receipts File and the original Cash/Check Receipt packet is given to the Director of Finance and HR to record in the accounting system and prepare for deposit in the School’s bank account.
- The Director of Finance and HR shall make or cause to be made all deposits. Checks should be secured in a locked location until deposited, and deposits must be made as soon as reasonably practicable, no later than 5 days of receipt.
- The Director of Finance and HR or Finance Consultant shall record or cause to be recorded all deposits in the accounting system. The Director of Finance and HR shall file or cause to be filed each Cash Receipts Packet which includes:
 - Completed Cash/Check Receipt Form
 - Deposit Detail from accounting system
 - Copy of deposit slip
 - Bank-endorsed proof of deposit
 - Copy of all checks and cash receipt logs for currency
 - Additional documentation received with the check
- The Director of Finance and HR and Financial Consultant will periodically audit and review all transactions for accuracy and proper supporting documentation.

Revenue Compliance

The School’s accounting and documentation system must be capable of meeting the specific requirements imposed by grant agreements and donor designations and restrictions. Restriction parameters (such as job codes, donors or classes) will be set up in the accounting system to allow for accurate tracking of the applicable revenue, expenses, and assets based on the funding requirements. The Chief Operations and Financial Officer and the Director of Finance and HR must ensure that all reporting requirements and deadlines are met.

Revenue Recognition for Grants

Revenue is recognized when earned and when contributions are received or awarded in accordance with GAAP.

In-kind Contributions

Donated Goods and Services

Donated goods and services can include office space, professional services such as outside counsel’s legal advice, food, clothing, furniture and equipment, or bargain purchases of materials

at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services. The Director of Finance and HR or the Financial Consultant records donated items or services in the accounting system at fair value or avoided cost, as determined by the donor and documented in writing.

Donated Securities

Publicly traded securities may be accepted. The School should sell all gifts of public securities as soon as reasonably possible with the cash from the sale transferred to the School's bank account. The securities will be valued at the closing price on the day it was transferred.

Contributions Acknowledgment Letter

When the School receives a donation or an unconditional pledge, a contribution acknowledgement letter stating the value of the donation is drafted by the Director of Development and Recruitment, signed by the Executive Director, and sent to the donor. The acknowledgment should include:

- The amount of cash received and a description of any other property contributed, (for in-kind goods contributed in which donor determines fair value for their individual tax purposes, the donor provided fair value is included as contribution)
- A statement about whether any goods or services in return for the contribution were provided, and
- A description and an estimated value of what was provided if the School provided something in return for the contribution.

Accounts Receivable Aging

All outstanding accounts receivable are aged on a thirty, sixty, ninety, and over-ninety day basis. The Director of Finance and HR should review the accounts receivable aging monthly, determine which invoices are collectible, and follow the necessary requirements based on the type of funding, in order to collect. Accounts receivable that are deemed uncollectible will be written off once approved by the Chief Operations and Financial Officer.

PURCHASES AND CASH DISBURSEMENTS

Background

The School procures only those items and services required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance, and price.

The School adheres to the following objectives:

- Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable considerations such as delivery, quantity, quality, etc.
- The School will make all purchases in the best interests of the School and its funding sources and in accordance with any grant restrictions as applicable.
- The School will buy from reliable vendors.
- The School will obtain maximum value for all expenditures.
- The School will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties, or even the appearance of a conflict of interest in the School supplier relationships. The School’s conflict of interest policies are described in its Bylaws.

Exemption from Sales Tax

The School is exempt from federal and state tax. As such, the School is exempt from sales taxes on goods purchased for their own internal use and services. It is the responsibility of the Chief Operations and Financial Officer and the Director of Finance and HR to ensure that all vendors have a copy of the sales tax exemption letter allowing the School to be exempt from sales taxes.

Bidding Process

The School utilizes the following procurement guidelines:

Vendor Type	Definition	Bidding requirement
Preferred vendors	The vendor has a contract with New York City and/or New York State.	No bidding is required.
Sole vendors	The vendor is providing a unique service or product that is not offered by other vendors.	No bidding is required (Chief Operations and Financial Officer must prepare a justification statement.)
All other vendor purchases:		
- Under \$10,000,		No bidding is required.
Over \$10,000 and up to \$20,000		Bidding required
- Greater than \$20,000		Bidding is required (see below.)

Competitive Bidding Procedure

- Where bidding is required, the School will seek price quotes from at least three vendors and award the contract to the qualified vendor offering the supply or service needed for the lowest price.
- The designees Executive Director or the Chief Operations and Financial Officer are responsible for soliciting and documenting these quotes. Quotes must be presented with contract upon execution by the School or the Purchase Request when presented for approval. Quotes must be kept on file.
- For services exceeding \$20,000, the Board Chairperson or Treasurer must provide final approval after multiple bids are presented to them with recommendations. Award may be

made to a vendor other than the low bidder in circumstances where the higher bid demonstrates best value contracting procedures to the School. In such situations, the Chief Operations and Financial Officer shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision.

- If required by the School’s Authorizer, the School will notify the School’s Authorizer of any material or significant purchases, contracts and agreements in addition to obtaining Board of Trustee approvals.

Processing Purchases

Approval

No staff member may approve his/her own purchase requests.

Each purchase must be approved as follows:

\$ Value/Range	Authorized Approver
\$9,999 and below	Instructional Leader, Director of Operations Executive Director, Chief Operations and Financial Officer,
\$10,000 and up to \$20,000	One of the above and Executive Director or Chief Operations and Financial Officer
Above \$20,000	Board Chairperson or Treasurer

* For recurring charges incurred in the ordinary course of business (such as rent, utilities, monthly insurance) over \$10,000 annual approval is acceptable.

Issuance and Monitoring of Purchase Orders

-
- Authorized Purchasers: Office Manager, Operations Manager, Special Assistant and Director of Finance and HR may place orders based on purchases requests approved by an Authorized Approver.
- A Purchase Request/Order (PO) per vendor and based on the total value of the PO must be approved based on the table above prior to the placement of an order. All purchasing thresholds apply to the entire order, not single items.
- Purchases of services may be approved through a signed contract with a vendor and payments made through a Payment Authorization.
- The Chief Operations and Financial Officer and the Director of Finance and HR are responsible for supervising the procurement cycle of the School.

Receipt of Goods

- Authorized Purchasers are responsible for receiving a delivery, opening the box(es), obtaining the packing slip(s), and checking the packing slip against the original PO, provided that the purchaser of the order shall not be the same person who receives and checks in the order. The Director of Finance and HR is responsible for supervising the receipt of goods.
- In instances where there is no packing slip, a Packing Slip Substitute is prepared.

- If there are discrepancies with the order, the Authorized Purchaser who placed the order will contact the vendor to resolve any issues.

Processing Disbursements

- The vendor invoice is entered into the accounting system by the Director of Finance and HR or the Financial Consultant.
- An invoice must receive a payment authorization by an authorized approver (see above) or the Director of Finance and HR prior to payment complying with the same approval policies required to make a purchase (ie two approvals for services costing more than \$10,000).
- The Director of Finance and HR or the Financial Consultant will assemble and file (once complete) the following Cash Disbursement Packet:
 - Copy of signed check and check stub
 - Approved Purchase Order, Reimbursement Form or valid payment authorization, as applicable
 - Vendor Invoice
 - Packing Slip, if applicable
 - Other reasonably necessary documentation to process the disbursement.
- The Director of Finance and HR will review accounts payable aging to determine invoices to be paid, taking into consideration purchase discounts whenever possible.
- The Director of Finance and HR will maintain all blank check stock in a locked location at the School.
- The Director of Finance and HR causes checks to be issued bi-weekly.
- The Cash Disbursement Packet and check is reviewed, approved and signed (as required below)
- The Office Manager mails the checks.
- Any and all voided checks should be stamped “Void” and filed appropriately.

Check signing authority is as follows:

\$ Value/Range	Required Signatures for Checks
\$0 – 20,000	Executive Director or Chief Operations and Financial Officer
\$20,000 and above	One of the above and Board Chairperson*

* For recurring charges incurred in the ordinary course of business (such as rent, utilities, monthly insurance, payroll) over \$20,000 one signature is acceptable.

In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to herself or himself.

Online/Phone/Fax/EFT Payments

Payments made online or by phone, fax, or electronic funds transfer (EFT) may be processed by

the Director of Finance and HR only after payment has been authorized by the proper signatories (detailed above). The payment authorization will take the place of a traditional check. For recurring automatic withdrawals, an annual payment authorization must be approved.

Accounts Payable

Accounts payables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Director of Finance and HR will review the accounts payable aging monthly, determine the available cash balances while taking into consideration other cash requirements in the near future and select which items to pay.

Outstanding Checks

Checks outstanding for 90 days or more should be investigated by the Director of Finance and HR or his/her designee. Based on the outcome of the investigation, the check should be voided in the accounting system, a stop payment issued with the bank, and a new check issued to the vendor.

Reimbursable Expenses

In limited circumstances, an employee may need to purchase items for a School related purpose. In cases of urgency (i.e. unplanned event that requires materials not carried by school or materials that are unable to be delivered in time), employees should get a verbal approval from his or her supervisor, make purchase and submit for reimbursement using the Reimbursement Form. The School has a strong preference for employees to use the purchase request system and may not reimburse for certain expenses. In cases of emergency, employees are expected to take any reasonably necessary steps to resolve emergencies and can expect to be reimbursed for expenses incurred in cases of emergency.

- The School is only able to reimburse with the inclusion of an original receipt.
- Please bring the school's sales tax exemption letter with you when making a reimbursable purchase and present at point of purchase. The school is exempt from tax and does not reimburse for sales tax.
- In order to be reimbursed, an employee should complete Reimbursement Request form with original receipts and present to an Authorized Approver for approval. Approved Reimbursement Requests should be presented to the Director of Finance and HR for payment. Approved Reimbursement Requests will be included in the next scheduled batch of check payments.

Travel Expenses

- An employee who attends a pre-approved off-site professional development activity are generally eligible to be reimbursed for mileage (if the employee chooses to drive him/herself to and from the activity), parking, tolls and meals (breakfast, lunch and/or dinner, as applicable given the duration of the activity) at the applicable U.S. General Services Administration rates in effect as of August 2013.
- Employees who are required to travel overnight on behalf of the School will be eligible to be reimbursed for certain expenses related to such overnight travel. For more

information, please see the School's "Overnight Travel Policy." In the event of a discrepancy between the Handbook and the School's Overnight Travel Policy, the Overnight Travel Policy will control.

Political Contributions

No funds or assets of the School may be contributed to any political party, School or individual who either holds public office or is a candidate for public office. The School also cannot be involved with any committee or school that raises funds for political purposes. Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by the School.
- Purchase by the School of tickets for political fundraising events.
- Contributions in-kind, such as lending employees to political parties or using School assets in political campaigns.

Credit Card Purchases

- The School may maintain credit card accounts in the name of the School, with cards issued to the Executive Director, Chief Operations and Financial Officer and such other positions as approved by the Chief Operations and Financial Officer.
- All cardholders must sign and adhere to the School's Credit Card Usage Agreement.
- Except in cases of emergency, urgency or where circumstances do not reasonably permit, credit card purchases/payments must be pre-approved using the Purchase Request/Order form following the purchasing guidelines and policies outlined herein.
- Cardholders are required to submit monthly report of all purchases not made using the purchase request system and including receipts to the Director of Finance and HR for approval.

Responsibilities of Cardholder

The cardholder is responsible for the safekeeping of the card, and will be held accountable to:

1. Ensure that the card is used only for authorized and legitimate School purposes;
2. Adhere to the Credit Card Usage Agreement
3. Maintain original receipts, invoices, purchase documents and correspondence including all detail related to the purchases on file for audit purposes, and to provide the School with copies of such documents upon request; and
4. Resolve any incorrect charges/transactions.

Cancellation and Renewal of Cards

Cards will be cancelled should a cardholder leave their position or role with the School and if any of the terms of the Cardholder Usage Agreement, are not followed.

Rewards Program

If applicable, any rewards/points earned on the credit card will be redeemed as needed solely for the benefit of the School and not for the benefit of a Cardholder.

MANAGEMENT OF CASH

Bank Accounts

The School maintains following bank accounts:

- Checking Account (Operating Account)
- Payroll Account
- Savings Account
- Debit Card Account
- Escrow Account*
- Facilities Account
- School Food Account

*The Escrow Account for Dissolution is required by the School's Authorizer to be a Board of Trustees-controlled dissolution account, whose sole purpose is to pay for legal and audit expenses associated with the dissolution of the School should it occur. The School's Authorizer requires the School to set aside \$75,000 over the first three years in this Escrow Account earmarked for the above named purpose.

In all instances, the School is utilizing its accounts in a way that safely maximizes its overall interest income. The School has the following authorized signatories on the accounts;

- Executive Director
- Chief Operations and Financial Officer
- Board Chairperson

Board approval is required to open or close a bank account and must be recorded in the board meeting minutes.

The School recognizes that federal insurance on deposits with a participating bank institution is limited to a total of \$250,000.00, regardless of the number of accounts held. If deemed necessary, the School may negotiate with the financial institution in order to secure such deposits in excess of federal coverage.

Bank Reconciliation

- Bank account reconciliations are completed monthly and performed by the Director of Finance and HR or Financial Consultants using the accounting system.
- Any irregularities shall immediately be reported to the Chief Operations and Financial Officer.
- A reconciled Bank Reconciliation report is attached to the bank statement and presented to the Executive Director or Chief Operations and Financial Officer for approval. Approval shall be made by initially the reconciliation report.

Petty Cash Account

The School does not maintain petty cash.

Cash Transfers

- Cash balances in all the School bank accounts will be monitored by the Chief Operations and Financial Officer and Director of Finance and HR to ensure that an adequate amount of funds are on hand to meet the School's financial obligations.
- Transfers **among** the PAVE Academy Charter School's accounts may be made by the Director of Finance and HR as needed, per approval from the Executive Director or Director of Chief Operations and Financial Officer.

Investment of Funds

The School does not maintain funds in an investment account, except to accept and liquidate donations of marketable securities to the School

PAYROLL

Hiring

The School's philosophy is that success depends on hiring highly qualified professionals who are dedicated to ensuring that the services rendered to the students are of high standards, under the direction of the Director of Development and Recruitment, Instructional Leaders, and Chief Operations and Financial Officer, with consultation and consent of the Board.

- Recruitment will consist of a comprehensive process that includes advertisements in national newspapers, on lone job search sites (e.g. indeed.com and idealist.org) and educational journals, extensive networking and/or use of regional and national educational search firms.
- All new employees must receive a signed and approved employment letter from the Executive Director.
- Any new employees will be subject to fingerprinting and any additional background checks and references as deemed necessary.
- Once the new employee is hired, the Director of Finance and HR will collect all necessary payroll data (see *Personnel File* table) and communicate it to the outside payroll service provider.
- If a situation arises where an employee must begin service before fingerprint clearance is obtained, the employee must receive an Emergency Conditional Appointment that has been approved by the School's Board of Trustees.

Salary Determination

- The School will review and use comparable data which can include published compensation surveys and executive compensation reported in the IRS Form 990 of other NYC charter Schools when establishing the salaries for positions.
- The Board of Trustees determines the salaries for the Executive Director, Principal and Chief Operation and Finance Officer based on annual performance evaluation. Any such decisions will be reflected in the Board meeting minutes.
- Except as described above, any changes to a staff member's salary will be approved by the Executive Director in writing or electronically and maintained in the employee file.

- Some employees are eligible for a merit pay increase or merit bonus at the end of each school year. Any merit pay increase or merit bonus is generally determined by the Employee's supervisor and approved by the Executive Director. Any pay increase or bonus for the Chief Operations and Financial Officer and Instructional Leader are determined by the Executive Director. The pay increase or bonus for the Executive Director is determined entirely by the Board of Trustees. Bonus amounts are determined by a combination of student achievement (as measured by test scores), written evaluations, and other indicators depending on the position. If applicable, bonus calculations, requirements, and eligibility are determined by the Executive Director, outlined explicitly, and recorded in the meeting minutes.

The School complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA)² with regard to the dissemination of private health information (PHI) of School employees. To comply with all rules and regulations, including the Americans with Disabilities Act (ADA)³, the School will keep all medical records and all other related documents separate from the personnel file. Employees should consult with the Executive Director or Director of Finance and HR for further information concerning the School's privacy practices.

Analyzing Job Information

The Fair Labor Standards Act (FLSA)⁴ sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by the School.

NON-EXEMPT employees are entitled to overtime pay for all hours worked over 40 hours in a workweek under the Fair Labor Standards Act. Non-exempt employees do not receive compensation for their lunchtime and they may not work during lunchtime.

EXEMPT employees are not entitled to overtime pay under the Fair Labor Standards Act.

In addition to the above categories, each employee will belong to one other employment category:

- **REGULAR FULL-TIME employees** are those who are not in a temporary status and who are regularly scheduled to work the School's full-time schedule. A regular full-time employee is one who works forty (40) or more hours per week.
- **PART-TIME employees** are those who are not in a temporary status and who work

² Health Insurance Portability and Accountability Act (HIPAA); <http://www.hhs.gov/ocr/privacy/hipaa/administrative/index.html>; access on 07/2010

³ Americans With Disabilities Act of 1990, as Amended; <http://www.ada.gov/pubs/adastatute08.pdf>; access on 07/2010

⁴ Fair Labor Standards Act (FLSA); <http://www.dol.gov/whd/flsa/index.htm>; access on 07/2010

continuously for a specified number of hours per week, which is at least twenty (20) hours per week and less than a regular schedule of forty (40) or more hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and workers' compensation insurance).

- **TEMPORARY employees** are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for the School's discretionary benefits.

Compensation Accrual

Unpaid compensation as of June 30th of each fiscal year will be accrued as required by GAAP.

Obtaining Payroll Information

The Director of Finance and HR is responsible for obtaining the following:

Personnel File	
Acceptance Letter	Form I-9 Employment Eligibility Verification, with proper identification (to be kept in a separate file)
Job description	Federal Withholding Form W-4
Resume	NYS Wage Theft Prevention Form
Certifications (if applicable)	NYS IT-2104
Fingerprint Check	Direct Deposit
Retirement Account Application	Benefit Enrollment Form
Life Insurance Form	Emergency Contact Information
Resignation/Termination Letter	Payroll change documentation (i.e. enrollment/discontinuance of a benefit, change salary or title)

- All personnel files must be kept in a locked file cabinet and kept based on record retention requirement, Annex 2.
- Access to such personnel files is limited to the Executive Director, Chief Operations and Financial Officer and Director of Finance and HR or any other staff person designated by the aforementioned staff members.
- No employee can review or access his or her own personnel file without written permission of the Executive Director, Chief Operations and Financial Officer or the Director of Finance and HR
- No personnel file is to be copied or removed from the office where it is kept unless

expressly permitted in writing by the Executive Director, Chief Operations and Financial Officer or the Director of Finance and HR.

Time Reporting Procedures

- All employees are responsible for tracking the actual time they have worked and paid time off, in accordance with the Employee Handbook.
- The Director of Finance and HR will supervise a system that will keep track of all days the employees are not at work based on approved time off requests.
- All overtime work must be pre-approved by his/her supervisor.
- Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay.

Processing Payroll

- Any changes to an individual's compensation must be approved in writing by the Executive Director and submitted to the Director of Finance and HR.
- The Director of Finance and HR is responsible for removing terminated employees from the payroll system immediately after the terminated employee has received her/his last payment from the School.
- The Director of Finance and HR will maintain an Excel spreadsheet to calculate the School's entire payroll based on attendance records approved by an employee's supervisor for each payroll.
- The Director of Finance and HR will then input the approved payroll data into the payroll provider system, creating an official Payroll Register Preview.
- The Payroll Register Preview is reconciled to the Excel spreadsheet by the Director of Finance and HR and forwarded to the Chief Operations and Financial Officer for approval.
- Once approved, the Director of Finance and HR or the Chief Operations and Financial Officer will submit the payroll for final processing.
- Payroll is recorded in the accounting software by the Director of Finance and HR or the Financial Consultant.
- Payroll checks and direct deposit stubs are distributed to employees by the Office Manager or Operations Manager.
- The Director of Finance and HR controls and monitors all payroll checks that are not deliverable and not cashed.
- Written requests for lost checks are submitted to Director of Finance and HR for a replacement check.
- All payroll documents must be maintained in a secured and locked location.
- Documentation for each payroll consists of the following:
 - Approved Payroll
 - Payroll Register Preview
 - Approved (by Executive Director) documentation for payroll changes to individual employees (i.e. new hires, terminations, pay rate changes, or payroll deductions)
 - Attendance records

- Overtime timesheets
- Final Payroll Register and Reports signed off by Chief Operations and Financial Officer

The School is on a semi-monthly payroll cycle, which is made up of twenty-four (24) pay periods per year. 11-month salaried employees' (i.e. Instructional Staff) pay is spread out over these 24 pay periods to cover the summer months. Part-time hourly employees are only paid for time worked. Changes will be made and announced in advance whenever the School holidays or closings interfere with the normal pay schedule.

Payroll Reconciliations

The payroll vendor is responsible for the preparation of quarterly and annual payroll tax filings. The Financial Consultant is responsible for reviewing all payroll tax documents and supporting schedules for accuracy and completeness.

Quarterly Reconciliation of Payroll to Accounting Records

On a quarterly basis, the Financial Consultant performs a reconciliation of all salary accounts, benefit deductions and payroll taxes in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

Annual Reconciliation of Payroll to Accounting Records

On an annual calendar basis, Chief Operations and Financial Officer with assistance from the Financial Consultant performs a reconciliation of the annual Form 941, W-3 to General Ledger. Variances are researched and cleared by January 31 of the following year.

PROPERTY AND EQUIPMENT

Background

All property and equipment subject to the School's Capitalization Policy must be tagged in the manner described below and depreciated according to the School's Depreciation Policy.

Capitalization Policy

The School must capitalize items with an acquisition cost of \$1,000 or more **and** useful life greater than one year. These items are also subject to the School's depreciation policy, outlined below.

In instances where a large quantity of one single item is purchased, if the total value exceeds the \$1,000 threshold, the items may be capitalized. For example, if a School buys 100 desks at \$250 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value of \$25,000, which should be capitalized.

Asset Tracking Process

Upon receiving any property that qualifies as a fixed asset, the Office Assistant is responsible for recording the following into the Fixed Asset Tracking List:

- Asset tracking number as designated by the School
- Asset name and description
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software)
- Serial number, model number, or other identification
- Indicate if the title vests with the governmental agency, if required
- Vendor name and acquisition date or date placed in service
- Location of the equipment
- Purchase Value
- Disposal Date and Reason

Each item is also physically tagged in a visible area on the item and with an indication of whether the item belongs to the School or a governmental agency (i.e. purchased with grants such as Department of Youth and Community Development).

No employee may use or remove any of the School property, equipment, material or supplies for personal use without the prior approval of the Executive Director, Chief Operations and Financial Officer, or Instructional Leader.

The Director of Operations performs annual inventory audits, verifying, and updating the data contained in the Fixed Asset Tracking List. The Fixed Asset Tracking List is reconciled to the General Ledger by the Chief Operations and Financial Officer with the assistance of the Financial Consultant.

Depreciation Policy

Depreciation associated with fixed assets is calculated based on the asset’s useful life using the straight-line depreciation method. Depreciation is based on the month the item was actually purchased. For instance, if the School purchased a computer in July, it would be depreciated for a full fiscal year (12 months out of 12), and recorded as such. But if the School purchased the computer in April, then it would be depreciated for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May and June.

Any item that is damaged, sold, lost or stolen will be taken out of service and written off.

Depreciation Policy	
Computers	3 years
Furniture and Fixtures	7 years
Office and Classroom Equipment	5 years
Leasehold improvements	<i>Shorter</i> of: 1) the useful life of the leasehold

	improvements, or 2) the <i>remaining</i> years of the lease
Musical Instruments	3 years
Software	3 years
Computer Network Equipment	5 years

DEBT

Board approval (as documented in the board meeting minutes) is required for incurring any loans, notes or lines of credit for the School. The Board Chairperson, Executive Director and Chief Operations and Financial Officer will be authorized to negotiate the debt on behalf of the board. Two signatures (Board Chair and Executive Director) are required for all approved debt agreements.

Any loan covenants and restrictions will be reported to the full Board when the debt is authorized. Chief Operations and Financial Officer, Financial Consultant, and Auditors will periodically review these covenants and report to the Board of Trustees if there are any violations or potential violations of the covenants.

The Financial Consultant will reconcile the general ledger debt balances to statements or amortization schedules each month.

CONTRACTS AND LEASES

The Board Chairperson, Executive Director, and Chief Operations and Financial Officer will be authorized to sign for any contracts and lease agreements on behalf of the School, provided that contracts with an annual value of \$20,000 or more must be approved by the Board of Trustees and documented in board minutes.

Chief Operations and Financial Officer, Financial Consultant, and Auditors will periodically review contract covenant/details and report to the Board of Trustees if there are any violations or potential violations of the covenants. The Chief Operations and Financial Officer and Financial Consultant will ensure that the appropriate accounting entries are made to properly reflect the obligations of the contract in conformity with accounting principles generally accepted in the United States of America.

Utilization of Independent Contractors/Consultants

- When the School makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and should not be categorized as a regular employee.
- The School will maintain a written contract with the contractor/consultant for any services that are likely to total more than \$5,000 during a fiscal year.
- The School must obtain Form W-9 from the contractor/consultant prior to issuance of the first payment for services provided.
- In all cases where total payment exceeds \$600.00 in a calendar year, the School will issue IRS form 1099-Misc, as required by law.

IRS FORM 990 PREPARATION AND FILING

The preparation of the School's IRS Form 990 and CHAR500 (if required) will be contracted out to the independent accountants. Chief Operations and Financial Officer, Director of Finance and HR, Director of Operations, and Financial Consultant will be responsible for providing the information needed to prepare the report.

Chief Operations and Financial Officer and Financial Consultant will review the 990 draft. Any changes are communicated to the independent accountants and a revised draft is then forwarded to Board designee. The Board of Trustees must review the IRS Form 990 prior to filing. The returns must be signed by the Treasurer, Chief Operations and Financial Officer or the Executive Director.

INSURANCE COVERAGE

The School maintains insurance policies as required such as: Workers Compensation, NYS Short Term Disability (DBL), General Liability including auto, School Board Liability with Employment Practices Liability, Abuse and Molestation, Terrorism, Property and Crime, and Excess Liability.

Chief Operations and Financial Officer and Director of Finance and HR will conduct an annual review of coverage amounts. The purpose of this review will be to ensure there are adequate means by which to preserve the School's assets and lower the risk of being underinsured. New policies will be executed by Chief Operations and Financial Officer or his/her designee. The Director of Finance and HR is responsible for procuring annual renewals with the School's insurance broker at least one month in advance of a policy's expiration. The Director of Finance and HR maintains original copies of all insurance policies at the School.

RECORDS RETENTION

Records Retention Policy

All confidential paper records shall be maintained in locked facilities on School premises or in a secure off site location. The School has an established Disaster Recovery Policy. Please reference the School Safety Plan for details. Annex 2 contains a table which provides the minimum requirements for records retention, as recommended by the Non-Profit Coordinating Committee of New York, www.npccny.org:

The following corporate documents are maintained on-site or stored electronically:

- a. Charter and all related amendments
- b. Minutes of the Board of Trustees and subcommittees
- c. Banking documents
- d. Leases
- e. Insurance policies
- f. Vendor invoices
- g. Grant and contract agreements
- h. Fixed asset inventory list
- i. Tax returns and correspondence

Records Access Policy

Chief Operations and Financial Officer will provide access to the School's records, as requested by auditors to facilitate the completion of such audits or reviews, in a timely manner.

Records Destruction Policy

Once School records have reached the conclusion of their retention period according to the Records Retention Policy, the office of origin will request authorization from the Executive Director for their destruction. If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. The School will arrange for the safe and secure destruction of confidential records. Destruction methods will not permit recovery, reconstruction and/or future use of confidential information. An overview of these methods follows:

- Paper records containing sensitive confidential information **must** be shredded and not disposed of with other waste.
- Electronic or digital data containing sensitive confidential information must be purged from the computer systems in the following manner; 1) Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket." 2) Use of purchased software applications to remove all data from the storage device.
- It is recommended that sensitive confidential data stored on removable storage devices should be physically destroyed.

FRAUD AND MISAPPROPRIATION

The School will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the School.

Chief Operations and Financial Officer, Executive Director and Board of Trustees are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury.

Chief Operations and Financial Officer, Executive Director and each board member will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Any fraud that is detected or suspected must be reported immediately to the Board of Trustees and they will take the necessary actions.

Actions Constituting Fraud

The term fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the School
- Misappropriation of funds, supplies, equipment, or other assets of the School
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to the School
- Destruction, removal, or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related irregularity

Confidentiality

The Board of Trustees will treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the Board Chairperson immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the School from potential civil liability.

Authority for Investigation of Suspected Fraud

Members of the Board of Trustees will have:

- Free and unrestricted access to all the School records and premises; and
- The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

Investigation Responsibilities

The Board Chairperson of the School has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board of Trustees may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board of Trustees will issue reports to appropriate designated personnel. Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

Reporting Procedures

An employee who discovers or suspects fraudulent activity will contact the Chairperson of the Board of Trustees immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Chairperson of the Board of Trustees, the Finance Committee or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not a liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

- Do not contact the suspected individual in an effort to determine facts or demand restitution.
- Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board of Trustees.

WHISTLEBLOWER POLICY

The School requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the School are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

Reporting Responsibility

It is the responsibility of all employees to report violations or suspected violations of ethics or

conduct in accordance with this Whistleblower Policy. Employees may make such a report to their supervisor, to the Executive Director, or to the Chairperson of the Board of Trustees.

No Retaliation

No employee who in good faith reports a violation or suspected violation shall suffer harassment, retaliation, or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the School prior to seeking resolution outside the School.

Reporting Violations

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations

The Executive Director will notify the sender and acknowledge receipt of the reported violation or suspected violation. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

CODE OF ETHICS AND CONFLICT OF INTEREST

Employees are required to scrupulously avoid situations or positions that present an actual or potential conflict of interest (as defined below) or that may give rise to the appearance of a conflict or an actual conflict between the employee's personal interests and his or her duties to the School.

If an employee believes he or she may have a conflict of interest, the employee is required to report such concerns in writing to his or her supervisor or the Executive Director as soon as possible and refrain from further actions in pursuit of such conflict until such time as the conflict can be reviewed and resolved.

Violators of this policy may face disciplinary action, up to and including termination of employment.

A "conflict of interest" occurs when an individual is in a position to influence a decision that may result in a personal gain to the individual or a relative as a result of any transactions or

business dealings involving the School. “Personal gain” may result when the employee or a relative receives any kickback, bribe, gift, job benefit, special compensation, or other special consideration as a result of any transaction or business dealings involving the School. For the purposes of this policy, an employee’s “relatives” include those persons related to the employee by blood, marriage, or adoption, and all members of the employee’s household.

1. Gifts: Employees are not permitted to accept gifts of any kind of a value exceeding one hundred dollars (\$100.00), including, but not limited to, money, goods, food, entertainment, or services, from students or their families. If an employee is offered a gift in excess of \$100.00, even if the employee refuses it, the employee must report the matter to the Executive Director immediately. Exceptions to this policy may be granted by the Executive Director.
2. Outside Employment and Activity: While the School recognizes that its employees may desire to be involved in outside employment and activities, outside employment or activities must not interfere or conflict with an employee’s position at the School. Employees are required to report to their supervisor any outside employment or activities that may conflict with the employee’s position at the School.

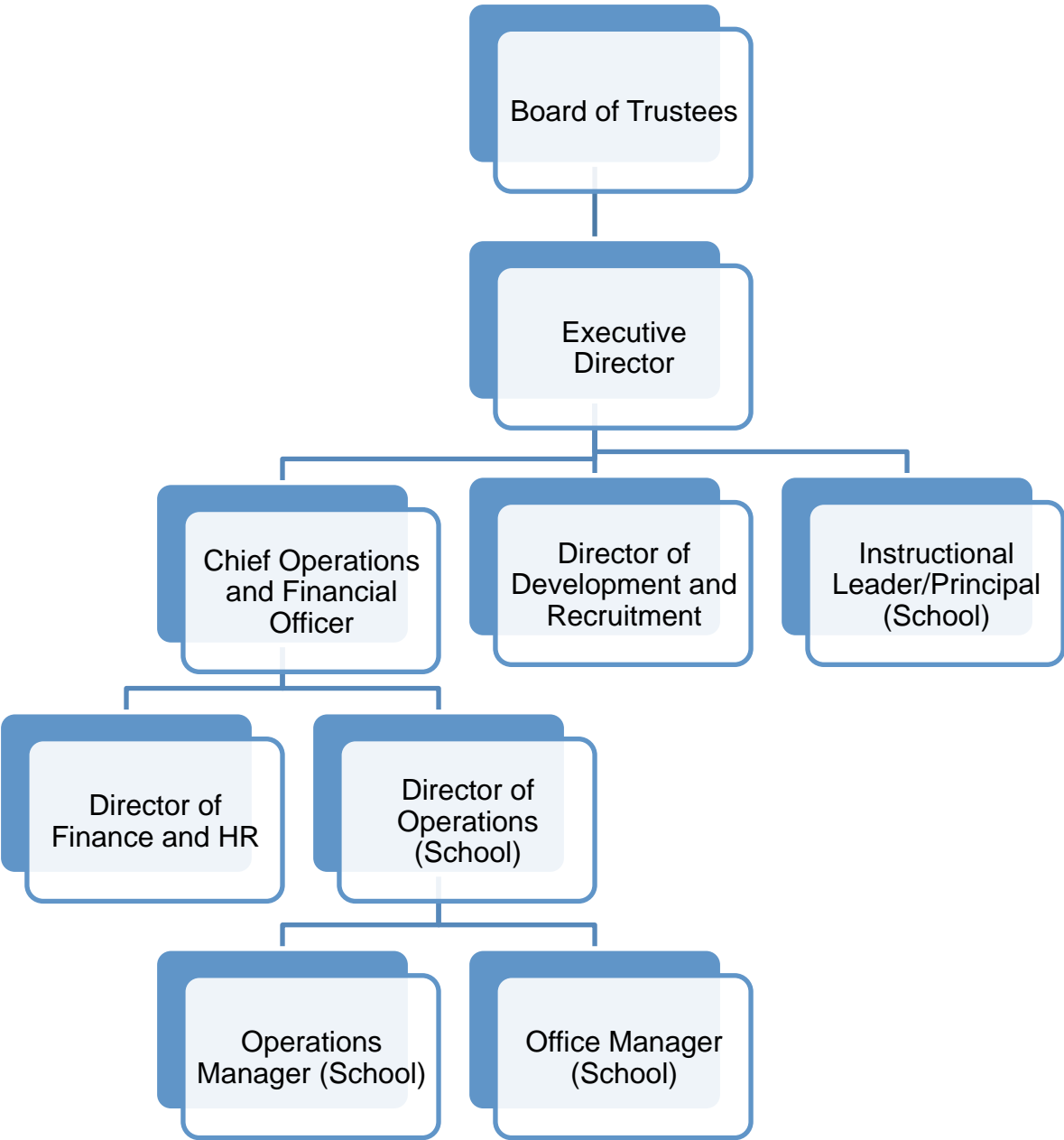
Distribution of Code of Ethics

A copy of this Code of Ethics is to be distributed annually to every Trustee, Officer, and employee of the School. Each Trustee, Officer, and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Reprimands and Penalties

In addition to any penalty contained in any other provision of law, any person who knowingly and intentionally violates any of the provisions of the Board’s Code of Ethics may be fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.

Annex 1: Finance & Operation Team



Annex 2: Requirements for Record Retention

Item	Retention Period
Bank Statements & Reconciliations	7 Years
Cancelled Checks - (Important Payments - purchases of property, tax payments, large or significant contracts)	Permanent
Cancelled Checks - (Ordinary)	7 Years
Cash Books	Permanent
Cash Receipts and Disbursements	7 Years
Construction Documents	Permanent
Contracts and Leases (Current)	Permanent
Contracts and Leases (Expired)	7 Years
Corporate - Articles of Incorporation & By Laws	Permanent
Corporate - Certificate of Incorporation and Related Legal or Government Documents	Permanent
Corporate - Minutes of Board & Committee Meetings, etc.	Permanent
Correspondence (General)	3 Years
Correspondence (Legal / Important)	Permanent
Duplicate Bank Deposit Slips	3 Years
Email	5 Years
Employee Assignments and Garnishments	7 Years
Employee Benefit Plan Documents	7 Years
Employee Payroll Records	7 Years
Employee Payroll Reports (Federal, State or City Gov't)	7 Years
Employee Personnel Records (After Termination)	7 Years
Employee Personnel Records (Current)	Permanent
Employee Retirement & Pension Records	Permanent
Employee Timesheets	7 Years
Employee Workman's Compensation Documents	11 years
Employment Applications (Current Employees)	Permanent
Employment Applications (Other)	1 Year

Finance - Accounts Payable Ledgers and Schedules	7 Years
Finance - Accounts Receivable Ledgers and Schedules	7 Years
Finance - Audit Reports of Independent Accountants	Permanent
Finance - Chart of Accounts	Permanent
Finance - Depreciation Schedules	Permanent
Finance - Expense Analyses & Distribution Schedules	7 Years
Finance - Financial Statements (incl. Trial Balances)	Permanent
Finance - Fixed Asset Records & Appraisals	Permanent
Finance - General Ledgers	Permanent
Finance - Subsidiary Ledgers	Permanent
Finance - Tax Return Worksheets	7 Years
Finance - Tax Returns	Permanent
Finance - Uncollectible Accounts & Write-offs	7 Years
Finance - W-2 / W-4 / 1099 Forms, etc.	7 Years
Grant Inquiries	7 Years
Insurance - Accident Reports and Claims (Current Cases)	Permanent
Insurance - Accident Reports and Claims (Settled Cases)	Permanent
Insurance - Policies (Current)	Permanent
Insurance - Policies (Expired)	Permanent
Inventories	7 Years
Invoices from Vendors	7 Years
Invoices to Customers	7 Years
Notes Receivable Ledgers	7 Years
Paid Bills & Vouchers	7 Years
Patents & Related Papers	Permanent
Physical Inventory Tags	7 Years
Property Appraisals	Permanent
Property Documents - Deeds, Mortgages, etc.	Permanent
Stock and Bond Certificates (Cancelled)	7 Years
Stock and Bond Records	Permanent
Vendor Payment Request Forms & Supporting Documents	7 Years

APPENDIX K

COPIES OF MEETING MINUTES

N/A

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

APPENDIX L

DRAFT CMO CONTRACT

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

Educational Services Agreement

between

**FRIENDS OF PAVE ACADEMY CHARTER
SCHOOL, INC.**

and

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT (the "Agreement") is made and entered into as of this ____ day of _____, 2013 (the "Effective Date") by and between Friends of PAVE Academy Charter School, Inc. ("PAVE"), a New York not-for-profit corporation with its principal place of business located at _____, and PAVE Southeast Raleigh Charter School (the "School"), a _____ corporation organized under the laws of North Carolina (the "State") having an address of _____. Together, PAVE and the School shall be referred to herein as the "Parties" and each individually, a "Party."

WHEREAS, PAVE is an educational service provider with the qualifications, experience, and expertise necessary to effectively provide essential programming and services to charter schools; and

WHEREAS, the School, led by its Board of Trustees (the "Board"), has received a charter (the "Charter") from the _____ (the "Authorizer") to operate a charter school in the state of North Carolina (the "State") pursuant to certain terms and conditions set forth in its approved charter application/charter agreement dated _____ (the "Charter Agreement") which shall be incorporated by reference into this Agreement; and

WHEREAS, the School is entering into this Agreement with PAVE in order to meet its obligations under the Charter, specifically its commitment to providing a high-quality education for its students; and

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which the parties will work together to deliver an exceptional education program and experience to the students enrolled at the School; and

WHEREAS, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. **TERM AND RENEWAL.** This Agreement shall be effective as of the Effective Date and shall continue through June 30, 2019 (the "Term") unless terminated

prior to such date in accordance with Section 11 below. The Parties agree to give written notice of their intent to renew or not to renew this Agreement on or before January 1, 2019 and should both parties desire to renew this Agreement, they shall work diligently to negotiate such agreement by March 31, 2019. Notwithstanding the foregoing, the Term shall not extend beyond the term of the Charter.

2. REPRESENTATIONS AND WARRANTIES.

a. Representations and Warranties of PAVE. PAVE represents and warrants as follows:

- i. Organization and Status. PAVE is a not-for-profit corporation duly organized under the laws of New York. As of the Effective Date, PAVE is authorized to do business in North Carolina. PAVE shall notify the School in writing of any change in its corporate status, or if it enters into a receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding or makes an assignment for the benefit of creditors. This notification shall be made as far in advance of any such change as is reasonably practicable.
- ii. Authority. PAVE possesses the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of PAVE, enforceable against PAVE in accordance with its terms.
- iii. Conduct of PAVE. PAVE' Services (defined below) provided under this Agreement shall comply with the Charter and all laws and regulations applicable to PAVE.

b. Representations and Warranties of the School. The School represents and warrants as follows:

- i. Organization and Tax-Exempt Status. The School is, and shall at all times throughout the Term remain, a charter school in good standing with the Authorizer, and possesses the legal ability to operate a charter school and contract for the educational services contemplated in this Agreement. The School has applied (or will promptly apply) for its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and when received shall at all times maintain tax-exempt status.

- ii. Authority. The School possesses the requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder and to consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its terms.
 - iii. Litigation. There is no suit, claim, action, or proceeding now pending or, to the best of the Board's knowledge, threatened, to which the School is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against the School.
 - iv. Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact necessary in order to make the statements contained herein not misleading or on which PAVE would reasonably need to rely to perform its obligations under this Agreement.
3. **CONDUCT OF THE SCHOOL AND THE BOARD.** The School has materially complied, and at all times during the Term shall materially comply with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act, North Carolina Education Law and regulations regarding charter schools, the Non-Profit Corporation Law, as well as its By-Laws, its Financial Policies and Procedures, as generally defined in Attachment ___ of the Charter Application and other such policies and procedures as the Board may adopt. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide PAVE with copies of all such records and to allow PAVE, at PAVE' discretion, to assist with the preparation and retention of such records to ensure that, among other things, PAVE may perform all Services and duties set forth in this Agreement. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to

carry out the educational program outlined in the Charter Agreement. Except as so delegated to PAVE herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter.

4. **DELEGATION OF RESPONSIBILITY.**

- a. **General.** The School hereby authorizes PAVE to undertake on its behalf the functions specified in this Agreement in regards to the business, administrative and academic services of the School, it being understood that, at all times, PAVE shall remain accountable and subject to the oversight of the School and the Board shall retain the ultimate rights and duties of oversight of the School pursuant to the Charter and applicable law. The School further authorizes PAVE to take such reasonable actions that may not be expressly set forth in this Agreement, but which shall be implied as necessary in PAVE's judgment to properly and efficiently provide services to the School, provided such actions are consistent with the Charter, applicable laws and the annual School budget jointly approved by the Board and PAVE. Furthermore, the School hereby designates employees of PAVE, to the extent permitted by law, as agents of the School having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. § 5 1232g, the Family Educational Rights and Privacy Act ("FERPA"). PAVE, its officers, and employees shall comply with FERPA at all times.
- b. **Right to Subcontract.** Except to the extent prohibited by law or this Agreement PAVE may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge PAVE from any obligation or liability under this Agreement except as set forth in the Charter or as approved by the Board.
- c. **Authorizer Authority.** Nothing in this Agreement shall be construed in any way to limit the authority of the Authorizer, including, but not limited to, the authority of the Authorizer to take and enforce actions against the School pursuant to state law.

5. **DUTIES AND OBLIGATIONS**

- a. **Duties and Obligations of PAVE.** Throughout the Term of this Agreement, PAVE shall provide the following educational and operational services (the "Services") in consultation and communication with the Board and/or the School Leadership (defined as the Principal, Assistant Principal(s) and Director of Operations):

i. Education and Instruction-Related Services.

1. Develop and implement the School's educational programs and programs of instruction, consistently with the description of such programs in the Charter Application, including, but not limited to, developing policies and procedures relating to student admissions, student records, student discipline, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs, and affiliation with other groups, clubs or associations and oversee the School's implementation of such programs (including, if PAVE so elects, by directly implementing such programs at the School).
2. Report on the educational progress of each student at the School by analyzing the results of interim assessments and diagnostic tests developed and administered by the School as part of the School's student performance evaluation system.
3. Develop and implement a comprehensive program design for college and career readiness and socio-economic growth and oversee the School's implementation of such programs designs (including, if PAVE so elects, by directly implementing such programs designs at the School).

- ii. Acquire instructional and curricular materials, equipment and supplies on the School's behalf as PAVE may determine to be required from time to time, which shall be acquired at the expense of the School and shall remain property of the School.

iii. Business Operations.

1. Conduct a school evaluation prior to the expiration of the Term of this Agreement and every two (2) years thereafter if renewed. The evaluation will be designed as a school inspection by a team of PAVE and School personnel and outside evaluators, to be selected by PAVE. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with a sampling of parents, students and teachers, and engage in other activities designed to obtain a detailed picture of school and student success.

2. Direct the business administration of the School, including the preparation and maintenance of the operating procedures of the School.
3. Lead the identification, selection and contracting with providers of services required by the School, which shall include but not necessarily be limited to, transportation, auditing, payroll, custodial and food services, and which services shall be paid for in accordance with the School's budget at the School's sole cost and expense.
4. Manage the acquisition of materials, supplies, and equipment for use at the School. Materials, supplies and equipment purchased for the School shall become and remain the property of the School; lease arrangements for same shall be separately documented with the School as Lessee.
5. Arrange for contracts, at the School's sole cost and expense, for any other services or the acquisition of any other supplies or equipment that PAVE (in consultation and with the approval of the Board) deem necessary or reasonable to the attainment of the educational goals of the School.
6. Market and advocate for the School, including by developing digital and other materials associated with the School's branding, and promoting the School for the purposes of increasing student enrollment, fundraising, recruiting staff and for public relations.
7. Devise a fundraising strategy in cooperation with the Board and conduct fundraising activities on behalf of the School and other schools that PAVE supports or manages, including, but not limited to, applying for federal, state and local grants, as PAVE deems appropriate in light of such school's needs, budget and actual and projected enrollment. Monies raised from PAVE's fundraising activities that are specifically earmarked or otherwise specifically directed to be contributed to or expended for the benefit of the School shall be contributed to or used for the benefit of the School. Other monies derived from PAVE' general fundraising activities shall be used or distributed as PAVE deems

appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the schools that PAVE supports or manages. PAVE shall assist the School in ensuring compliance with any grant conditions, including the completion of any reporting requirements in connection therewith.

8. Design and implement (along with the School's Leadership Team), student recruitment and enrollment procedures, including the processing of student applications, and oversee the School Leadership Team's implementation of such procedures (including, if PAVE so elects, by directly implementing such procedures at the School)
9. Assist the School in preparing reports required to be submitted to the Authorizer or any other governmental authority, including the School's annual report and any charter renewal application to be submitted to the Authorizer.
10. With the cooperation of the Board and School Leadership (as required by PAVE), direct and oversee the School's compliance with legal requirements, and such conditions as may be imposed upon the School by the Authorizer or any other governmental authority, provided that the School is ultimately responsible for compliance with laws and regulations applicable to it.
11. Facilitate the School's purchase and procurement of information technology ("IT") equipment and services, as PAVE deems appropriate, at the School's sole cost and expense, including but not limited to:
 - i. wireless/broadband capabilities for the School;
 - ii. telephone service;
 - iii. all hardware associated with telephone and wireless/broadband technology; and
 - iv. computer hardware.

In addition, PAVE shall provide or arrange for a third-party provider to provide technology-related services to the School, including, troubleshooting and website and network

design. PAVE shall also complete an E-Rate application on the School's behalf with the cooperation of the School's Leadership Team and Board, as needed.

12. Leading efforts to identify a facility and negotiating, on the School's behalf, a lease, license or purchase transaction to secure a facility for the School, including helping to negotiate any financing arrangement necessary to lease, license or purchase the site. The School shall be solely responsible for costs and expenses associated with such transaction. PAVE will, in consultation with the Board, arrange and provide reasonable supervision over any necessary major improvements or repairs to such facility consistent with the School's budget at the School's sole cost and expense. PAVE shall not be liable under any lease, purchase, financing, construction, or other document pertaining to such facility without PAVE's prior written consent.
13. Subcontract with such third parties on the School's behalf (at the School's sole cost and expense) for after school programs which PAVE deems reasonable, and which services shall be paid for in accordance the School's budget, provided that the School's entry into any such subcontract shall be subject to the Board's approval.
14. Periodically provide students, parents, faculty members and other School stakeholders with such written information or materials regarding the School's programming as may reasonably required in the course of a school's usual operations, and provide such information as the Board may reasonably require from time to time regarding the School's operations
15. Provide to the Board reports on the education, operational and financial performance of the School in the form of oral and summary reports at [monthly] Board meetings, as well as comprehensive [quarterly] written reports in a form mutually agreed upon by the Parties. Additionally, PAVE shall provide other such reports as may be reasonably required by the Board or third parties from time to time.

16. Encourage the establishment of a parents' association or parent-teacher association (a "PO") and provide organizational support to such association; provided, however, that should the PO desire or be required to incorporate it shall do so using its own counsel and its own expense and furthermore in any event, PAVE shall not be required to nor shall it participate in the management of the PO's finances or be responsible for the PO's compliance with any rules, regulations, laws or statutes.

iv. Human Resources and Employment.

1. Lead the recruitment of the School's Principal (who shall be responsible for the day-to-day academic program of the School and leading the administrative, instructional and student support staff). The Principal shall be an employee of the School, but shall report jointly to the Board and PAVE. PAVE shall have responsibility and sole authority for the supervision, evaluation (using a form developed by PAVE), discipline, retention, transfer and termination of the principal, with any decision to transfer or terminate the Principal subject to the approval of the Board.
2. Assist the Principal in the development of a School Leadership Team by recruiting and recommending for hire the Director of Operations and Assistant Principal(s), as applicable (together, the "Leadership Team"), who shall be responsible for the day-to-day operations of the School. The Principal's selection of the Leadership Team is subject to approval by PAVE. The Principal shall have responsibility and authority for the supervision, discipline, retention, transfer and termination of the Assistant Principal(s) and Director of Operations, subject to approval by PAVE. In the event that PAVE and the Principal are in disagreement with respect to retention or termination of the Assistant Principal(s) or Director of Operations, the Principal may seek review of any decision with respect to such retention or termination by the Board, which in such a case will make a final decision with respect to the matter.
3. Lead the recruitment and screening efforts of teachers, administrators and other personnel for the School by using

reasonable efforts to build a pool of qualified applicants through advertising, networking and other methods. PAVE will conduct preliminary screens of candidates and will forward the resumes of candidates it deems promising to the Principal. The Principal shall have the final authority to hire such teachers, administrators and other personnel. The hiring of any teachers, administrators and other personnel for the School shall be subject to PAVE's approval.

4. Provide general human resources services including assisting the Principal and Leadership Team with the selection and training of the administrative staff of the School, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and Leadership Team in setting compensation levels of the School's staff, and directing the development and training of administrative staff and establishing procedures for hiring substitute staff.
5. Recommend for the Board's approval appropriate benefits plans for employees of the School and also arrange for the administration of employee benefits for such employees.
6. For the avoidance of doubt, the Parties acknowledge and agree that the Principal, Leadership Team, teachers, administrative and other staff of the School shall be employees of the School and not of PAVE.

iv. Budgeting, Financial Services and Reports.

1. On or before May 15th of each year during the Term, PAVE shall prepare an initial draft of the School budget for review with the Principal and Director of Operations with the draft budget being submitted to the Board for final review and approval prior to the next fiscal year. The budget shall contain reasonable detail as requested by the Board and shall include projected expenses and costs reasonably associated with operating the School including, but not limited to: the projected cost of services and education programs provided to the School; leasehold and other lease

or purchase costs incurred for the School facility (if applicable); maintenance and repairs to the School facility and capital improvements (if applicable); personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the School; all taxes of any kind that may be assessed or imposed; insurance premiums and deductible payments; utilities; food service expenses, professional and legal fees; school development and start up expenses, including costs of audits, Board expenses, and any other costs and expenses connected to the operation of the School.

2. Provide such financial management services as PAVE and the Board determine the the School requires to reflect the School's official Financial Policies and Procedures developed by PAVE and approved by the Board, which may, for example include including: a) invoicing, receiving and depositing into the School's bank account(s) such revenues and per pupil funding to which the School is entitled; b) processing and issuing of checks for all purchases and accounts payable (in accordance with the School's Financial Policies and Procedures; c) overseeing the processing of the School's payroll using a third party payroll provider; and d) working with the School's staff to review documentation submitted in support of employee vouchers for reimbursable expenses.
3. Prepare and provide other necessary financial statements and reports to the Board as may be required by the Charter or applicable law and regulations, provided PAVE is given reasonable advance notice. Such reports may include:
 - a. Within thirty (30) days after the end of each calendar month, unaudited financial statements for the calendar month most recently ended;
 - b. Within sixty (60) days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;
 - c. At the request of the Board, but no more frequently than on a quarterly basis, a financial statement that

provides a comparison of budget to actual revenues and expenditures, with an explanation of significant variances;

d. PAVE shall also cooperate with the auditors retained by the Board in preparation of annual audited financial statements of the School. PAVE shall provide reasonable assistance to the auditors in order to facilitate the delivery by the auditors of such audited statements within 120 days after the close of each fiscal year.

e. Monthly budgets to actual reports.

v. Other Schools. The School acknowledges that PAVE may enter into similar or different services agreements with other charter schools or other organizations. In the event that PAVE advances an expense for a common project (e.g. advertising an enrollment drive) on behalf of more than one school which PAVE manages, PAVE shall ensure that it properly invoices the School (and each other school) for such proportional share of any such expense that PAVE deems reasonably appropriate, ensuring that the School shall not in any way assume any part of an expense attributable to another school.

b. Duties and Obligations of the School

i. Education and Instruction-Related Services.

1. Implement the educational programs and programs of instruction, as such programs are described in the School's Charter Application, with PAVE's direction and oversight.

2. Administer interim assessments and diagnostic tests designed to measure the progress of each student at the School.

3. Assist PAVE in overseeing and managing school quality, including participating in an evaluation of the School prior to the expiration of the Term and every two (2) years thereafter if this Agreement is renewed.

ii. Business Operations.

1. Support PAVE in its fundraising, marketing, recruitment and advocacy efforts by taking any action reasonably requested by PAVE, including hosting open houses, devising a fundraising strategy in conjunction with PAVE and supplying PAVE' with information necessary for PAVE to conduct such efforts on the School's behalf.
2. Arrange and supervise any minor improvements or repairs to the School's facility consistent with the School budget at the School's sole cost and expense.
3. After considering the recommendations and guidance to be provided by PAVE and the School Leadership (where applicable), the Board shall create and adopt policies of the School, which shall be consistent with the Charter and applicable law.
4. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently with PAVE to approve the annual budget within thirty (30) days of submission of the proposed budget by PAVE to the Board in accordance with this Agreement.
5. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer or other governmental authority, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that the School is or may be in violation of the Charter or any applicable law or regulation the Board shall immediately notify PAVE of the alleged violation and shall thereafter work diligently with PAVE to investigate such alleged violation, determine whether such alleged violation in fact exists, promptly respond to the complaining party and to correct any violation found to exist.
6. The Board, in consultation with PAVE, the Principal and Director of Operations, shall establish a procedure for the receipt and timely review of complaint or grievances by any parent, community individual or institution.

iii. Human Resources and Employment.

1. Interview principal candidates and select and hire a Principal from the group of qualified candidates presented to the School by PAVE.
2. Interview teacher and other staff candidates and select and hire teachers and other staff from the group of qualified candidates presented to the School by PAVE.
3. Design, implement and monitor professional development activities for the School's instructional personnel.
4. Develop and deliver ongoing teacher and support staff training, including in areas such as college and career readiness and socio-emotional growth.
5. Maintain responsibility for administrative tasks associated with the School's employee benefit plans.
6. Maintain personnel records for employees in accordance with applicable law.

iv. Budget, Financial Services and Reports.

1. Arrange and pay for an annual audit of the School to be conducted in compliance with applicable law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Board with PAVE's approval.
2. With assistance from PAVE if desired, arrange and pay for its own legal services, as necessary.
3. [Funding and payment of salaries, fringe benefits and payroll taxes for all individuals employed by the School. At such payments shall be made on a timely basis, in accordance with all applicable laws and regulations, including all tax requirements.]

v. Providing Information & Documentation. The Board and School Leadership shall furnish PAVE with all information, documents and records necessary for PAVE to fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.

vi. **Tax Status.** In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain the School's status as a tax-exempt organization under federal and State law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration, the Board and PAVE shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status.

c. **Additional Services.** PAVE may, but is not obligated to, provide additional services to the School upon request. PAVE and the School agree to negotiate in good faith additional compensation for such additional services. The proposed budget prepared by PAVE each shall for review and approval by the Board shall provide for the payment of the costs and expenses related to such additional services. Such additional services may include, but are not limited to, special education management, tutoring program support and facilities management. PAVE may perform functions off-site, except as prohibited by State law. PAVE may utilize web-based systems to provide support and counsel to the School.

6. **FEES.** The School shall not be required to pay a fee to PAVE for the Services contemplated hereunder, with the consideration for the Services provided by PAVE met by the School's adherence to the educational program and business model that PAVE deems essential to the School's success. Notwithstanding the foregoing, should circumstances so indicate, nothing shall restrict the School from paying to PAVE a fee for Services if mutually agreed upon by the Parties.

7. **PROPRIETARY WORKS.** The School acknowledges that PAVE owns and shall own all existing, and hereafter created, copyrights and other intellectual property rights with respect to all works of authorship, inventions and work product including, instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) PAVE, its employees, agents or subcontractors, or (ii) an individual employed or retained by the School within the scope of such employment or retention utilizing ideas or products developed by PAVE (collectively, the "Proprietary Works"). PAVE hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sublicensable, non-

transferable, royalty-free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. The School shall cause all persons who create, invent or develop Proprietary Works for the School to assign to PAVE in writing their intellectual property rights in such works. Upon PAVE' reasonable request, the School will provide PAVE with a copy of all Proprietary Works. This Section 7 shall survive termination of this Agreement.

- 8. USE OF NAME.** PAVE hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use the names and trademarks "PAVE Southeast Raleigh Charter School" and "PAVE" and any logos provided to the School by PAVE (the "Trademarks") in connection with the operation of the School and all promotional activities in connection therewith, subject to the following conditions. The School agrees that it will (i) not use or register any domain name containing "PAVE"; (ii) cooperate to use any website, social, wireless, mobile or other media network or application provided by PAVE for the School's use; (iii) not set up its own official site, page or venue in any social media or user-generated content media (including Facebook, Twitter and YouTube) without prior written consent of PAVE; (iv) use the Trademarks in compliance with all reasonable notices and guidelines provided by PAVE; and (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. The School shall acquire no rights in the Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with PAVE. PAVE shall have pre-approval rights for each form and manner of public display of the Trademarks. The School agrees to use the Trademarks only in connection with high-quality educational services reflecting favorably on the reputation and goodwill of PAVE and, at PAVE' request, to provide PAVE with representative samples of materials used by the school bearing the Trademarks. If PAVE objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, the School will promptly make all appropriate corrections. Should this Agreement be terminated or not renewed for any reason, the School shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition to the Authorizer to revise its Charter to formally change the name of the School to remove any reference to PAVE and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, the School will cease all further use of the Trademarks and return all materials promptly to PAVE. This Section 8 shall survive the termination of this Agreement.

9. INDEMNIFICATION AND EXCULPATION

a. Indemnification. The School and PAVE do hereby agree that each Party shall be solely responsible for such Party's own acts and omissions as well as the acts and omissions of each Party's own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as Indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys (acting as Indemnified Persons), from and against any and all claims, actions, damages, liabilities, penalties, fines, expenses, losses or awards ("Claim"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, which directly result from any action taken or not taken by the Indemnitor which action or inaction constitutes fraud, willful misconduct or willful material breach by the Indemnitor of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Article 10. Notwithstanding anything herein to the contrary, PAVE's liability under this Agreement shall be limited to the extent of its insurance coverage limits applicable to this Agreement.

b. Notice and Defense. The Party to be indemnified (Indemnitee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor's duty or obligations under this Agreement except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third party claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Paragraph 9 with respect to such Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such third party claim. The Indemnitee shall make available to the Indemnitor or its representatives all records and other materials required by them and in the possession or under the control of the Indemnitee, for the use of the Indemnitor and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnitee other than as a result of money damages or other money payments, (i) the Indemnitee shall have the right to defend, compromise or settle such Claim and (ii) the Indemnitor shall not, without the written consent of the Indemnitee, settle or compromise any Claim which does not include as

an unconditional term thereof the giving by the claimant to the Indemnitee a release from all liability in respect of such Claim.

- c. Failure to Defend.** If the Indemnitor, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnitee with respect to such Claim or fails to defend such Claim actively and in good faith, then the Indemnitee will (upon written notice to the Indemnitor) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnitor, and the Indemnitor shall thereafter have no right to challenge the Indemnitee's defense, compromise, settlement or consent to judgment therein.
- d. Exculpation.** The parties hereto agree that in no event will PAVE (or its directors, trustees, officers, employees or agents in their capacity as such) be liable to the School for monetary damages hereunder other than in respect of losses directly resulting from action taken or not taken by them which action or inaction constitutes fraud, willful misconduct or willful material breach by them of any of the terms, conditions, warranties, representations or undertakings contained in or made pursuant to this Agreement.

10.INSURANCE

- a. Insurance Coverage.** At all times during the Term of this Agreement, the School shall at a minimum maintain at its sole cost and expense in full force and effect the insurance coverage set forth in Attachment __ to the Charter Application. The School shall also maintain such workers compensation and disability insurance as required by State law and school leaders/errors and omissions insurance. PAVE shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including general liability insurance of \$1 million per occurrence/\$2 million aggregate, an umbrella policy, directors and officers liability insurance, employment practices liability insurance, automobile insurance and workers compensation and disability insurance as required by State law. Each Party shall name the other as an additional insured on their commercial general liability, automobile liability and crime insurance policies and the School shall name PAVE as an additional insured on its employment practices liability insurance policy and school leaders/errors and omissions insurance policy.
- b. Subcontractors.** PAVE shall require that its subcontractors, if any, shall maintain insurance commercially standard insurance policies (including but not limited to general liability, automotive, directors and officers, workers

compensation and disability insurance) and that such subcontractors name PAVE and the School as additional insured's (except on workers compensation and disability policies, which is not permitted by law).

c. Contractors. The School shall require that its contractors, if any, shall name PAVE and the School as additional insured's under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.

d. Notice of Change. The insurance policies maintained by each Party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to PAVE and the School. The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

11. TERMINATION

a. Termination by School. The School may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in subparagraphs (i) and (ii) below:

i. if PAVE materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 90 days after receipt of written notice of such breach from the School, unless such breach is incapable of being reasonably cured within 90 days in which case this Agreement may be terminated if PAVE fails to initiate and continue a cure for such breach within 90 days after receipt of such written notice; or

ii. if there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the School in conformity with this Agreement, would violate the School's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations.

b. Termination by PAVE. PAVE may terminate this Agreement for any of the reasons set forth in subparagraphs (i), (ii), (iii) or (iv) below:

- i. If the School materially breaches any of the material provisions of this Agreement and fails to remedy such breach within 90 days after receipt of written notice of such breach from PAVE, unless such breach is incapable of being cured within 90 days in which case this Agreement may be terminated if the School fails to initiate and continue a cure for such breach within 90 days after receipt of such written notice; or enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on PAVE' ability to provide Services to the School in accordance with its budget, this Agreement or the PAVE School Model; or
 - ii. The School refuses or willfully fails to follow any material direction of PAVE related to the implementation of PAVE's Services contemplated by this Agreement; or
 - iii. The Authorizer revokes the School's Charter.
 - iv. For PAVE's convenience upon no less than 120 days prior written notice, with such termination to be effective at the conclusion of the academic year in which such notice is provided.
- c. **Termination Upon Agreement of the Parties.** This Agreement may be terminated upon written agreement of the Parties; provided, however, that each Party shall use its good faith best efforts to avoid a termination of this Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual circumstances and other than pursuant to Sections 11(a)(ii), 11(b)(ii) or 11(b)(iii), the termination will not become effective until the end of the school year.
- d. **Procedures upon Expiration or Termination.** Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:
 - i. PAVE shall pay to the School any outstanding money raised specifically for the School that PAVE owes to the School pursuant to Section 5(a)(iii)(7).

- ii. The School shall have the right to use PAVE's Proprietary Works, as defined under Section 7 hereof, then currently in use by the School (including but not limited to the Trademarks), until the last day of the then current school year.
- iii. PAVE shall provide the Board with copies of all student records, financial reports, employee records, and other School data in PAVE' possession and not currently in the possession by the Board.
- iv. PAVE shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to PAVE all fees, expenses and other costs of PAVE consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the School or its students.
- v. In the event that this Agreement is terminated or not renewed at a time when PAVE has loaned funds to the School, guaranteed any debt or other financial obligation of the School, or provided credit support, whether in the form of a letter of credit or otherwise, to the School, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and the School shall remain liable to PAVE until the first date on which such loan and such interest has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to PAVE, all in accordance with the term therein.

12. Dispute Resolution. As a condition precedent to any other legal recourse (unless such legal recourse seeks injunctive relief), the resolution of disputes that arise under this Agreement shall be submitted to mediation. An initial meeting to resolve the dispute shall be conducted by the parties at a meeting to be held at the School's offices within fourteen (14) working days of a written request, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of such disputes. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Should the parties be unable to informally resolve a dispute, the Parties agree, subject to Section 13(p), to submit any dispute to the American Arbitration Association (the

“AAA”), to take place in _____, North Carolina, to be adjudicated in accordance with AAA’s expedited procedures, if the dispute is of such nature and/or amount that is permissible under such expedited procedures.

13. MISCELLANEOUS PROVISIONS

- a. Independent Contractor Status. The Parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of PAVE shall be deemed to be the employee, agent or servant of the School except as expressly acknowledged in writing by PAVE.
- b. Force Majeure. Neither Party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, failure of communications systems (electronic or otherwise) or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- c. Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time.
 - i. If to the School, to:

With a copy to:
 - ii. If to PAVE to:

With a copy to:
Cliff S. Schneider
Cohen Schneider & O’Neill LLP
275 Madison Avenue, 6th Floor
New York, NY 10016
- d. Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not

impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the internal laws of the State of New York (other than the provisions thereof relating to conflicts of law).

- e. Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.
- f. Section Headings. The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.
- g. Conflict with Charter. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.
- h. Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreement, understandings, statements, representations, and warranties, oral or written, express or implied, between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.
- i. Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto to any breach or default in any term or condition of this Agreement shall constitute a waiver

of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

- j. Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective parties hereto.
- k. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment of this Agreement by either Party may constitute a material change to the Charter and may require approval by the Authorizer pursuant to the Charter and the Act.
- l. Form of Execution. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.
- m. Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.
- n. Survival. The provisions of Sections 6, 7, 8 and this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; *provided* that any provisions that is stated to extend for a specific period of time shall survive only for such specified period of time.
- o. Confidentiality. The School shall treat all of the terms of this Agreement confidentially and shall not disclose the terms hereof to any third party other than as required by applicable federal and State law and by the Authorizer. To the extent that the School wishes to disclose this Agreement to an educational consultant, academic or university, auditor or accountant, the School agrees to require such consultant to execute a non-disclosure agreement in a form acceptable to PAVE. Notwithstanding the above, the School agrees not to provide a copy of this Agreement to any board of trustees member or prospective board of trustees member of any existing or prospective charter school.
- p. Specific Performance. In addition to all of the remedies otherwise available to PAVE, including, but not limited to, recovery of damages and

reasonable attorneys' fees incurred in the enforcement of Articles 6 and 7 and subsection o of this Section, PAVE shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of Article 7 or 8 or subsection o of this Section. All of Road's remedies for breach of Articles 6 and 7 and subsection o of this Section shall be cumulative and the pursuant of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that PAVE' rights under Articles 6 and 7 and subsection o of this Section are special and unique and that PAVE would not adequately be compensated by money damages if the event of a violation of Articles 6 or 7 or subsection o of this Section by the School.

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

**FRIENDS OF PAVE ACADEMY
CHARTER SCHOOL, INC.**

By: _____
Name:
Title:
Date:

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

By: _____
Name:
Title:
Date:

APPENDIX M

PROJECTED STAFF

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

Appendix M:

PROJECTED STAFF

Charter School Staff	Number of Positions (Note Part-Time positions as .5)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Principal	1	1	1	1	2
Director of Operations	1	1	1	1	1
Academic Dean/Principal in Residence		1	1	1	1
Discipline Coordinator				1	1
Learning Support Coordinator	1	1	1	1	2
Social Worker	0.5	0.5	1	1	1
Intervention Specialist			1	1	1
PE Teacher		0.5	0.5	1	1
Art Teacher		0.5	0.5	1	1
Language Teacher					1
K Teacher	3	3	3	3	3
1st Grade Teacher	3	3	3	3	3
2nd Grade Teacher		3	3	3	3
3rd Grade Teacher			3	3	3
4th Grade Teacher				3	3
English					0.5
Math					0.5
Science					0.5
Social Studies					0.5
Office Manager	1	1	1	1	1
Operations Manager/DOO in Residence					1
Building Staff	0.25	0.25	0.25	0.25	0.25
Total School Staff	10.75	15.75	20.25	25.25	31.25

APPENDIX N

SAMPLE EMPLOYMENT POLICIES

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

PAVE Academy Charter School Employee Handbook



2013-2014 Academic Year

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SECTION 1

GENERAL SCHOOL POLICIES

1.1 INTRODUCTION

This employee handbook describes policies and procedures that currently apply to your employment at PAVE Academy Charter School (referred to as "PAVE Academy" or the "School" throughout the handbook). We have developed this handbook to guide employees in understanding the policies, rules, standards of conduct, and procedures at the School. You should take time to read this handbook carefully, and then save it for future reference.

The information contained in this handbook is deliberately general in nature, and is only intended as a summary of School policies and practices. Separate materials describe benefits summarized only briefly in this handbook. The actual provisions of each formal benefit plan or contract will govern if there is any inconsistency between this summary and the School's formal plans or contracts.

This handbook does not establish mandatory terms or procedures in any particular area. The School may add to, modify, suspend, vary from, or cancel any of its benefits, policies or procedures, including the information contained in this handbook, at any time and from time to time, with or without notice. The School may also interpret its policies and deviate from them whenever the School deems it appropriate to do so.

It is important to note that this handbook is not an employment contract and does not create any contractual rights or obligations concerning your employment, whether with respect to wages, hours, procedures, policies, benefits, or any other terms or conditions of employment. Nothing set forth in this handbook is intended to or does alter the "at-will" nature of employment. This means that, unless otherwise specified in a written employment agreement with PAVE Academy, signed by you and the Executive Director of the School, both you and the School may terminate the employment relationship at any time, for any reason, with or without notice.

This handbook replaces and supersedes all prior versions of the PAVE Academy handbook and supersedes all prior descriptions of policies and all other written documents or memoranda distributed in the nature of a handbook.

You are responsible for becoming familiar with the contents of this handbook. You should take time to read it carefully and should save it for future reference. You are encouraged to ask any and all questions pertaining to its contents. Questions should be directed to your direct supervisor.

1.2 MISSION AND EDUCATIONAL PHILOSOPHY

Mission

PAVE Academy prepares Kindergarten through 8th grade students to thrive in competitive high schools and four year colleges. PAVE Academy provides its students in Brooklyn with a rigorous academic program and a school community built on the School's core values of **P**erseverance, **A**chievement, **V**ibrance and **E**xcellent (PAVE) character.

Educational Philosophy

At PAVE Academy, we believe that all students can achieve at high levels. We believe that learning to read from an early age is the foundation for future academic success. We strive to ensure that every one of our students will become proficient in reading and math as defined by the standards established by New York State. While achieving this goal is critical, proficiency on a standardized assessment in and of itself is a hollow indicator of success. For our students to thrive beyond PAVE Academy, it is incumbent upon us as educators to ignite a passion for learning, encourage critical thinking, and inspire creativity in each of our students. As a school we are steadfast in our commitment to this philosophy. We believe that our broad curriculum and wide range of stimulating enrichment activities will empower PAVE Academy students to become scholars in the truest sense of the word.

1.3 EQUAL EMPLOYMENT OPPORTUNITY POLICY

PAVE Academy is committed to providing equal employment opportunity to all qualified applicants and employees, without regard to race, color, religion, sex, age, national origin, disability, sexual orientation, marital status, military service status, genetic information, or any other protected status. Equal employment opportunity applies to all aspects of employment, including but not limited to hiring, compensation, benefits, training, supervision, discipline, and discharge.

PAVE Academy does not tolerate any form of unlawful discrimination. The School expects all employees to cooperate fully in implementing this policy. Any individual who believes that this policy has been violated should promptly report the matter to his or her supervisor or to the Executive Director. In addition, PAVE Academy prohibits retaliation against anyone who has complained about a violation of our equal employment opportunity policy or who has cooperated in an investigation of such a complaint. Retaliation in violation of this policy will result in disciplinary action, up to and including termination of employment.

1.4 DISABILITY NON-DISCRIMINATION AND REASONABLE ACCOMMODATION

The School complies with all federal and state laws concerning the employment of individuals with disabilities. PAVE Academy makes reasonable accommodations for qualified employees with disabilities who can perform the essential functions of the job either with or without reasonable accommodation, unless doing so would impose an undue hardship on the

School. Any employee seeking an accommodation should bring his/her request to his or her direct supervisor or the Director of Finance and Human Resources, together with a note from his/her treating physician explaining the reasons for and nature of the accommodation requested. The School will evaluate the reasonableness of the request and may consider alternatives for meeting the underlying need with input from the employee and, where applicable, from health care providers. PAVE may not necessarily provide the reasonable accommodation that an individual or his or her doctor has requested. Employees who would pose a direct threat to the health or safety of themselves or other individuals in the workplace, which threat cannot be eliminated by reasonable accommodation and without undue hardship to the School, will be placed on appropriate leave until a decision has been made in regard to the employee's employment situation.

A job applicant who is a qualified individual with a disability and is able to perform the essential functions of a position, either with or without a reasonable accommodation, will be given the same consideration for that position as any other job applicant. Job applicants who would pose a direct threat to the health or safety of themselves or other individuals in the workplace, which threat cannot be eliminated by reasonable accommodation and without undue hardship to the School, will not be hired.

1.5 POLICY AGAINST SEXUAL HARASSMENT

Policy Statement

It is the policy of PAVE Academy to provide and maintain a work environment that is free from sexual harassment. This policy applies to all employees, at all levels of the School, regardless of their position. Sexual harassment in the workplace is unlawful and represents a serious violation of School policy.

Prohibited sexual harassment includes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that has the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or offensive working environment. Sexual harassment also includes a supervisor, male or female, making submission to sexual advances, performance of sexual favors, or verbal or physical conduct of a sexual nature, either explicitly or implicitly, a term or condition of employment or a basis for an employment decision.

An employee who engages in sexual harassment is subject to disciplinary action, up to and including termination of employment.

The following are examples of sexual harassment:

- An employee engages in a pattern of unwelcome sexual language or conduct that is sufficiently severe or pervasive that it interferes with the job performance of another employee.

- An employee refuses to have an affair with his or her supervisor, and, in retaliation, the supervisor terminates the employee's employment.

The following are examples of conduct that all employees should avoid. Such conduct may violate School policy against sexual harassment, whether or not it constitutes sexual harassment under the law.

This is not an exhaustive list.

- Unwanted sexual advances, flirtation, touching, propositions, or contact with supervisors or coworkers.
- Display of sexually suggestive objects, posters, or pictures.
- Unwelcome verbal remarks of a sexual nature, in the form of degrading comments, propositions, or jokes.
- Threats or suggestions that an employee's job, promotion, wages, or benefits are subject to or influenced by submission to sexual demands or tolerance of harassment.
- Repeating words or conduct of a sexual nature after the person addressed has indicated that such words and/or conduct are unwelcome.

Complaint Procedure

If you believe that you have been subjected to sexual harassment, whether by a supervisor, co-worker, or any other person with whom you come into contact in connection with your work for PAVE Academy, you should immediately report the incident to your supervisor or the Director of Finance and Human Resources. A complaint against the Executive Director should be reported directly to the Chairperson of the School's Board of Trustees.

PAVE Academy will conduct a prompt and impartial investigation of the complaint. This investigation may include (but will not necessarily be limited to) interviews with the employee who made the complaint, interviews with the alleged harasser, and interviews with other employees who may have witnessed the reported incident or incidents.

The School strives to release information arising out of a complaint or an investigation of sexual harassment only on a need-to-know basis. You should be aware, however, that information must be shared in order to conduct an effective investigation. Likewise, PAVE Academy expects any supervisor who receives a complaint of sexual harassment from an employee, or who otherwise has reason to believe that an employee is being or has been subjected to sexual harassment, to report the incident or incidents promptly to the Executive Director for investigation.

PAVE Academy will make determinations as to claimed violations of this policy on a case-by-case basis after taking into account all of the relevant circumstances. It is the School's

policy to impose discipline, up to and including termination of employment, on any employee who violates this policy.

Any employee who makes a report in good faith of harassment may do so without fear of reprisal. PAVE Academy will not tolerate retaliation against an employee for making such a complaint under this policy or for participating in an investigation regarding a claimed violation of this policy. Any such retaliation will result in discipline, up to and including termination.

An employee with a complaint of harassment may also contact the New York District Office of the United States Equal Employment Opportunity Commission (“EEOC”) at 33 Whitehall Street, 5th Floor, New York, NY 10004 (212-336-3620) or the New York State Division of Human Rights, Office of Sexual Harassment, 55 Hanson Place, Suite 900, Brooklyn, NY 11217 (718-722-2060).

1.6 POLICY AGAINST OTHER FORMS OF HARASSMENT

PAVE Academy strives to provide and maintain a work environment that is free from intimidation, hostility, and other offenses that may interfere with employee work performance. Harassment of any kind, including use of verbal or physical harassment based on race, color, religion, sex, age, national origin, disability, sexual orientation, genetic information, or other legally protected status is unlawful and will not be tolerated.

If you believe that you have been subject to any such harassment, you are encouraged to report the matter promptly, using the complaint procedure outlined above in Section 1.5 for sexual harassment matters.

Any employee who engages in impermissible harassment is subject to disciplinary action, up to and including termination of employment. Any employee who retaliates against an employee for making a complaint under this policy is subject to discipline, up to and including termination.

1.7 ALCOHOL, SMOKING, AND DRUG POLICY

PAVE Academy is committed to providing an environment for its employees and students that is free of the problems associated with substance abuse. The School prohibits employees from reporting to work while impaired or under the influence of alcohol, illegal drugs, or lawfully prescribed medication that is being abused or misused in any manner. The School also prohibits employees from smoking in all school buildings and on school buses and from unlawfully using, possessing, soliciting, distributing, transferring, or selling controlled substances on school premises. Violators of this policy will be subject to discipline, up to and including termination of employment.

The proper use of prescription medication, if prescribed for the employee by a licensed physician, is permitted, provided such use will not impair the employee's ability to do his or her job effectively or otherwise pose a risk to the safety of the employee, the students, or others. Only the employee may use such medication. Distribution of prescription medicine to other employees is not allowed. Employees must advise their supervisor if they are taking any

prescribed medication or over-the-counter medication that may adversely affect job performance or safety.

If you have knowledge of an incident involving smoking or alcohol or drug use in violation of school policy, you are responsible for immediately notifying your supervisor. All reports will be promptly investigated. The School strives to release information arising out of a report or an investigation only on a need-to-know basis. You should be aware, however, that information may need to be shared in order to conduct an effective investigation. If an investigation confirms that a violation of this policy has occurred, appropriate disciplinary action will be taken, up to and including termination of employment.

If PAVE Academy has a reasonable suspicion that an employee is in possession of, or under the influence of, unauthorized alcohol or illegal drugs in the workplace, the School may search the employee, his or her classroom or work area, and/or his or her personal belongings and may likewise require the employee to submit to an alcohol and/or drug test. Entry upon the School's premises constitutes consent to PAVE Academy's discretion to conduct reasonable searches and inspections. Refusal to consent to an alcohol and/or drug test or refusal to consent to a search or inspection in these circumstances is a violation of School policy, and may result in disciplinary action, up to and including termination of employment. PAVE Academy will comply with applicable laws and regulations with respect to alcohol and drug searches and testing.

Nothing contained in this policy, however, is intended to or does alter the School's ability to discipline employees, up to and including termination of employment.

1.8 ETHICS AND CONFLICTS OF INTEREST POLICY

Employees are required to scrupulously avoid situations or positions that present an actual or potential conflict of interest (as defined below) or that may give rise to the appearance of a conflict or an actual conflict between the employee's personal interests and his or her duties to PAVE Academy.

If an employee believes he or she may have a conflict of interest, the employee is required to report such concerns in writing to his or her supervisor or the Executive Director as soon as possible and refrain from further actions in pursuit of such conflict until such time as the conflict can be reviewed and resolved.

Violators of this policy may face disciplinary action, up to and including termination of employment.

A "conflict of interest" occurs when an individual is in a position to influence a decision that may result in a personal gain to the individual or a relative as a result of any transactions or business dealings involving the School. "Personal gain" may result when the employee or a relative receives any kickback, bribe, gift, job benefit, special compensation, or other special consideration as a result of any transaction or business dealings involving the School. For the purposes of this policy, an employee's "relatives" include those persons related to the employee by blood, marriage, or adoption, and all members of the employee's household.

Outside Employment and Activity Policy

While PAVE Academy recognizes that its employees may desire to be involved in outside employment and activities, outside employment or activities must not interfere or conflict with an employee's position at PAVE Academy. Employees are required to report to their supervisor any outside employment or activities that may conflict with the employee's position at PAVE Academy.

Gift Policy

Employees are not permitted to accept gifts of any kind of a value exceeding one hundred dollars (\$100.00), including, but not limited to, money, goods, food, entertainment, or services, from students or their families. If an employee is offered a gift in excess of \$100.00, even if the employee refuses it, the employee must report the matter to the Executive Director immediately.

Exceptions to this policy may be granted by the Executive Director.

1.9 CONFIDENTIALITY POLICY

By working at PAVE Academy, employees may develop, learn about, and/or have access to the School's Confidential Information (defined below). Employees are required to comply with the School's policies in effect from time to time for protecting Confidential Information and shall not, at any time during or after termination of employment for any reason, disclose or use the School's Confidential Information, other than as required by applicable law or for the proper performance of the employee's duties and responsibilities to the School. In addition, all employees have agreed to, and are bound by, a "Confidentiality / Ownership of Intellectual Property / Work Product" or similar provision in their signed offer letter or employment agreement with the School.

PAVE Academy follows certain procedures to ensure the protection of student education records consistent with the requirements of applicable law. Employees should consult with their supervisor or the Executive Director before releasing any information contained in a student's education records. Employees are strictly prohibited from disclosing information of a confidential or personal nature about a student to an unauthorized fellow employee or any unauthorized outside third party.

For purposes of this policy, "Confidential Information" means any and all information of the School or its affiliates, whether regarding the School's students, employees or otherwise, that is not publicly known or that is only publicly known through a wrongful act on the employee's part or on the part of any other person having an obligation of confidentiality to the School or its affiliates. Confidential Information includes any information that the School or its affiliates has received, or may receive, with any understanding, express or implied, that the information would not be disclosed. Confidential Information also includes information contained in student education records.

Violations of this policy may result in disciplinary action, up to and including termination of employment. Any materials containing Confidential Information must be returned to an

employee's supervisor or the Executive Director upon termination of employment for any reason (including resignation). Please note that the confidentiality restrictions contained in this policy shall continue to apply after employment terminates, regardless of the reason for such termination.

1.10 MANDATORY REPORTING OF CHILD ABUSE POLICY

PAVE Academy strives to protect its students from child abuse and maltreatment and is committed to responding effectively to incidents involving either of the same. Consistent with this policy and the requirements of applicable law, the School will investigate and report suspected child abuse and maltreatment.

All employees of PAVE are "mandated reporters" under New York law. This means that PAVE employees are required to report suspected child abuse, maltreatment, or neglect, when you have reasonable cause to suspect that such abuse, maltreatment, or neglects has occurred or is occurring. For more information concerning your obligations, you should consult with the Dean of Students or the Executive Director, who will provide you with information concerning the School's abuse and neglect policy. You can also find more information on the website of the New York City's Administration for Children's Services, at the following URL: http://www.nyc.gov/html/acs/html/child_safety/mandated_reporters.shtml.

Any employee who makes a report in good faith of child abuse, maltreatment, or neglect may do so without fear of reprisal. PAVE Academy will not tolerate retaliation against an employee for making such a complaint under this policy or for participating in an investigation regarding a claimed violation of this policy. Any such retaliation may result in disciplinary action, up to and including termination of employment.

1.11 POLICY AGAINST CORPORAL PUNISHMENT

Corporal punishment is prohibited by PAVE Academy, is against the law, and will result in disciplinary action, up to and including immediate termination of employment. If an employee becomes aware of an incident of corporal punishment, the employee must report the matter immediately to his or her supervisor or the Executive Director. Failure to report corporal punishment will result in disciplinary action, up to and including termination of employment.

1.12 WHISTLEBLOWER POLICY

PAVE Academy Charter School requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the school are expected to be honest and to act with integrity in fulfilling their responsibilities and are expected to comply with all School policies and applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy. Employees may make such a report to their supervisor or to the Executive Director. If an employee has a complaint is about

the Executive Director, the employee should report the matter immediately to the Chairperson of the School's Board of Trustees.

The School strives to release information arising out of a complaint or an investigation only on a need-to-know basis. You should be aware, however, that information must be shared in order to conduct an effective investigation. Likewise, PAVE Academy expects any supervisor who receives a complaint from an employee, or who otherwise has reason to know of a violation of this policy, to report the incident or incidents promptly to the Executive Director for investigation.

PAVE Academy will make determinations as to claimed violations of this policy on a case-by-case basis after taking into account all of the relevant circumstances. It is the School's policy to impose discipline, up to and including termination of employment, on any employee who violates this policy.

Any employee who makes a report in good faith may do so without fear of reprisal. PAVE Academy will not tolerate retaliation against an employee for making such a complaint under this policy or for participating in an investigation regarding a claimed violation of this policy. Any such retaliation will result in discipline, up to and including termination.

SECTION 2

NATURE OF EMPLOYMENT

2.1 AT-WILL EMPLOYMENT

Unless otherwise specified in writing in an employment contract between the employee and the Executive Director of the School, **all employees are employed by PAVE Academy “at-will,”** which means that both the employee and the School may terminate the employment relationship at any time for any reason, with or without notice. Employees are not guaranteed employment for any length of time.

This employee handbook is not intended to and does not establish any promise of continued employment nor does it establish any contractual rights between you and PAVE Academy. Rather, this employee handbook is only intended to provide a general outline of the School’s policies, practices and benefits in effect from time to time, which the School may change at its discretion at any time and from time to time.

2.2 CRIMINAL BACKGROUND CHECKS

Applicable state law requires that a new employee successfully clear a criminal background check before the employee’s first day of employment at the School. The background check is administered by the State Education Department, which will notify the School when applicants for employment are cleared to begin work.

In some cases, the Department will issue a conditional appointment where state records show no basis for denial of employment but where the FBI record is delayed. In rare cases, when an emergency vacancy occurs, the School may also issue an emergency conditional appointment. In the case of any such conditional appointment, measures will be taken to ensure that the conditionally appointed employee is supervised on a regular basis to ensure the safety of students.

If an employee has never had fingerprints taken by the New York State Education Department or the New York City Board of Education, the employee must do so at one of the following locations before the employee’s first day of employment at the School: the New York State Education Department, the New York City Board of Education, the New York City Center for Charter School Excellence, a police precinct, or another entity approved by PAVE Academy.

2.3 EMPLOYMENT STATUS

Full-time Employees

Full-time employees are those who are assigned to an established position at the School with a regular work week of at least forty (40) hours. They receive all mandatory benefits and are generally eligible for all of PAVE Academy’s discretionary employee benefits, subject to the terms, conditions and limitations of each employee benefit program, in effect from time to time.

Full-time employees may be employed either as eleven-month employees or twelve-month employees. PAVE Academy's teachers are typically eleven-month employees. PAVE Academy's administrative employees are typically twelve-month employees. This determination is made at the employee's time of hire or transfer to a new position.

Regular Part-Time Employees

Regular part-time employees are assigned to an established position at the School with a regular schedule of less than forty (40) hours per week. They receive all legally mandated benefits but are not currently eligible for PAVE Academy's discretionary employee benefits.

Temporary Employees

Temporary employees are those who are hired for short-term periods, usually no longer than six (6) months. They will receive all legally mandated benefits but are not currently eligible for PAVE Academy's discretionary employee benefits.

2.4 EMPLOYMENT CLASSIFICATIONS

All positions at PAVE Academy are classified as "exempt" or "non-exempt" with respect to eligibility for overtime pay. An exempt employee is one who holds a salaried professional, administrative, or executive position. Exempt employees are not eligible for overtime pay.

Employees who do not fall into one of the exempt categories, such as, for example, hourly-paid employees and salaried clerical personnel, are classified as non-exempt. Non-exempt employees are eligible to receive overtime pay for all hours worked in excess of forty (40) hours in a workweek. See the Overtime policy in next section for additional information.

2.5 OVERTIME

When operating requirements or other School needs cannot be met during regular working hours, all employees may be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments, and every effort will be made to distribute overtime opportunities as equitably as possible to all employees qualified to perform the required work.

For non-exempt employees, all overtime work, including any early starts or late finishes, must be authorized in advance by the employee's supervisor or the Executive Director. All non-exempt employees are eligible for overtime pay for all hours actually worked in excess of forty (40) hours in a given payroll week.

The school pays overtime consistent with the requirements of the Fair Labor Standards Act and correlative state law. For salaried, non-exempt employees with a fluctuating work schedule, the employee's salary covers all hours worked each payroll week, and the employee's overtime pay is calculated at a rate equal to one-half of the employee's regular rate of pay. For all other non-exempt employees, overtime pay is calculated at a rate equal to one and one-half

times the employee's regular rate of pay. No absences, whether paid or unpaid, are counted for purposes of determining eligibility for overtime pay.

If an employee believes a mistake has occurred with respect to overtime pay or if the employee has any questions, the employee should use the complaint procedure set forth in the Fair Labor Standards Act Safe Harbor Policy below.

2.6 PAY DAYS

PAVE Academy currently pays its employees twice per month, on the 15th and the final day of the month, in accordance with the School's payroll practices in effect from time to time. In the event that the 15th or the final day of the month falls on a weekend, the pay date may be the prior business day.

All employees are encouraged to use direct deposit. Direct deposit enrollment forms will be provided to employees along with their hiring materials once they accept employment.

All employees are paid on a twelve-month schedule, regardless of whether they are eleven-month employees or twelve-month employees. A pay schedule will generally be circulated during staff pre-service for the academic year and is available upon request.

If an employee is given a paper pay check and loses that check, he or she must submit a written request to his or her supervisor or the Director of Finance and Human Resources for a new check to be issued. The request must indicate the date on the check, the pay period it covered, and the amount. The employee must also certify that he or she believes the check to be lost and that if the employee finds the check, he or she will return it to PAVE Academy's Director of Finance and Human Resources. A new pay check will be issued to the employee as soon as practicable after the request is submitted.

2.7 FAIR LABOR STANDARDS ACT SAFE HARBOR POLICY

It is PAVE Academy's policy and practice to accurately compensate employees and to do so in compliance with applicable state and federal laws. To ensure that the employee is paid properly for all time worked and that no improper deductions are made, the employee must record correctly all work time and review his or her paychecks promptly to identify and to report all errors. Non-exempt employees must not engage in any off-the-clock or unrecorded work.

Review Your Pay Stub

While the School makes every effort to pay its employees correctly, inadvertent mistakes can happen from time to time. When such mistakes do occur and are called to the School's attention, the School will promptly make any corrections necessary, including reimbursement for any improper deductions. If an employee believes a mistake has occurred or if the employee has any questions, the employee should use the complaint procedure outlined below.

Non-exempt Employees

If the employee is classified as non-exempt, the employee must maintain a record of the total hours worked each day. These hours must be accurately recorded on a time sheet that will be provided to the employee. Each employee must sign his or her time sheet to verify that the reported hours worked are complete and accurate (and that there is no unrecorded or “off-the-clock” work). This time sheet must accurately reflect all regular and overtime hours worked, any absences, early or late arrivals, early or late departures, and meal breaks. At the end of each week, the employee should submit his or her completed time sheet to his or her supervisor for verification and approval. When the employee receives each pay check, the employee should verify immediately that he or she was paid correctly for all regular and overtime hours worked each workweek.

Exempt Employees

If the employee is classified as exempt, the employee will receive a salary, which is intended to compensate the employee for all hours worked for the School. This salary will be established at the time of hire or when the employee becomes classified as exempt. While the employee’s salary may be subject to review and modification from time to time, it will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work performed by the employee, unless otherwise permitted by the Fair Labor Standards Act and similar New York state law.

The employee will ordinarily be paid his or her full weekly salary for any week in which the employee performs any work, without regard to the number of days or hours worked. Except if the salary basis requirement of the Fair Labor Standards Act does not apply to the exempt position (for example, with respect to teachers) or if otherwise permitted or required by law, the employee’s salary will not be reduced for any of the following reasons in any week in which the employee performs any work:

- Partial day absences for personal reasons, sickness or disability.
- Absences because the facility is closed on a scheduled work day.
- Absences for jury duty, attendance as a witness, or military leave in any week in which the employee has performed any work.
- Any other deductions prohibited by state or federal law.

The employee’s salary will, however, be reduced for certain types of deductions required by law or authorized by the employee, such as: the employee’s portion of health or dental insurance premiums, and state, federal and local taxes and social security. In addition, the employee’s salary may be reduced during any work week in which the employee performs work if one the following exceptions apply.

- Absences of one or more full days for personal reasons other than sickness or disability when the employee has exhausted all vacation time or has requested leave without pay.

- Absences of one or more full days due to sickness or disability when the employee has exhausted all paid leave benefits.
- Fees received by the employee for jury duty, witness duty or military leave may be applied to offset the pay otherwise due to the employee.
- Unpaid disciplinary suspensions of one or more full days in accordance with the School's policies.
- Deductions for unpaid leave taken in accordance with a legitimate approved leave of absence.

Complaint Procedures

If an employee believes his or her pay has been improperly reduced by an unauthorized deduction or that there has been any other payment error, the employee should contact his or her supervisor immediately. The employee is responsible for submitting his or her complaint in writing via memo or e-mail. The complaint should include the dates and circumstances of the unauthorized pay deduction or other payment error and whether such error has occurred on other occasions.

The employee's supervisor will review the complaint and will consult with the School's Director of Finance and Human Resources, about the potential error. The Director of Finance and Human Resources will notify the employee after making a determination of whether there has been an unauthorized deduction or any other payment error. If the School determines that there has been an improper deduction or any other payment error in the School's favor, the employee will be reimbursed as promptly as possible.

The School will continue to strive to comply with its policies and applicable law following any such error. It is a violation of the School's policy and it is unlawful to retaliate against any employee for making or filing a complaint in good faith regarding an unauthorized deduction or other payment error. Any such retaliation may result in disciplinary action, up to and including termination of employment.

SECTION 3 INSURANCE AND RETIREMENT BENEFITS

3.1 INTRODUCTION

PAVE Academy provides a competitive package of benefits to eligible full-time employees. The main provisions of the School's current employee benefit plans are briefly described below. Actual plan documents or insurance contracts (and not the brief descriptions that follow) are the governing instruments that determine eligibility for coverage and benefits, benefit levels and all other matters. PAVE Academy will determine the level of the employee's monthly contributions to benefit premiums on an annual basis. Any eligible employee who

wishes to decline one or more of the insurance benefits offered by the School should submit such a request in writing to the Director of Finance and Human Resources.

Certain other employee benefits, such as Workers' Compensation, Disability, Social Security, and Unemployment Insurance, are provided to all employees (regardless of whether full-time, part-time, or temporary), to the extent required by law.

PAVE Academy reserves the right to amend, terminate, suspend, or replace its employee benefit plans from time to time as PAVE Academy determines appropriate, with or without notice. PAVE will, however, strive to provide employees with notice of changes to employee benefit plans when reasonably practicable for the School to do so.

With the exception of any rights employees may have, at his or her own expense, to continue group health insurance participation for a period of time under the federal law known as "COBRA" or any rights employees may have to receive workers' compensation, disability, or unemployment insurance after termination of employment, employee benefits generally terminate on an employee's separation date, consistent with the terms of applicable plan documents and federal, state, and local law.

3.2 MEDICAL, DENTAL AND VISION INSURANCE

PAVE Academy currently offers group medical, group dental and vision insurance coverage to eligible full-time employees, consistent with the terms and requirements of applicable plan documents. Regular part-time employees and temporary employees are not currently eligible for group medical, group dental and vision insurance coverage through the School. Group medical and dental insurance coverage is optional for eligible employees.

Employee co-payment for group medical, group dental and vision insurance premiums will be required and will vary depending upon the level of coverage selected by the employee (*e.g.*, individual or family coverage). Employee contributions to insurance premiums will be deducted from the employee's bi-monthly paychecks on a pre-tax basis. More details are available in the Summary Plan Descriptions available from the Director of Finance and Human Resources.

3.3 401(K) RETIREMENT PLAN

PAVE Academy currently offers a 401(k) retirement plan to eligible full-time employees, consistent with the terms and requirements of applicable plan documents. Participating employees may elect to contribute to their 401(k) retirement plan through pre-tax compensation reduction. Contributions and the amount of compensation taken into account under the plan are subject to applicable limits under federal law. Participating employees may opt out of the 401(k) plan or make changes to their deferral elections in accordance with the administrative procedures established by the School or the plan administrator from time to time. PAVE Academy currently makes employer contributions to match the employee's deferral contributions to the 401(k) plan. The

School may, however, decide, in its discretion, in the future to modify, suspend, or terminate these employer contributions in whole or in part, with or without notice.

Participants are entitled to receive distributions of their accounts upon termination of employment or retirement, subject to the terms and conditions of applicable plan documents. The 401(k) plan's summary plan description contains detailed information about the plan. Employees with questions should review the summary plan description and speak with the School's Director of Finance and Human Resources. In the event of a discrepancy between the summary provided in this handbook and the 401(k) plan's official plan documents, the official plan documents will control.

3.4 DISABILITY INSURANCE

PAVE Academy provides disability insurance coverage for all employees in accordance with the requirements of the State of New York at no cost to the employee, consistent with the terms of applicable plan documents. Details of the School's current disability insurance plan coverage, including benefit amounts, when benefits are payable, limitations, restrictions, and other exclusions are described in the summary plan description provided to eligible employees. Employees should contact the Director of Finance and Human Resources for more information about disability insurance benefits.

3.5 SHORT TERM AND LONG-TERM DISABILITY INSURANCE

PAVE Academy offers short term ("STD") and long-term disability ("LTD") insurance coverage to eligible full-time employees at no cost to the employee, consistent with the terms of applicable plan documents. Details of the School's current STD and LTD insurance plan coverage, including benefit amounts, when benefits are payable, limitations, restrictions, and other exclusions are described in the summary plan description provided to eligible employees. Employees should contact the Director of Finance and Human Resources for more information about disability insurance benefits.

3.6 WORKERS' COMPENSATION INSURANCE

All employees of the School are covered by workers' compensation insurance for occupational illness or injury. If an employee sustains a work-related injury or illness, the employee must report the matter to his or her supervisor or the Director of Finance and Human Resources immediately. No matter how minor the illness or injury may seem, it is important that it be reported immediately. Failure to report an illness or injury could jeopardize an employee's entitlement to benefits.

Neither PAVE Academy nor the insurance carrier will be liable for the payment of Workers' Compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity (regardless of whether sponsored by PAVE Academy), unless otherwise required by law.

3.7 UNEMPLOYMENT INSURANCE

PAVE Academy provides unemployment insurance coverage for all employees in accordance with the requirements of the State of New York at no cost to the employee.

3.8 COBRA

Upon certain “qualifying events” (such as voluntary or involuntary job loss, certain reductions in hours worked, transition between jobs, the employee’s death, and divorce) where coverage under group medical and group dental insurance plans might otherwise end, employees and their qualified beneficiaries who participate in the School’s group health or group dental insurance coverage may be eligible to elect to continue their coverage at group rates for a period of time through the federal law known as “COBRA.” Employees and their qualified beneficiaries who elect to continue their insurance coverage through COBRA must ordinarily pay the full monthly premium cost, plus a two percent (2%) administration fee. Please contact the Director Finance and Operations for more information on COBRA.

SECTION 4

TIME OFF

4.1 LEAVE POLICY

From time to time, employees may need to take time off from work pursuant to one or more of the policies described below. Excessive absenteeism, even pursuant to the policies set forth below, may result in disciplinary action, up to and including termination of employment. Employees are expected to provide sufficient advance notice, to the extent possible, and receive any required approval before taking time off from work pursuant to these policies.

For the purposes of calculating the leave allowances in this section, a “week” is the equivalent of five business days.

Employees who need a reasonable accommodation to perform the essential functions of their job should notify their direct supervisor or the Director of Finance and Human Resources pursuant to the Disability Non-Discrimination and Reasonable Accommodation policy set forth in Section 1.4 above.

Unless otherwise specified, time off taken under Section 4.1, 4.2 or 4.3 below must be approved as follows:

- time off requested by a member of the Instructional Staff must be approved by the Principal of the Elementary School or Middle School (as applicable) or the Principal’s designee;
- time off requested by a Dean must be approved by the Principal of the Elementary School or Middle School (as applicable); and
- time off requested by any other employee must be approved by the employee’s supervisor.

4.2 NO-FAULT DAYS, SICK LEAVE, BLACKOUT DATES, ATTENDANCE INCENTIVE AND FLEX DAYS

No-Fault Days

PAVE Academy expects its employees to report to work on-time for all scheduled work days. Employees are required to arrange for doctor’s appointments and other personal business outside of the regular work day. The School recognizes, however, that there are times when an employee’s personal life may interfere with the regularly scheduled work day. For this reason, among others, the School offers all full-time employees on the active payroll up to four (4) paid “no-fault” days each academic year (in addition to sick leave, as described below), subject to the prior approval of the employee’s supervisor. No-fault days may be requested for medical appointments or personal business that cannot be scheduled outside of the regular school day, or

other personal reasons. Regular part-time employees and temporary employees are not eligible for no-fault days. Eligible full-time employees may request “half-day” no-fault days (which must start or end at 11:30 a.m., unless otherwise agreed to in writing by the employee’s supervisor) or whole-day no-fault days.

Eligible full-time employees should request permission to take a no-fault day at least two (2) weeks in advance whenever possible, and if earlier notice is not possible, in all events no later than 4:20 p.m. on the business day prior to the requested no-fault day, or such other time specified by the employee’s supervisor. A leave request must be submitted using the School’s online time off request system for approval and such request must be approved prior to an employee’s use of a no-fault day. Employees will be notified by their supervisor regarding whether their request to take a no-fault day has been approved.

Approval is subject to staffing needs, student coverage, and other operational considerations at the School. For this reason, employees are encouraged to request no-fault days as far in advance as possible. Requests for no-fault days will not generally be granted on blackout dates (as described below).

No-fault days do not carry over from one academic year to the next and are forfeited upon termination of employment (regardless of reason). Employees are not eligible to be compensated for unused no-fault days upon termination of employment or at any other time.

Employees who fail to comply with the terms of this policy or who abuse this policy may be subject to a denial of their request to take a no-fault day and other disciplinary action, up to and including termination of employment.

Sick Leave

Employees will accrue one hour of paid sick leave for every thirty (30) hours worked, up to a maximum of the greater of forty (40) hours of paid sick leave or the number of hours equal to four (4) work days per calendar year. This means, for example, that a full-time employee who works a standard fifty (50)-hour work day at the School will accrue the equivalent of four (4) 10-hour work days of sick time. Sick leave granted under this policy may be used in the event of (a) the employee’s illness or need for preventive medical care, (b) an eligible family member’s illness or need for preventive medical care, or (c) the closure of the School or the school or child care provider of the employee’s child due to a public health emergency. For the purposes of this policy, eligible family members include an employee’s child, spouse, domestic partner or parent, or the child or parent of an employee’s spouse or domestic partner.

Sick leave may be taken in a minimum of four (4)-hour increments. Sick leave does not have to be scheduled in advance, but the employee must notify his or her supervisor by email and phone call or text message no later than 7:00 a.m. on each sick day that the employee is absent, unless the employee is physically unable to do so, as well as each day of absence thereafter, unless, in the case of a continuing absence, the supervisor has authorized less frequent call-ins. If the supervisor is not available, the employee must notify the Executive Director or his designee. Leaving a message with the Office Manager or a coworker is not sufficient. Likewise, requesting that a doctor's office submit medical documentation regarding the need for a sick day does not satisfy the employee's obligation to notify his or her supervisor by telephone or in person regarding the absence. If an employee fails to notify his or her supervisor as required by this policy, unless otherwise physically unable to do so, the employee will be deemed a "no-call, no-show" and may be subject to disciplinary action, up to and including termination of employment.

If an employee's sick leave exceeds three (3) consecutive work days, the School may require medical certification or other documentation regarding the absence through the employee's doctor or other licensed health care provider.

An employee is entitled to carry over any accrued, unused paid sick leave to the following calendar year, but in no event will an employee be permitted to use more than forty (40) hours of paid sick leave in any calendar year. Employees are not eligible to be compensated for unused sick days upon termination of employment or at any other time.

The School retains the right, in its sole discretion, to advance the accrual of sick leave on a case-by-case basis.

Employees who fail to comply with this policy may be subject to disciplinary action, up to and including termination of employment.

Blackout Dates and Attendance Incentives

Excellent staff attendance on school days and professional development days is paramount to a consistent and high quality instructional program as absences increase the workload on other staff members. Accordingly, the School has two additional policies regarding staff attendance.

Blackout Dates

All school days and professional development days are important, but it is vital that all PAVE Academy staff members are present during certain days and weeks, barring an unforeseen emergency. No-fault and flex days (as defined below) will not be granted during the following "blackout dates":

- Summer Institute (August 21-29, 2013)

- Any work day immediately preceding or following Thanksgiving Break, December Winter Break, February Winter Break or Spring Break (as such breaks are defined in Section 4.4 below)
- During the week of the New York State ELA (March 31, 2014 through April 4, 2014) and Math (April 28, 2014 through May 2, 2014) administration days
- The first fifteen (15) days and the last five (5) days of the academic year
- Any work day immediately preceding or following a three (3)-day weekend
- Report Card Nights

Blackout dates are subject to change in the sole discretion of PAVE Academy.

Attendance Bonuses

In an effort to reward employees who demonstrate their commitment to the School through exemplary attendance, the School will continue its Attendance Bonus Program during the 2013-2014 academic year. Any employee who, in the determination of the School, uses a combined total of four (4) or fewer sick and no-fault days during the course of the academic year will be eligible for a cash bonus, according to the schedule below. If an employee consistently fails to abide by the notice requirements found in this Employee Handbook during a particular academic year, the School may determine, in its sole discretion, that the employee is not eligible for an attendance bonus that year. Attendance bonuses will be paid to eligible employees at the end of the academic year.

Number of Days Used	Bonus Incentive
4 combined days	\$300
3 combined days	\$600
2 combined days	\$900
1 or fewer combined days	\$1200

Flex Days

Eligible full-time employees may request up to one (1) “flex day” per month when the employee may arrive at work one (1) hour after his or her scheduled start time or leave work one (1) hour before his or her scheduled end time. Any employee who arrives late two (2) or more times in a month, and whose late arrival is not related to a medical issue or approved by a supervisor, will not be eligible to request a flex day for that month.

To be eligible for a flex day, the employee must request permission, in writing via email, from his or her supervisor at least forty-eight (48) hours prior the requested flex day. Flex day requests will be reviewed by the supervisor and are not considered approved until the employee receives a written response in return. PAVE Academy retains the discretion to deny any flex day request based on staffing needs, student coverage, and other operational considerations at the

School. To avoid any confusion, flex days do not accrue and cannot be “borrowed” or “carried over” from month to month or year to year.

4.3 VACATION DAYS

Vacation Days for Eleven-Month Employees

Full-time and regular part-time eleven-month employees, including those employees who start mid-year, are eligible to take vacation days as outlined in the School calendar. Eleven-month employees are required, however, to attend in-service training, even when this training is scheduled during a School break. Vacation days do not carry over from one academic year to the next and are forfeited upon termination of employment (regardless of reason). Eleven-month employees are not eligible to be compensated for unused vacation days upon termination of employment or at any other time.

Vacation Days for Twelve-Month Employees

Full-time twelve-month employees on the active payroll accrue up to eleven (11) days of vacation annually. Twelve-month employees may not use more than one (1) vacation day in each of the first three months of the academic year, unless they specifically request and receive prior approval from a supervisor.

Eligible twelve-month employees should request vacation days as far in advance as possible, but not less than two (2) weeks prior to the first day of any requested vacation. Requests should be made in writing via email to the employee’s supervisor. Vacation requests will be reviewed by the supervisor and are not considered approved until the employee receives a written response in return. Approval is subject to staffing needs, student coverage, and other operational considerations at the School. For this reason, employees are encouraged to request vacation days as far in advance as possible. Requests for vacation days will not generally be granted on blackout dates (as described below).

Eligible twelve-month employees who work on the Instructional Leadership Team (for example, the Dean of Students and Academic Deans) generally may not take more than two (2) consecutive days of vacation time during days when School is in session, and are encouraged to use vacation days when School is out of session. Twelve-month employees who are not members of the Instructional Leadership Team, may not take more than five (5) consecutive days of vacation time during days when School is in session. Extended vacation time should be planned to coincide with school breaks or during the summer when School is out of session.

Generally, unused vacation days do not carry over from one academic year to the next and are forfeited upon termination of employment (regardless of reason). However, twelve-month employees may carry-over up to five (5) vacation days from the previous academic year, which must be used before School orientation begins in August of the following academic year. For example, a twelve-month employee who has accrued and unused days from the 2012-13 academic year will be eligible to carry over up to five of those days to be used prior to start of orientation in August 2013. Any days that are carried over, but not used as of the start of

orientation will be forfeited. The School reserves the right to amend, terminate, suspend, or replace this policy from time to time as it determines appropriate, with or without notice.

Employees who fail to comply with this policy may be subject to disciplinary action, up to and including termination of employment.

4.4 HOLIDAYS, SCHOOL CLOSURE DAYS AND BREAKS

PAVE Academy closes on certain holidays and other days, all of which are indicated on the School calendar. Holidays and other School closure days and breaks for the 2013-2014 academic year are listed below for reference. In cases of conflict, the School calendar prevails, and PAVE Academy reserves the right to amend its School calendar at any time.

Holidays and School closure days will not be deducted from an employee's accrued vacation time. All full-time employees are eligible for pay at their regular straight time rate on these holidays. Regular part-time employees are eligible for pay at their regular straight time rate for the hours they are regularly scheduled to work on a holiday. Temporary employees are not eligible to receive holiday pay. In the event that a holiday falls on the weekend, the previous or subsequent business day will ordinarily be designated as a school holiday.

Twelve-month employees are expected to work during either or both February Winter Break or Spring Break. Any days falling on February Winter Break or Spring Break which are not worked by the employee will be deducted from that employee's accrued vacation time.

Holidays and School Closure Days (2013-2014 Academic Year)

Labor Day (September 2, 2013)
Columbus Day (October 14, 2013)
Thanksgiving Break (November 25-29, 2013)
December Winter Break (December 23, 2013-January 3, 2014)
Martin Luther King Day (January 20, 2014)
Presidents Day (February 17, 2014)
Easter/Passover Break (April 17-21, 2014)
Memorial Day (May 26, 2014)
Independence Day Break (July 3-4, 2013)

School Breaks (2013-2014 Academic Year)

February Winter Break (February 18-21, 2014)
Spring Break (May 12-16, 2014)

4.5 LEAVES OF ABSENCE

Unless otherwise specified, all leaves of absence described in Sections 4.6 through 4.12 below are subject to the requirements of this Section 4.5.

Eligibility for Leave

A full-time or regular part-time employee may request an unpaid leave of absence for medical or other urgent personal reasons. Temporary employees are not generally eligible for a leave of absence.

Except for leaves required by state or federal law, all unpaid leaves of absence and extensions are granted at the discretion of the School on a case-by-case basis. In addition to considering the staffing and other needs of the School in deciding whether to grant a requested leave or extension of leave, PAVE Academy will consider the employee's length of service, attendance record and work performance, the likelihood of the employee's continued employment with the School, and the reason or reasons for the request.

Requests for Leave

A request for leave must be made to the employee's supervisor as far in advance of the proposed starting date of the leave as possible. The School may require documentation before considering requests for leave (or an extension). Any leave of absence must be approved by both the employee's supervisor and the Director of Finance and Human Resources.

Pay and Benefits During Leave

A leave of absence is unpaid. However, an employee may use available sick leave, available no fault leave and/or accrued but unused vacation days (as applicable) during any otherwise unpaid portion of the leave. Such time will be payable at the usual pay periods. In addition, an employee who is unable to work as a result of a work-related injury may be eligible for workers' compensation insurance benefits, and may also qualify for New York State Disability Insurance benefits.

If an employee is on an unpaid leave of absence, he/she may maintain participation in the School's health, dental, and vision plans by continuing to pay the full premium cost of coverage from month to month during the leave. Participation in any other School benefit plans during leave is determined by the terms of the applicable plan, as in effect from time to time, and will be at the employee's cost. Vacation and other paid time off will not accrue during an unpaid leave of absence.

Return from Leave

Because the School has limited staff, when an employee is on a leave of absence, it may be necessary to fill the employee's position, depending on the duration of the leave, the nature of the employee's position, staffing, coverage and/or other considerations. Therefore, PAVE Academy cannot guarantee reinstatement following leave, except as may be required by applicable law. Whenever practicable, an employee who returns from leave will be reinstated to his/her original position or to one comparable to it. If such a position is not available, the employee may be given preferential consideration when a comparable position for which the employee is then qualified becomes available.

An employee returning from medical leave must provide the School with certification from his or her treating physician that the employee is medically able to return to work. An employee who is reinstated at the conclusion of a leave of absence will retain his or her continuity of service as of the date his/her leave began, and will retain all benefits earned prior to the commencement of the leave, except to the extent such benefits were used or exhausted during the course of the leave.

If, due to medical reasons, an employee is unable to return to work at the end of a leave of absence, or at the end of any extension granted by the School, his or her employment may be terminated. An employee who otherwise fails to return to work at the end of a leave of absence, or at the end of any extension granted by the Company, will be considered to have resigned without notice.

Any employee who does not return to work at the end of a leave of absence without requesting an extension of leave in accordance with the requirements of this Handbook will have his or her employment automatically terminated.

No Retaliation

The School does not retaliate against any employee for requesting a leave of absence under this policy in good faith or who takes a leave of absence under this policy in accordance with its terms.

4.6 FAMILY AND MEDICAL LEAVE

Eligibility for Family and Medical Leave

An employee will be eligible for unpaid leave under the federal Family and Medical Leave Act (the “FMLA”) if he or she has been employed with the School for at least twelve (12) months, and has worked at least 1,250 hours during the twelve (12)-month period immediately preceding the leave. Eligible employees are entitled to up to twelve (12) weeks of unpaid leave in a twelve (12)-month period (calculated based on a rolling twelve (12)-month period measured retrospectively from the date of leave) in the event of:

- the employee’s own serious health condition;
- the serious health condition of the employee’s parent, spouse, or child;
- the birth or care of the employee’s newborn child (within 12 months of birth); or
- the adoption or foster care placement of a child (within 12 months of placement).

FMLA leave runs and is calculated regardless of School holidays and breaks that span less than one week, but any School break that spans one week or more (*e.g.*, December Winter Break, February Winter Break and Spring Break) will not count against an employee’s FMLA leave entitlement if that employee is not generally expected to report to work for such break.

If an employee who is a member of the Instructional Staff:

- begins FMLA leave more than five (5) weeks before the end of an academic term, the School may require that employee to continue taking leave until the end of the term if the leave will last at least three (3) weeks and the employee would return to work during the three (3)-week period before the end of the term.
- begins FMLA leave for a purpose other than the employee's own serious health condition during the five (5) weeks before the end of a term, the School may require that employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the employee would return to work during the two (2)-week period before the end of the term.
- begins FMLA leave for a purpose other than the employee's own serious health condition during the three (3) weeks before the end of a term, and the leave will last more than five (5) working days, the School may require that employee to continue taking leave until the end of the term.

Military Family Leave

Eligible employees may be entitled to military family leave under the FMLA, as follows:

- **Qualifying Exigency Leave.** An eligible employee with a spouse, child or parent on active duty, or who has been notified of an impending call to duty in the Regular Armed Forces, National Guard or Reserves in support of a contingency operation, may use his or her twelve (12)-week leave entitlement under the FMLA to address certain exigencies related to the family member's current or upcoming active duty. These qualifying exigencies include (1) short-term deployment; (2) military events and related activities; (3) child care and school activities; (4) financial and legal arrangements; (5) counseling; (6) rest and recuperation; and (7) post-deployment activities.
- **Military Caregiver Leave.** An eligible employee is entitled to up to twenty-six (26) weeks of leave in a twelve (12)-month period in order to care for a spouse, child, parent, or next of kin who is a covered service member or veteran with a serious illness or injury that was incurred while on active duty. An employee using military caregiver leave is not entitled to more than twenty-six (26) weeks of FMLA leave in a calendar year, which includes the standard twelve (12) weeks of basic FMLA allotment. Covered service members include members of the Armed Forces, including members of the National Guard and Reserves, who are undergoing medical treatment, recuperation or therapy, or are in an outpatient status, or are on the temporary disability retired list for a serious injury or illness. Covered veterans include individuals who were members of the Armed Forces at any time during the five (5)-year period before the veteran undergoes the medical treatment, recuperation or therapy for a serious injury or illness for which the leave is sought.

Notice

If an employee's need for FMLA leave is foreseeable, the employee must provide the School with at least thirty (30) days' advance notice. The School asks that such leave requests be made in writing, stating the reason(s) for the leave, the anticipated length of leave and the estimated date of return to work. If an employee's need for FMLA leave, or its approximate timing, is not foreseeable, the employee is expected to give notice as soon as is practicable under the circumstances.

Any employee who is eligible for intermittent leave under the FMLA is expected to make reasonable efforts to schedule his or her absences so as not to disrupt the School's operations. In addition, if a member of the Instructional Staff does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the School may require that employee to take a leave of a particular duration, transfer temporarily to an alternative position, or delay the taking of leave until the notice requirement is fulfilled.

Any employee who requests FMLA leave will be provided with appropriate leave request forms and a detailed notice regarding the expectations and obligations of the employee during FMLA leave and the consequences of any failure to meet those obligations.

Medical Certifications

The School may require that an employee requesting a medical leave under the FMLA, either to care for a sick relative or because of the employee's own medical condition, must promptly provide a health care provider's statement supporting the employee's need for leave. The certification must be provided within fifteen (15) days after the employee receives the appropriate forms. An employee should contact the School as soon as his or her need for a medical leave arises, in order to obtain the appropriate medical certification form. Certification may also be required for military family leave. Failure to provide the requested medical certification in a timely manner may result in delay or denial of the leave.

A recertification from a health care provider may be requested periodically during any period of FMLA medical or military caregiver leave in order to certify the employee's continuing need for leave. A health care provider's statement also may be required if an employee requests an extension of leave, or if there is a significant change in circumstances related to the employee's need for leave. In addition, the School may ask an employee to periodically report on his or her status and intention of returning to work. The School may also ask for authentication or clarification of any medical certification submitted.

Any employee returning from FMLA leave taken for his or her own serious health condition may be asked to provide a certification of his or her fitness to return to work from the employee's health care provider. If such certification is requested, the employee may not resume work until the fitness for duty certification has been provided.

Pay During Leave

FMLA leave is unpaid, except to the extent that (1) FMLA leave runs concurrently with any paid portion of leave granted under Section 4.7 below, (2) an employee elects to use

available sick leave, available no fault leave and/or accrued but unused vacation days (as applicable) during his or her leave and/or (3) an employee is eligible for short-term or long-term disability leave pay or workers' compensation benefits during his or her leave

Intermittent Leave or Reduced Schedule

An employee who is eligible for FMLA leave in connection with his or her own serious health condition, the serious health condition of an immediate family member, a qualifying exigency, or the care of a covered service member may, when medically necessary (or in the case of a qualifying exigency, reasonably necessary), may take such leave intermittently (that is, in blocks of time or by reducing the employee's normal weekly or daily work schedule) rather than continuously, in accordance with the conditions provided for such intermittent leave under the FMLA. The combined total of intermittent leave and other FMLA leave may not exceed the maximum allotments set forth in this policy. If an employee is eligible for intermittent leave that is foreseeable based on a planned medical treatment, is a member of the Instructional Staff, and would be on leave for more than twenty (20) percent of the total number of working days over the period the leave would extend, the School may require that employee to (a) take leave for a period or periods of a particular duration, not greater than the duration of the planned medical treatment or (b) transfer to an alternative position with equivalent pay and benefits that better accommodates recurring periods of leave. With respect to all other employees, in appropriate circumstances, the School may also require the employee to transfer to an alternative position with equivalent pay and benefits that better accommodates recurring periods of leave.

FMLA leave taken because of the birth, adoption or foster care placement of a child may not be taken intermittently without special permission.

Returning from Leave

The School will make every effort to restore an employee returning from FMLA leave to his or her original position or an equivalent position, without loss of employment rights or benefits that the employee had earned or accrued prior to the beginning of the leave, except to the extent such benefits were used or paid during the leave.

4.7 MATERNITY, PATERNITY, ADOPTIVE AND FOSTER CARE LEAVE

During the academic year, full-time employees who have been employed by the School for at least three (3) months are eligible to request up to twelve (12) weeks of leave per year in the event of the birth, adoption or foster care placement of a child, for the purpose of subsequently caring for that child. Generally, one (1) week of the 12-week leave for this purpose will be paid. An additional period of up to seven (7) weeks of the 12-week leave will be paid to eligible employees during the period of the employee's disability after giving birth. The remaining portion of the leave is unpaid. However, employees may elect to use available sick leave, available no fault leave and/or accrued but unused vacation days (as applicable) during any unpaid portion of leave. Notwithstanding the foregoing, in the event that an employee requests more than one leave period under this policy in a single academic year, only the first

such leave period will be paid to the extent provided above. Any subsequent leave periods will be unpaid in their entirety.

To avoid any doubt, both paid and unpaid leave run and are calculated regardless of School holidays and closures. For example, if an employee is on paid leave during the one week February holiday, that week is still counted towards the seven weeks of paid post-birth disability leave. Any leave granted under this Section 4.7 runs concurrently with FMLA leave if the qualifying reason for FMLA leave is the birth, adoption or foster care placement of a child.

All provisions of the Leave of Absence policy in Section 4.5 above apply to leaves granted under this policy. A request for leave under this policy must be made in writing to the employee's supervisor as far in advance as possible, and in all events at least two (2) weeks' prior to the proposed starting date of the leave, except when such notice is not possible because of early delivery or unexpected placement of a child for adoption. Such notice must indicate:

- the anticipated date of departure;
- an intention to return to work; and
- the anticipated date of return.

The School does not retaliate against any employee for requesting a leave of absence under this policy in good faith or who takes a leave of absence under this policy in accordance with its terms.

4.8 LEAVE TO DONATE BLOOD

PAVE Academy will grant a leave of absence to an employee who is regularly scheduled to work at the School at least twenty (20) hours per week for purposes of giving blood off School premises, consistent with the requirements of applicable law. The length of leave may not exceed three (3) hours per academic year. This leave will be unpaid, unless otherwise required by law.

Employees requesting leave under this policy must provide the employee's supervisor with at least three (3) days' notice prior to the day on which leave is requested. Approval is subject to staffing needs, student coverage, and other operational considerations at the School. For this reason, employees are encouraged to request leave to donate blood as far in advance as possible. Requests for such leave will not ordinarily be granted during the first few weeks and final few weeks of the academic year or during such other times determined by the School from time to time in its sole discretion.

Employees who take an approved leave under this policy must provide their supervisor with a certification from the blood bank or similar entity, showing proof of blood donation (or proof of a good faith effort at blood donation).

The School does not retaliate against any employee for requesting a leave of absence under this policy in good faith or who takes a leave of absence under this policy in accordance with its terms.

4.9 LEAVE OF ABSENCE FOR BONE MARROW DONATIONS

PAVE Academy will grant a leave of absence to an employee who is regularly scheduled to work at the School at least twenty (20) hours per week for purposes of undergoing a medical procedure to donate bone marrow, consistent with the requirements of applicable law. The length of leave will be determined by the employee's treating physician, but may not exceed twenty-four (24) work hours. This leave will be unpaid, unless otherwise required by law.

Employees requesting leave under this policy must provide the employee's supervisor with at least two (2) week's notice, except in cases of medical emergency attested to in writing by the treating doctor. The School may require verification from the employee's doctor about the purposes and length of leave requested under this policy.

The School does not retaliate against any employee for requesting leave of absence under this policy in good faith or who takes a leave of absence under this policy in accordance with its terms.

4.10 BEREAVEMENT LEAVE

PAVE Academy understands that the loss of a loved one can be a very difficult and stressful period and therefore provides full-time employees with paid bereavement leave for such circumstances. In the event of a death of an employee's immediate family member (as defined in this policy), full-time employees may take up to four (4) consecutive work days of paid bereavement leave. Requests for additional days of unpaid bereavement leave may be granted at the discretion of the Executive Director.

"Immediate family members" include an employee's spouse, domestic partner, child, spouse's child, sibling, grandparent, grandchild, parent/guardian, aunt, uncle, niece, nephew, cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, parent of a domestic partner, and child of a domestic partner.

An employee who needs to take bereavement leave should notify his or her supervisor as early as possible so that arrangements can be made to cover in the employee's absence.

The School does not retaliate against any employee for requesting a leave of absence in good faith under this policy or who takes a leave of absence under this policy in accordance with its terms.

4.11 LEAVE TO SERVE ON JURY OR TO APPEAR AS A WITNESS IN A CRIMINAL TRIAL

PAVE Academy understands that employees must fulfill their civic responsibilities by serving jury duty when required. The school expects and strongly urges that employees will make efforts to postpone their jury duty service to coincide with the School's vacation schedule whenever possible.

Employees will be paid the difference, if any, between their regular wages or salary and the pay received for jury service for up to three (3) days of time actually and necessarily lost from work. If an employee is required to serve jury duty beyond the period paid by PAVE Academy, he or she may use any available paid time off, such as no-fault days.

Employees must promptly provide a copy of the summons to their supervisor so that arrangements can be made to arrange for coverage in the Employee's absence. Employees who are excused from jury duty for any day or half-day are expected to report for work. Upon completion of jury service, employees must submit to their supervisor proof of the dates of such service, as well as proof of all fees paid by the court or the state for those days for which the employee received his or her regular pay from the School.

PAVE Academy also permits employees to take a leave of absence to serve as a witness in a criminal trial. Leave for this purposes is unpaid, unless otherwise required by law. An employee requesting leave to serve as a witness in a criminal trial must submit the request in writing at least two (2) weeks in advance of the requested leave date. The employee will be required to provide verification of the subpoena or similar document requesting or requiring his attendance as a witness.

The School does not retaliate against any employee for requesting a leave of absence under this policy in good faith or who takes a leave of absence under this policy in accordance with its terms.

4.12 MILITARY LEAVE

The School will grant an unpaid leave of absence to employees for military or reserve duty, including service with the Reserves, National Guard or other Uniformed Services (collectively referred to as "military leave") in accordance with the provisions of the Uniformed Services Employment and Reemployment Rights Act ("USERRA") and applicable state law. Military leave will be granted regardless of whether the employee is called to duty or volunteers for duty. Employees are required to submit copies of their military orders to their supervisor as soon as possible after receiving them. Military leave is unpaid. However, a twelve-month employee may choose to draw down unused but unused vacation during any otherwise unpaid portion of the leave.

Full-time and regular, part-time employees who serve in the Uniformed Services shall normally be permitted to return to PAVE Academy with all seniority, status and pay, as if they had not taken a leave of absence. Reinstatement rights are limited to those available under USERRA or applicable state law and do not apply to temporary employees, to employees who are discharged from the military under a disqualifying discharge or other than honorable conditions, to employees whose cumulative absences from the School for reason of service in the Uniformed Services exceed five (5) years (subject to certain exceptions), and/or for other reasons set forth in USERRA and/or applicable state law. Employees are required to report back to work in a timely manner, within such time periods as specified by applicable law.

The School does not retaliate against any employee for requesting a leave of absence under this policy in good faith or who takes a leave of absence under this policy in accordance with its terms.

SECTION 5

PROFESSIONAL EXPECTATIONS, PROFESSIONAL DEVELOPMENT, AND SCHOOL BUILDING RULES

5.1 EMPLOYEES' PRIMARY RESPONSIBILITIES

Employees are required to perform the duties and responsibilities outlined in the offer letter or employment contract signed by the employee and the Executive Director of the School, as well as any other duties and responsibilities that the School may reasonably assign to the employee from time to time.

Teachers are expected to perform dismissal duties each school day and to assist with student breakfast on a rotating basis specified by the School. Non-teachers may also be asked by their supervisor to regularly perform these duties. The School may also require all employees to assist with student lunch and recess time.

PAVE Academy believes that meaningful professional development results in higher levels of student achievement. Employees may be asked to attend presentations or seminars held during or outside of normal school hours, to provide small-group instruction during or outside of normal school hours, and/or to design and execute academic projects. See Section 5.6 for additional information about professional development opportunities.

5.2 HOURS OF WORK

All employees are expected to sign in and sign out on each work day at the security desk at the times specified in their respective employment contracts, unless a later start or earlier finish is required by the employee's supervisor or the Executive Director of the School or otherwise approved in advance. On Fridays, the sign-out time will be 4:00 p.m.

All full-time employees are encouraged and in some cases required to attend School events occurring outside of school hours. Employees are generally expected to attend and assist with Report Card Nights and occasional after-hours events, such as pot-luck dinners, picnics, and other events and activities identified by the School from time to time.

The School reserves the right to make exceptions to assigned start times and finishes in individual cases so that employees can pursue advanced degrees or continuing education programs that do not interfere with classroom instruction or other business critical meetings, including without limitation child study team meetings, grade level meetings, professional development sessions, and report card nights, among others. The School's decision about whether to grant an exception in a particular case shall be in the School's sole discretion and may depend on a number of factors, including the employee's tenure at the School, the employee's performance to date, the School's business needs, and other business considerations.

5.3 ATTENDANCE, PUNCTUALITY, AND PROCEDURES FOR REPORTING TARDINESS AND ABSENCES

PAVE Academy expects regular attendance and punctuality from all employees. Employees are expected to make medical and other personal appointments during non-working hours whenever possible. If an employee knows that he or she will be unable to report to work or is going to be late, the employee must notify his or her supervisor in person or by telephone as early as possible, but no later than 7:00 a.m. on the day of the absence or lateness, unless physically unable to do so, as well as each day of absence or lateness thereafter, unless, in the case of a continuing absence, the supervisor has authorized less frequent call-ins. If the supervisor is not available, the employee must notify the Executive Director or his designee. Leaving a message with the Office Manager or a coworker is not sufficient. Likewise, requesting that a doctor's office submit medical documentation regarding the need for a sick day does not satisfy the employee's obligation to notify his or her supervisor by telephone or in person regarding the absence.

If the employee is absent from work for three (3) or more consecutive days due to an illness, injury, or other reason, or for repeated periods of lesser duration, or in other circumstances where the School deems it appropriate, the School may require medical certification or other documentation regarding the absence and medical clearance to return to work, where applicable, either through the employee's doctor or a medical examination arranged by the School. Employees who have more than two (2) unplanned absences during the academic year may, among other things, be required to provide their supervisor with requested documentation for any additional lateness or absence, regardless of duration.

Excessive absenteeism, repeated tardiness, and failure to properly notify the employee's supervisor are all violations of the School's attendance policy that may result in disciplinary action, up to and including termination of employment. Nothing contained in this policy, however, is intended to or does alter the at-will nature of the employment relationship. The School in its sole discretion shall make determinations as to whether termination of employment is appropriate in a particular case.

If an employee fails to notify his or her supervisor as required by this policy, unless otherwise physically unable to do so, the employee will be deemed a "no-call, no-show" and may be subject to disciplinary action, up to and including termination of employment. An absence for three (3) consecutive days without proper notification is regarded as a voluntary resignation without notice, effective as of the start of the third workday.

5.4 PROFESSIONAL DRESS

PAVE Academy strives to demonstrate to parents, students and the larger community the importance of our School's work and the professionalism of our teachers. Therefore, PAVE Academy requires employees to dress professionally in neat and clean attire that is not distracting to students or others whenever employees report to work and during School-related meetings and events, especially during parent-teacher conferences. Typically, male employees are expected to wear a shirt and tie and female employees are expected to wear comparably professional attire. The School may sponsor events from time to time when employees are

permitted to wear more casual attire, including, for example, most jeans and sneakers. Some examples of clothing that should not be worn, even when more casual clothing is permitted include: tight or revealing attire, such as uncovered tank or halter tops, mini-skirts, bike shorts, cut-off shorts, exercise clothing, tee-shirts with offensive or otherwise inappropriate messages or pictures, beach wear, and beach sandals.

Employees who violate the School's dress policy may be subject to discipline and may be sent home to change clothing. Nothing contained in this policy, however, is intended to or does alter the at-will nature of the employment relationship. The School in its sole discretion shall make determinations as to whether termination of employment is appropriate in a particular case.

5.5 PROFESSIONAL EVALUATION PROCESS

PAVE is committed to constant improvement and learning and considers all instructional time an opportunity to improve. Observations of instructional and professional practice will occur on a regular, ongoing basis.

Each returning employee of PAVE Academy will review a Professional Growth Plan with his or her supervisor by October of each year. The Professional Growth Plan highlights the employee's strengths and areas for improvement.

Classroom observations will occur weekly (at least). Visits will be unannounced with the goal of viewing instruction at different points in the academic schedule. Observations will be followed by prompt written and/or face-to-face feedback that outlines next steps for improving practice.

The Principal and Academic Dean will conduct formal evaluation meetings around faculty performance with input from PAVE Academy's Leadership Team in January and July. Evaluations will be based on classroom observations and the areas of professional practice outlined in the Teacher Evaluation Rubric, including student achievement results (both growth and absolute achievement). These evaluations will take into account observations and other relevant data up to that point in the year. Areas of strength and areas where growth is required will be discussed and goals will be set for further development in those areas. Scores from the Teacher Evaluation Rubric will be used to calculate a portion of merit pay.

Results of Negative Performance Evaluations

PAVE Academy expects that all employees will carry out their responsibilities fully and to the best of their abilities and conduct themselves in a manner that best serves the School's interests. If an employee's work performance does not meet satisfactory standards, his or her supervisor, in conjunction with the Executive Director, may decide to take any one or more of the following steps, among others.

- Meet with the employee to identify areas of weakness;
- Counsel and recommend ways to address weaknesses within a specified time frame;
- Warn the employee verbally or in writing, with a copy to the employee's personnel file;

- Impose other discipline, such as an unpaid suspension;
- Terminate the employee's employment.

Additionally, any employee who receives a rating of '1' in any area of his or her January evaluation will receive a Professional Improvement Plan ("PIP"). The PIP focuses primarily on area(s) in which the employee must demonstrate improvement, and outlines explicit, time-specific goals that the employee should work to meet. The PIP also defines the support and supervision that the employee can expect to receive from his or her supervisor while working to meet those goals. The School reserves the right to administer a PIP at any time, not just following a January evaluation.

The steps outlined above are not progressive in nature and do not alter the at-will nature of employment. The School reserves the right in each case to take whatever corrective or disciplinary action it deems appropriate, up to and including termination of employment.

5.6 PROFESSIONAL DEVELOPMENT

PAVE Academy believes that the professional development of teachers and staff is integral to the academic success of students. To that end, the School is committed to providing opportunities for professional development to all employees. Many of these opportunities will occur at the School, and will be led by a member of the PAVE Academy staff or an outside consultant.

PAVE also supports employee participation in off-site professional development activities conducted by outside organizations (*e.g.*, Building Excellent Schools, Uncommon Schools). To minimize costs, and therefore ensure the participation of the maximum number of employees, the School reserves the right to determine and book the most cost-effective and reasonable methods of transportation to and from these activities, and strongly encourages employees to use mass transit for travel within New York City. An employee may choose to drive him/herself to a pre-approved off-site professional development activity, and will be eligible for mileage and toll reimbursement. Additionally, all employees who attend pre-approved off-site professional development activities will be eligible for meal reimbursement. See Section 5.13 for additional information about reimbursement eligibility and procedures.

Educational Assistance Program

As part of its commitment to professional development, PAVE Academy has established an Educational Assistance Program to provide educational benefits under Section 127 of the Internal Revenue Code to eligible employees of the School. Through the Educational Assistance Program, PAVE Academy will provide financial assistance to help employees pay for courses, certification programs, and examinations requested by the School or voluntarily pursued by employees interested in furthering their formal education. This program provides eligible employees with the opportunity to receive in tuition assistance for educational tuition. This amount is not taxable. For additional information about the Educational Assistance Program, including maximum reimbursement, eligibility requirements and restrictions on spending under the plan, please see the "PAVE Academy Charter School Educational Assistance Program Plan."

Employees with questions should review the plan and speak with the School's Director of Finance and Human Resources. In the event of a discrepancy between the summary provided in this handbook and the Educational Assistance Program's official plan documents, the official plan documents will control.

5.7 EMPLOYEE PERSONNEL FILES

PAVE Academy will maintain a personnel file for each employee consistent with the requirements of applicable law. The personnel file may include, but is not limited to, the following items: application materials and resume, offer letters and/or employment contracts, copies of certificates and licenses, performance evaluations, letters and records of commendation, warning and/or disciplinary action, and any other documentation required by applicable law or other regulatory agencies. The School's administrative employees may have access to employee personnel files from time to time for business reasons. All such employees will abide by the School's policies and the requirements of applicable law with respect to the protection of confidential information contained in these files.

PAVE Academy keeps medical records, containing protected health information and/or genetic information, and associated documents separate from the personnel file to the extent required by law. Employees should consult with the Director of Finance and Human Resources for further information concerning the school's privacy practices.

Any employee may request to examine his or her personnel file during business hours or during other times designated by the Executive Director. The employee may take written notes concerning the contents of the personnel file, and may add comments for inclusion in the file. No personnel file may be copied or removed from the office where it is kept unless expressly permitted in writing by the Executive Director.

PAVE Academy will only release information concerning School personnel consistent with School policy and applicable laws and regulations. If an employee makes a written request to the School to release information to an outside party, that request must be made in writing to the Executive Director. It is at the sole discretion of the Executive Director, unless otherwise mandated by applicable law and/or regulations, to determine whether the requested information will be released.

Change of Personal Information

Employees are required to notify the Director of Finance and Human Resources of any change in name, address, telephone number, emergency contact or other similar information held or used by PAVE Academy within two (2) weeks (ten (10) business days) of any such change.

5.8 AFTER-HOURS ACCESS TO SCHOOL PREMISES

PAVE Academy's building is open each school day from 6:00 am until 7:00 pm, and at such other days and times as may be determined and announced by the School from time to time. If an employee needs to access to the school building outside of these specified hours, the employee must request permission from the Director of Operations. Employees are asked to

schedule after-hours access to the school building with the Director of Operations at least two (2) weeks (ten (10) business days) in advance.

5.9 NO SOLICITATION OR DISTRIBUTION POLICY

It is the policy of PAVE Academy not to permit private or personal solicitation by one School employee of another employee for any purpose during working time or in student areas. Distribution by School employees of private or personal advertising materials, handbills, or printed or written literature of any kind to any other employee during working time or in student areas is similarly prohibited. In addition, employees are not permitted to use the School's e-mail systems to solicit for outside commercial ventures, religious or political causes, or third-party organizations.

Persons who are not employed by the School are prohibited from soliciting employees and from distributing literature or other materials, for any purpose and at any time, within PAVE Academy premises. Loitering by School employees on or about the premises after work hours is not permitted.

This policy does not apply to solicitation or distribution of materials, handbills, or printed or written literature by the School or its management for legitimate business purposes (as determined by the School in its sole discretion).

5.10 SCHOOL PROPERTY

All School property belongs to PAVE Academy, including but not limited to, desks, chairs, bookcases, laptop computers, desktop computers, school phones, and file cabinets. Employees do not have any right to privacy with respect to this property. School equipment is intended for school-related business, and personal use should be kept to a minimum without prior approval from the Executive Director.

5.11 TELECOMMUNICATION POLICY

Right to Access, Review, and Limit Employees' Use of Technology

PAVE Academy provides computer and communication systems to support the School's business activities. Each regular, full-time employee is currently provided with a laptop computer for use at PAVE Academy. The School's "computer and communication systems" include, but are not limited to, laptops and personal computers, software, telephone, voicemail and e-mail systems, all centralized computer equipment, networks, and access to the Internet through this equipment.

All data stored in PAVE Academy's computer and communication systems (including, but not limited to, documents, and other electronic files, e-mail and recorded voicemail messages) is the property of PAVE Academy and is subject to monitoring, consistent with the requirements of applicable law. The School reserves the right, among other things, to access and review employee's voicemail messages, e-mail messages, and internet activity, including reviewing a list of websites accessed by individual users on PAVE Academy's computer and

communication systems. Employees should not expect that any message transmitted using this equipment or these systems will be private.

The School may disclose the contents of voicemail and e-mail messages and Internet activity when it determines that there is a business or other appropriate reason to do so. All such messages and records of Internet activity are also subject to “backup” or other form of electronic storage or reproduction. PAVE Academy may also restrict access to certain websites that it deems are not necessary for business purposes.

Appropriate Use of School Technology

Voicemail, e-mail, and Internet access are provided by the School for use by School employees primarily for School business. When employees transmit material by e-mail (internally or externally), voicemail, or the Internet, or by “posting” to an Internet web site from School equipment, employees must comply with good business practice, common sense, and all School policies regarding communications with third parties or the public at large (especially with respect to protecting the disclosure of confidential information, whether about students, other employees, or otherwise). In composing and sending e-mail, employees should also take into consideration the fact that e-mail messages are considered documents, just like any other writing, and might be subject to discovery in any litigation or dispute involving the employee or the School.

PAVE Academy’s computer and communication systems may not be used to create, transmit, access, receive, print, download or solicit material that is illegal, unauthorized, inappropriate, derogatory, obscene, sexually explicit or offensive, including material containing slurs, epithets, or anything that may be construed as harassment or disparagement based on race, color, national origin, sex, disability, age, religion, genetic information, or other protected category or characteristic. For example, the display or transmission of sexually explicit images, messages, jokes and cartoons is not allowed.

Similarly, PAVE Academy’s e-mail systems may not be used to solicit for outside commercial ventures, religious or political causes. In addition, employees are not permitted to download or disseminate copyrighted material, load or execute unlicensed software on PAVE Academy’s computers or conduct any other activity in violation of applicable laws, regulations, or School policies. Employees are prohibited from intentionally disrupting the network, destructing or altering information, interfering with private information, and providing access to confidential information to unauthorized persons.

An employee who violates this policy may be subject to disciplinary action, up to and including termination of employment. Employees should notify their immediate supervisor or the Executive Director upon learning of any violation of this policy.

Responsibility of the Employee to the School for Damages to School Property

Employees assume all risks associated with using the School’s computers and communications systems. This means that the employee (and not the School) is responsible for

paying for any lost, stolen, or damaged School property under the employee's direction or control. The safest way to protect School property is to keep the property in the School building. Employees will be required to indemnify the School and hold it harmless to the fullest extent permitted by law, if the School is required to pay for damages caused by the employee on or through the School's property.

5.12 INTELLECTUAL PROPERTY

It is the policy of PAVE Academy to encourage educational innovation among its staff. As a result, any writings and other creations that an employee prepares, creates, writes, initiates or otherwise develops on his or her own, without relying on previously created or developed PAVE materials, belongs to the employee. However, all employees have agreed to, and are bound by, a Confidentiality / Ownership of Intellectual Property / Work Product or similar provision in their signed offer letter which guarantees that the School will forever have the right to use such intellectual property free of charge. Those provisions also prohibit employees from trying to sell intellectual property developed in connection with their employment at PAVE while they remain employed by the School.

To avoid any confusion or doubt, any creations or materials specifically developed in exchange for additional compensation are considered to be the intellectual property of the School.

5.13 EXPENSE APPROVAL AND REIMBURSEMENT

Teachers are generally eligible to be reimbursed for reasonable, pre-approved expenses incurred in connection with the purchase of School and classroom supplies. Teachers are expected to order supplies from vendors that are pre-approved by the School.

An employee who attends a pre-approved off-site professional development activity are generally eligible to be reimbursed for mileage (if the employee chooses to drive him/herself to and from the activity) and meals (breakfast, lunch and/or dinner, as applicable given the duration of the activity) at the U.S. General Services Administration rates in effect as of August 2013.

Employees who are required to travel overnight on behalf of the School will be eligible to be reimbursed for certain expenses related to such overnight travel. For more information, please see the School's "Overnight Travel Policy." In the event of a discrepancy between the Handbook and the School's Overnight Travel Policy, the Overnight Travel Policy will control.

Reimbursement Request

In limited circumstances, an employee may need to purchase items for a School-related purpose. In cases of urgency (e.g., an unplanned event that requires materials that are not carried by the School or unable to be delivered in time), an employee should obtain verbal approval from his or her supervisor, make the purchase and submit for reimbursement using the Reimbursement Request Form. In addition, in cases of emergency, employees are expected to take any reasonably necessary steps to resolve emergencies and can expect to be reimbursed for reasonable expenses incurred in cases of emergency. The School strongly prefers that employees

use the Reimbursement Request System to request expenses in advance of purchase. In all instances, the School retains the sole discretion to determine whether or not to approve an employee's request for a certain expense.

Reimbursement Requests must include the original receipt from the purchase and be approved by the Principal, Chief Operations and Finance Officer or Executive Director. Properly documented and approved Reimbursement Requests will be processed and paid in the next batch of checks to be processed by the finance office.

5.14 PERSONAL PROPERTY

PAVE Academy is not responsible for loss or damage of the personal property or any employee, even if the damage or loss occurs on School grounds. Employees are expected to take precautions to protect their personal property and should leave valuable property at home.

SECTION 6

SEPARATIONS AND TERMINATIONS

6.1 VOLUNTARY TERMINATIONS

While employment is at-will and the employee may resign at any time, the School asks employees who work directly with students (such as teachers and social workers) and who decide to resign from employment to submit a written notice of resignation to the Executive Director at least two (2) months prior to the suggested resignation date. The School asks employees who do not work directly with students (such as the Director of Finance and Human Resources and the Curriculum Instructor) and who decide to resign from employment to submit a written notice of resignation to the Executive Director at least four (4) months prior to the suggested resignation date. The Executive Director, upon resignation, is asked to provide at least two (2) months' written notice to the Board of Trustees.

6.2 INVOLUNTARY TERMINATION

To ensure orderly operations and provide the best possible work environment, PAVE Academy expects employees to follow rules of conduct that protect the interests and safety of the School and its students, employees, and other service providers. Employees should remember that unless otherwise specified in an offer letter or employment contract signed by you and the Executive Director of the School, your employment is "at-will," which means that both you and the School may terminate the employment relationship at any time, for any reason, with or without notice or cause.

While it is not possible to list all forms of behavior that are considered unacceptable in the workplace, the following is a non-exhaustive list of infractions that may result in disciplinary action, up to and including immediate termination of employment. The School reserves the right in each case to take whatever corrective or disciplinary action it deems appropriate, up to and including termination of employment. In addition to any violations of the policies set forth in this employee handbook, prohibited conduct that will result in corrective or disciplinary action includes, but is not limited to:

- theft, damage, or unauthorized removal or possession of PAVE Academy property
- falsification of timekeeping records
- any discriminatory action
- sexual harassment or other form of unlawful or unwelcome harassment
- possession, distribution, sale, transfer or use of alcohol or illegal substances during the working day or on School premises
- any disruptive behavior, including fighting or threatening violence in the workplace
- insubordination or other disrespectful conduct

- gambling on the premises
- violation of safety rules, including failing to properly supervise students
- possession of dangerous or unauthorized materials, such as explosives or firearms on School property
- excessive absenteeism, tardiness, or any absence without approval
- misappropriation of PAVE Academy’s property

6.3 POST-TERMINATION BENEFITS AND POLICIES

The final date of employment is the final date on which the employee serves his or her duties at PAVE Academy and not necessarily the date upon which the employee receives his or her final paycheck. Employees who are terminated or who resign for any reason will be entitled to all earned but unpaid salary or wages through the date of termination.

Each of the following applies to employees who are terminated from employment with the School or who resign or decide not to return to the School for any reason:

- Employees will not receive compensation for unused vacation days, no-fault time, or sick days on their termination or resignation date.
- Employees will not generally be entitled to severance pay.
- Employees will be advised of their rights, if any, under the federal law known as “COBRA” to continue group health and group dental insurance coverage for themselves and their dependents at group rates, but at their own expense.
- Employees must return all school property, materials and supplies in their possession or control to the employee’s supervisor.
- Employees may not take any documents, files, or copies of such documents or files, including, but not limited to memos, computer-stored items, lists, or other similar information without the express permission of their supervisor.

6.4 EMPLOYEE REFERENCES

All requests for employee references should be directed to the Executive Director of the School. Only the Executive Director is authorized to respond on behalf of the School to inquiries regarding employees at the School. It is the School’s general policy to provide only the following information in response to such inquiries: confirmation of name, dates of employment, job titles during employment, and if asked, final wages or salary.

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

I acknowledge that I have received a copy of the PAVE Academy Employee Handbook. I agree to read the employee handbook and abide by the policies and procedures contained therein.

I understand that the policies, procedures and benefits contained in this employee handbook may be added to, modified, suspended, or terminated at the sole discretion of the School at any time. I understand that the most current version of this employee handbook replaces any and all prior employee handbooks and policies of the company.

I have entered into my employment relationship with PAVE Academy voluntarily and understand that unless my offer letter or employment contract between me and the School specifies otherwise, my employment with the School is “at-will,” meaning that my employment relationship with PAVE Academy may be terminated by me or the School at any time, with or without notice or cause.

I understand that nothing contained in this employee handbook or any other statement of policy or procedure shall be construed as guaranteeing my employment for a fixed term or definite period of time or any promise of future employment with, or benefits from, PAVE Academy. I understand that PAVE Academy may vary from the general guidelines contained within this Handbook on a case-by-case basis and whenever the School deems it appropriate to do so.

I understand that it is my responsibility to read and comply with the policies contained in this employee handbook and any revisions made to it from time to time. I understand that I should consult with my supervisor regarding any questions I have that are not answered in the employee handbook.

NAME _____

DATE _____

SIGNATURE _____

APPENDIX O

INSURANCE QUOTES

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

November 19, 2013

To Whom It May Concern:

**RE: Insurance Coverage for Pave Southeast Raleigh Charter School
Broker of Record – Arthur J. Gallagher & Co.**

We are pleased to provide insurance services for Pave Southeast Raleigh Charter School. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of North Carolina as required by law.

Our program utilizes the following carriers which are admitted in the State of North Carolina: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, Gerber Life Insurance Company.

We will only place this school with at least an “A-, VII” rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Pave Southeast Raleigh Charter School, the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
Workers Compensation Workers’ Compensation Part II (Employers’ Liability)	As specified by North Carolina Statutes \$1,000,000
Employee Benefits Liability	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	\$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond as required)	\$500,000 - \$1,000,000 limits as needed and based on cash flow of the school

Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$300,000 Extra Expense included Business Income as needed based upon cash flow
Student Accident Coverage*	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
Umbrella / Excess Liability above primary program (GI, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to \$25,000,000

*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.

Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Maine Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,000
Directors & Officers / Employment Practices / Fiduciary	\$ 3,413
Property	\$ 500
Excess \$10 million Limits (follow form over underlying)	\$ 1,225
Workers Compensation/Employers Liability	\$ 3,400
Total Annual Premium	\$ 11,538

Premiums are based upon 1st year projections of 120 students, 12 staff members, \$508,000 payroll, \$75k Contents

Coverage	Year 2 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,500
Directors & Officers / Employment Practices / Fiduciary	\$ 3,800
Property	\$ 675
Excess \$10 million Limits (follow form over underlying)	\$ 1,900
Workers Compensation/Employers Liability	\$ 4,600
Total Annual Premium	\$ 14,475

Premiums are based upon 2nd year projections of 180 students, 16 staff members, \$703,000 payroll, \$100k Contents,

Coverage	Year 3 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 4,000
Directors & Officers / Employment Practices / Fiduciary	\$ 4,000
Property	\$ 1,000
Excess \$10 million Limits (follow form over underlying)	\$ 2,450
Workers Compensation/Employers Liability	\$ 6,000
Total Annual Premium	\$ 17,450

Premiums are based upon 3rd year projections of 240 students, 21 staff members, \$918,000 payroll, \$150k Contents

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions.

Sincerely,



Tom Boobar, MS, MBA, REHS, CSP
Area Vice President
Arthur J. Gallagher Insurance
License #0726293

APPENDIX P

FACILITY FORM

N/A

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

APPENDIX Q

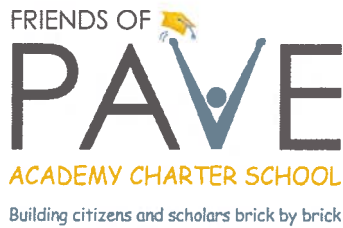
FACILITIES INSPECTIONS

N/A

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

APPENDIX R

**WORKING CAPITAL AND LETTER FROM FRIENDS OF PAVE INC
PAVE SOUTHEAST RALEIGH CHARTER SCHOOL**



December 5, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

To Whom It May Concern:

Friends of PAVE Academy, Inc. (FOP) is a tax-exempt non-profit that supports PAVE Academy Charter School in its mission to prepare students to thrive in competitive high schools and colleges.

While PAVE Southeast Raleigh Charter School Inc. (PAVE SE) is in its charter application phase, FOP plans to directly fund the founding team's application costs, including the application fee of \$500, and other expenses associated with formation in accordance with gifts FOP has received that are specifically restricted for the purpose of applying to open additional PAVE schools.

Upon charter authorization, FOP plans to include PAVE SE as a legally approved education institution that supports the PAVE mission and, thus, may receive direct support from FOP, including grants associated with annual fundraising needs and capital expenditures. We understand at this time that PAVE SE has submitted a charter application budget that does not require charitable assistance to operate. This considered, upon PAVE SE's charter authorization, FOP will formally partner with PAVE SE to determine what additional resources the school may need in order to forward its mission through annual operations and a facility search.

Please see the attached FOP bank statement, which summarizes current cash balances associated with supporting PAVE Academy Charter School and pre-pave, inc., two organizations FOP currently supports in Red Hook Brooklyn, NY.

Sincerely,

Patrick Sweeney
Board Chair
Friends of PAVE Academy, Inc.
patricksweney@gmail.com



JPMorgan Chase Bank, N.A.
 P O Box 659754
 San Antonio, TX 78265 - 9754

November 01, 2013 through November 29, 2013

Primary Account: [REDACTED]

CUSTOMER SERVICE INFORMATION

Web site: www.Chase.com
 Service Center: 1-877-425-8100
 Deaf and Hard of Hearing: 1-800-242-7383
 Para Espanol: 1-888-622-4273
 International Calls: 1-713-262-1679



0013798030100000023

00013798 DRE 802 219 33813 NNNNNNNNNN 1 000000000 Z9 0000
 FRIENDS OF PAVE ACADEMY INC
 732 HENRY ST
 BROOKLYN NY 11231-3229

We are going to waive more fees
 Good news. Starting November 17, customers who have Chase Advanced Business Checking(SM), Chase BusinessPlus(R) Checking, Chase BusinessPlus(R) Extra Checking, Chase BusinessPlus(R) Premium Checking, Chase BusinessCustom(SM) Checking and Chase Analysis Business Checking(SM) will no longer pay fees for:

- Money Orders
- Traveler Checks
- Cashier Checks, and
- Counter Checks

Please visit a branch or call the number on this statement if you have any questions.

Agreement Updates for Deposit Accounts and Chase Liquid® Cards

As of November 17, 2013, we are updating your agreement, including:

- Clarification of how mobile phone numbers may be used if you provide your mobile number to us. You may contact us anytime to change your contact preferences.
- Information about new, innovative technology that we are beginning to install in our branches. This includes Express Banking kiosks that function similar to ATMs.
- Enhancements to our Stop Payment process to allow you more flexibility in placing stop payments on recurring payments.

All other terms and conditions remain the same. For a copy of your agreement, log on to chase.com or visit a branch. If you have questions, please call us at the telephone number listed on this statement or visit your nearest Chase branch.

CONSOLIDATED BALANCE SUMMARY

ASSETS

Checking & Savings	ACCOUNT	BEGINNING BALANCE THIS PERIOD	ENDING BALANCE THIS PERIOD
Chase BusinessPlus Extra	[REDACTED]	\$902,177.39	\$956,592.76
Chase BusinessPlus Extra	[REDACTED]	6,315.55	5,334.66
Total		\$908,492.94	\$961,927.42



November 01, 2013 through November 29, 2013

Primary Account: [REDACTED]

CONSOLIDATED BALANCE SUMMARY (continued)

Investments	ACCOUNT	MARKET VALUE PRIOR PERIOD	MARKET VALUE THIS PERIOD
Chase Investment Account as of 10/31/13	***** [REDACTED]	1,062.00	1,068.00
Total		\$1,062.00	\$1,068.00

Please review the important disclosures following the Consolidated Balance Summary.

Investment accounts and insurance products are: Not a Deposit - Not FDIC Insured - Not Insured by any Federal Government Agency - Not Guaranteed by the Bank - May Go Down In Value.

TOTAL ASSETS **\$909,554.94** **\$962,995.42**

All Summary Balances shown are as of November 29, 2013 unless otherwise stated. For details of your retirement accounts, credit accounts or securities accounts, you will receive separate statements. Balance summary information for annuities is provided by the issuing insurance companies and believed to be reliable without guarantee of its completeness or accuracy.

Securities and investment advisory services are offered through J.P. Morgan Securities LLC. (JPMS). JPMS, a member of FINRA, NYSE and SIPC, is an affiliate of JPMorgan Chase Bank, N.A.

CHASE BUSINESSPLUS EXTRA

FRIENDS OF PAVE ACADEMY INC

Account Number: [REDACTED]

CHECKING SUMMARY

	INSTANCES	AMOUNT
Beginning Balance		\$902,177.39
Deposits and Additions	3	119,414.10
Checks Paid	7	- 14,953.73
Electronic Withdrawals	1	- 50,000.00
Fees and Other Withdrawals	1	- 45.00
Ending Balance	12	\$956,592.76

DEPOSITS AND ADDITIONS

DATE	DESCRIPTION	AMOUNT
11/07	Deposit [REDACTED]	\$105,000.00
11/25	Deposit [REDACTED]	13,914.10
11/25	Deposit [REDACTED]	500.00
Total Deposits and Additions		\$119,414.10



November 01, 2013 through November 29, 2013

Primary Account: [REDACTED]

CHECKS PAID

CHECK NO.	DESCRIPTION	DATE PAID	AMOUNT
2013 ^		11/06	\$58.75
2014 ^		11/04	329.24
2016 * ^		11/20	11.38
2018 * ^		11/21	60.00
2019 ^		11/25	7,896.91
2020 ^		11/25	6,577.50
2021 ^		11/25	19.95

Total Checks Paid **\$14,953.73**

If you see a description in the Checks Paid section, it means that we received only electronic information about the check, not the original or an image of the check. As a result, we're not able to return the check to you or show you an image.

* All of your recent checks may not be on this statement, either because they haven't cleared yet or they were listed on one of your previous statements.

^ An image of this check may be available for you to view on Chase.com.



ELECTRONIC WITHDRAWALS

DATE	DESCRIPTION	AMOUNT
11/13	11/13 Online Transfer To Chk ... [REDACTED] Transaction#: [REDACTED]	\$50,000.00

Total Electronic Withdrawals **\$50,000.00**

FEES AND OTHER WITHDRAWALS

DATE	DESCRIPTION	AMOUNT
11/05	Service Charges For The Month of October	\$45.00

Total Fees & Other Withdrawals **\$45.00**

DAILY ENDING BALANCE

DATE	AMOUNT
11/04	\$901,848.15
11/05	901,803.15
11/06	901,744.40
11/07	1,006,744.40
11/13	956,744.40
11/20	956,733.02
11/21	956,673.02
11/25	956,592.76

SERVICE CHARGE SUMMARY

Chase BusinessPlus Extra Accounts Included: [REDACTED]



November 01, 2013 through November 29, 2013

Primary Account: [REDACTED]

SERVICE CHARGE SUMMARY (continued)

Maintenance Fee	\$0.00	Waived by checking and relationship balances
Excess Product Fees	\$0.00	
Other Service Charges	\$45.00	
Total Service Charges	\$45.00	Will be assessed on 12/4/13

Your monthly maintenance fee of \$46.00 has been waived because you maintained an average balance of \$12,000 in checking and a combined average balance of \$100,000 in linked business and personal checking, savings, credit, and investment balances.

TRANSACTIONS FOR SERVICE FEE CALCULATION	NUMBER OF TRANSACTIONS
Checks Paid / Debits	13
Deposits / Credits	3
Deposited Items	6
Total Transactions	22

Chase BusinessPlus Extra allows up to 500 checks, deposits, and deposited items per statement cycle. Your transaction total for this cycle was 22.

SERVICE CHARGE DETAIL

DESCRIPTION	VOLUME	ALLOWED	CHARGED	PRICE/UNIT	TOTAL
Your Product Includes:					
ACCOUNT [REDACTED]					
Monthly Service Fee Waived	0			\$46.00	\$0.00
Transactions	22	500	0	\$0.00	\$0.00
Cash Deposited					
Branch Deposit - Immediate Verification	\$0	\$20,000	\$0	\$0.0000	\$0.00
Branch Deposit - Post Verification	\$0	\$0	\$0	\$0.0000	\$0.00
Outgoing Wires - Domestic Manual	0	4	0	\$0.00	\$0.00
Outgoing Wire - Domestic Online	0	0	0	\$0.00	\$0.00
Stop Payments - Manual	0	4	0	\$0.00	\$0.00
ODP Transfers	0	4	0	\$0.00	\$0.00
Subtotal					\$0.00
Other Fees					
Online ACH Payments Maint	1	0	1	\$25.00	\$25.00
Debit Block Maintenance	2	0	2	\$10.00	\$20.00
Total Service Charge (Will be assessed on 12/4/13)					\$45.00
ACCOUNT [REDACTED]					
Transactions	18				
Online ACH Payments Maint	1				
Debit Block Maintenance	1				
ACCOUNT [REDACTED]					
Transactions	6				
Debit Block Maintenance	1				



November 01, 2013 through November 29, 2013

Primary Account: [REDACTED]

CHASE BUSINESSPLUS EXTRA

FRIENDS OF PAVE ACADEMY INC

Account Number: [REDACTED]

CHECKING SUMMARY

	INSTANCES	AMOUNT
Beginning Balance		\$6,315.55
ATM & Debit Card Withdrawals	6	- 980.89
Ending Balance	6	\$5,334.66



10137960303000000063

ATM & DEBIT CARD WITHDRAWALS

DATE	DESCRIPTION	AMOUNT
11/05	Card Purchase 11/04 Usps Postal St66100207 800-3447779 MO Card 9014	\$360.55
11/06	Card Purchase 11/05 Hertz Rent-A-Car Raleigh NC Card 9014	80.29
11/06	Card Purchase 11/05 Sheetz 00003996 Morrisville NC Card 9014	22.45
11/07	Card Purchase 11/05 Theatre For A New Audi 212-2292819 NY Card 9014	157.50
11/13	Card Purchase 11/12 Usps Postal St66100207 800-3447779 MO Card 9014	351.35
11/25	Recurring Card Purchase 11/23 Eig*Domain.Com 866-5392854 MA Card 9014	8.75
Total ATM & Debit Card Withdrawals		\$980.89

ATM & DEBIT CARD SUMMARY

Henry Cooper Westendarp Card 9014

Total ATM Withdrawals & Debits	\$0.00
Total Card Purchases	\$980.89
Total Card Deposits & Credits	\$0.00

ATM & Debit Card Totals

Total ATM Withdrawals & Debits	\$0.00
Total Card Purchases	\$980.89
Total Card Deposits & Credits	\$0.00

The fees for this account are included in the fee information for account [REDACTED]

DAILY ENDING BALANCE

DATE	AMOUNT
11/05	\$5,955.00
11/06	5,852.26
11/07	5,694.76
11/13	5,343.41
11/25	5,334.66

BALANCING YOUR CHECKBOOK

Note: Ensure your checkbook register is up to date with all transactions to date whether they are included on your statement or not.

1. Write in the Ending Balance shown on this statement: Step 1 Balance: \$ _____

2. List and total all deposits & additions not shown on this statement:

Date	Amount	Date	Amount	Date	Amount

Step 2 Total: \$ _____

3. Add Step 2 Total to Step 1 Balance. Step 3 Total: \$ _____

4. List and total all checks, ATM withdrawals, debit card purchases and other withdrawals not shown on this statement.

Check Number or Date	Amount	Check Number or Date	Amount

Step 4 Total: -\$ _____

5. Subtract Step 4 Total from Step 3 Total. This should match your Checkbook Balance: \$ _____

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS: Call or write us at the phone number or address on the front of this statement (non-personal accounts contact Customer Service) if you think your statement or receipt is incorrect or if you need more information about a transfer listed on the statement or receipt. We must hear from you no later than 60 days after we sent you the FIRST statement on which the problem or error appeared. Be prepared to give us the following information:

- Your name and account number
- The dollar amount of the suspected error
- A description of the error or transfer you are unsure of, why you believe it is an error, or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days (or 20 business days for new accounts) to do this, we will credit your account for the amount you think is in error so that you will have use of the money during the time it takes us to complete our investigation.

IN CASE OF ERRORS OR QUESTIONS ABOUT NON-ELECTRONIC TRANSACTIONS: Contact the bank immediately if your statement is incorrect or if you need more information about any non-electronic transactions (checks or deposits) on this statement. If any such error appears, you must notify the bank in writing no later than 30 days after the statement was made available to you. For more complete details, see the Account Rules and Regulations or other applicable account agreement that governs your account.



APPENDIX S

**IRS FORM 990s FOR FRIENDS OF PAVE ACADEMY AND PAVE ACADEMY
CHARTER SCHOOL**

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

2011

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

The organization may have to use a copy of this return to satisfy state reporting requirements.

A For the 2011 calendar year, or tax year beginning JUL 1, 2011 and ending JUN 30, 2012

B Check if applicable: <input checked="" type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization FRIENDS OF PAVE ACADEMY, INC.		D Employer identification number 20-4241997
	Doing Business As		E Telephone number (212) 957-3600
	Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	
	City or town, state or country, and ZIP + 4 BROOKLYN, NY 11231		G Gross receipts \$ 76,291.
F Name and address of principal officer: CHRIS DAVIDSON SAME AS C ABOVE		H(a) Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶	
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527			
J Website: ▶ WWW.PAVEACADEMY.ORG			
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2006 M State of legal domicile: NY	

Part I Summary			
Activities & Governance	1 Briefly describe the organization's mission or most significant activities: FUNDRAISING AND FACILITY DEVELOPMENT COSTS		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	6
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	6
	5 Total number of individuals employed in calendar year 2011 (Part V, line 2a)	5	0
	6 Total number of volunteers (estimate if necessary)	6	0
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	b Net unrelated business taxable income from Form 990-T, line 34	7b	0.
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year 4,234,723.	Current Year 74,878.
	9 Program service revenue (Part VIII, line 2g)	0.	0.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	9,579.	1,413.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0.	0.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	4,244,302.	76,291.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	11,520,000.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	0.	0.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	7,544.	0.
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	120,207.	124,055.	
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	127,751.	11,644,055.	
19 Revenue less expenses. Subtract line 18 from line 12	4,116,551.	-11,567,764.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year 12,240,123.	End of Year 17,722,915.
	21 Total liabilities (Part X, line 26)	375,958.	17,426,514.
	22 Net assets or fund balances. Subtract line 21 from line 20	11,864,165.	296,401.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	▶ Signature of officer		Date		
	▶ CHRIS DAVIDSON, TRUSTEE		Type or print name and title		
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check if self-employed <input type="checkbox"/>	PTIN
	CHRIS BELLANDO				P00541714
Firm's name ▶ LUTZ AND CARR, CPAS LLP			Firm's EIN ▶ 13-1655065		
Firm's address ▶ 300 EAST 42ND STREET NEW YORK, NY 10017			Phone no. 212-697-2299		

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response to any question in this Part III

1 Briefly describe the organization's mission: TO FINANCIALLY SUPPORT THE ESTABLISHMENT AND OPERATIONS OF PAVE ACADEMY CHARTER SCHOOL THROUGH FUNDRAISING AND FACILITY DEVELOPMENT COSTS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 11,617,478. including grants of \$ 11,520,000.) (Revenue \$ 0.) TO FINANCIALLY SUPPORT THE ESTABLISHMENT AND OPERATIONS OF PAVE ACADEMY CHARTER SCHOOL THROUGH FUNDRAISING AND FACILITY DEVELOPMENT COSTS.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 11,617,478.

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2	Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e	Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI, XII, and XIII</i>		X
b	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional</i>	X	
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a	Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants and other assistance to any government or organization in the United States on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	X	
22 Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>	X	
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19?	X	

Note. All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V

Input box for Schedule O response

Main table with columns for question number, description, and Yes/No checkboxes. Includes questions 1a through 14b regarding Form 1096, Form W-2G, backup withholding, Form W-3, foreign accounts, prohibited tax shelter transactions, and 501(c)(7), (12), and (29) organizations.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response to any question in this Part VI **X**

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
1b	Enter the number of voting members included in line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	<input checked="" type="checkbox"/>	
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		<input checked="" type="checkbox"/>
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		<input checked="" type="checkbox"/>
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		<input checked="" type="checkbox"/>
6	Did the organization have members or stockholders?		<input checked="" type="checkbox"/>
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		<input checked="" type="checkbox"/>
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		<input checked="" type="checkbox"/>
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	<input checked="" type="checkbox"/>	
8b	Each committee with authority to act on behalf of the governing body?	<input checked="" type="checkbox"/>	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		<input checked="" type="checkbox"/>

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		<input checked="" type="checkbox"/>
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	<input checked="" type="checkbox"/>	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	<input checked="" type="checkbox"/>	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	<input checked="" type="checkbox"/>	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	<input checked="" type="checkbox"/>	
13	Did the organization have a written whistleblower policy?	<input checked="" type="checkbox"/>	
14	Did the organization have a written document retention and destruction policy?	<input checked="" type="checkbox"/>	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official		<input checked="" type="checkbox"/>
15b	Other officers or key employees of the organization		<input checked="" type="checkbox"/>
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		<input checked="" type="checkbox"/>
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **NY**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request
- 19** Describe in Schedule O whether (and if so, how), the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, physical address, and telephone number of the person who possesses the books and records of the organization: **COOPER WESTENDARP - 718-858-7813**
732 HENRY ST, BROOKLYN, NY 11231

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response to any question in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) KATE ALCORN TRUSTEE	4.00	X						0.	0.	0.
(2) ROB HANSEN TRUSTEE	4.00	X						0.	0.	0.
(3) PATRICK SWEENEY TRUSTEE	4.00	X		X				0.	0.	0.
(4) ALLIE SWEENEY TRUSTEE	4.00	X						0.	0.	0.
(5) DAVID SWEENEY TRUSTEE	4.00	X						0.	0.	0.
(6) CHRIS DAVIDSON TRUSTEE	4.00	X						0.	0.	0.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Sub-total							0.	0.	0.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							0.	0.	0.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **0**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **0**

Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e				
	f All other contributions, gifts, grants, and similar amounts not included above	1f 74,878.				
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f		74,878.			
	Program Service Revenue	2 a _____ Business Code				
b _____						
c _____						
d _____						
e _____						
f All other program service revenue						
g Total. Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		1,413.			1,413.
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross rents	(i) Real				
		(ii) Personal				
		b Less: rental expenses				
		c Rental income or (loss)				
	d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities				
		(ii) Other				
		b Less: cost or other basis and sales expenses				
		c Gain or (loss)				
	d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a				
		b Less: direct expenses	b			
c Net income or (loss) from fundraising events						
9 a Gross income from gaming activities. See Part IV, line 19	a					
	b Less: direct expenses	b				
	c Net income or (loss) from gaming activities					
10 a Gross sales of inventory, less returns and allowances	a					
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
11 a _____						
	b _____					
	c _____					
	d All other revenue					
	e Total. Add lines 11a-11d					
12 Total revenue. See instructions		76,291.	0.	0.	1,413.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Check if Schedule O contains a response to any question in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the United States. See Part IV, line 21	11,520,000.	11,520,000.		
2 Grants and other assistance to individuals in the United States. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the United States. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages				
8 Pension plan accruals and contributions (include section 401(k) and section 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes				
11 Fees for services (non-employees):				
a Management	4,544.		4,544.	
b Legal				
c Accounting	14,971.		14,971.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	23,776.	23,776.		
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	2,377.		2,377.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a PROGRAM SERVICES- PACS	73,702.	73,702.		
b MISCELLANEOUS EXPENSES	4,685.		4,685.	
c				
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	11,644,055.	11,617,478.	26,577.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

		(A) Beginning of year		(B) End of year		
Assets	1 Cash - non-interest-bearing	1,698,982.	1	8,087,334.		
	2 Savings and temporary cash investments	869,896.	2			
	3 Pledges and grants receivable, net	2,402,140.	3	593,834.		
	4 Accounts receivable, net	4,665,438.	4			
	5 Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L			5		
	6 Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)			6		
	7 Notes and loans receivable, net			7		
	8 Inventories for sale or use			8		
	9 Prepaid expenses and deferred charges	6,840.	9		320,007.	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 8,721,740.				
	b Less: accumulated depreciation	10b 0.	2,596,827.	10c	8,721,740.	
	11 Investments - publicly traded securities			11		
	12 Investments - other securities. See Part IV, line 11			12		
	13 Investments - program-related. See Part IV, line 11			13		
	14 Intangible assets			14		
	15 Other assets. See Part IV, line 11			15		
16 Total assets. Add lines 1 through 15 (must equal line 34)		12,240,123.	16	17,722,915.		
Liabilities	17 Accounts payable and accrued expenses	22,000.	17	62,199.		
	18 Grants payable		18			
	19 Deferred revenue		19			
	20 Tax-exempt bond liabilities		20			
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21			
	22 Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L			22		
	23 Secured mortgages and notes payable to unrelated third parties			23		
	24 Unsecured notes and loans payable to unrelated third parties			24		
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		353,958.	25	17,364,315.	
	26 Total liabilities. Add lines 17 through 25		375,958.	26	17,426,514.	
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.					
	27 Unrestricted net assets	7,486,609.	27	296,401.		
	28 Temporarily restricted net assets	4,377,556.	28	0.		
	29 Permanently restricted net assets		29			
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.					
	30 Capital stock or trust principal, or current funds		30			
	31 Paid-in or capital surplus, or land, building, or equipment fund		31			
	32 Retained earnings, endowment, accumulated income, or other funds		32			
	33 Total net assets or fund balances		11,864,165.	33	296,401.	
34 Total liabilities and net assets/fund balances		12,240,123.	34	17,722,915.		

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	76,291.
2	Total expenses (must equal Part IX, column (A), line 25)	2	11,644,055.
3	Revenue less expenses. Subtract line 2 from line 1	3	-11,567,764.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	11,864,165.
5	Other changes in net assets or fund balances (explain in Schedule O)	5	0.
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	6	296,401.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
2b	Were the organization's financial statements audited by an independent accountant?	X	
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input checked="" type="checkbox"/> Both consolidated and separate basis		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

Form 990 (2011)

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2011

Open to Public Inspection

Name of the organization: **FRIENDS OF PAVE ACADEMY, INC.** Employer identification number: **20-4241997**

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I
 - b Type II
 - c Type III - Functionally integrated
 - d Type III - Other
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

	Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?		
(ii) A family member of a person described in (i) above?		
(iii) A 35% controlled entity of a person described in (i) or (ii) above?		
- h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
Total									

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	107,500.	118,800.	7635638.	4234723.	74,878.	12171539.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	107,500.	118,800.	7635638.	4234723.	74,878.	12171539.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						12171539.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
7 Amounts from line 4	107,500.	118,800.	7635638.	4234723.	74,878.	12171539.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources			45,343.	9,579.	1,413.	56,335.
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)			1210850.	3212118.		4422968.
11 Total support. Add lines 7 through 10						16650842.
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2011 (line 6, column (f) divided by line 11, column (f))	14	73.10	%
15 Public support percentage from 2010 Schedule A, Part II, line 14	15		%
16a 33 1/3% support test - 2011. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization			<input checked="" type="checkbox"/>
b 33 1/3% support test - 2010. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization			<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2011. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization			<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2010. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization			<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions			<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2011 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2010 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2011 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2010 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2011. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2010. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Schedule B
(Form 990, 990-EZ,
or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.

OMB No. 1545-0047

2011

Name of the organization

Employer identification number

FRIENDS OF PAVE ACADEMY, INC.

20-4241997

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II.

Special Rules

For a section 501(c)(3) organization filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi) and received from any one contributor, during the year, a contribution of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 for use *exclusively* for religious, charitable, scientific, literary, or educational purposes, or the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions for use *exclusively* for religious, charitable, etc., purposes, but these contributions did not total to more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc., contributions of \$5,000 or more during the year. ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on Part I, line 2 of its Form 990-PF, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2011)

Name of organization FRIENDS OF PAVE ACADEMY, INC.	Employer identification number 20-4241997
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	ROBERTSON FOUNDATION 101 PARK AVENUE NEW YORK, NY 10178	\$ 40,882.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
2	PAT DUFF GILDER GAGNON HOWE & CO. LLC, 3 COLUMBUS CIRCLE NEW YORK, NY 10019	\$ 10,602.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II if there is a noncash contribution.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)

Name of organization FRIENDS OF PAVE ACADEMY, INC.	Employer identification number 20-4241997
--	---

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
2	192 SHARES OF WR GRACE VALUED AT \$55.22/SHARE	\$ 10,602.	12/30/12
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____

Name of organization FRIENDS OF PAVE ACADEMY, INC.	Employer identification number 20-4241997
--	---

Part III Exclusively religious, charitable, etc., individual contributions to section 501(c)(7), (8), or (10) organizations that total more than \$1,000 for the year. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this information once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2011

**Open to Public
Inspection**

Name of the organization

FRIENDS OF PAVE ACADEMY, INC.

Employer identification number

20-4241997

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (during year)		
3 Aggregate grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education) Preservation of an historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

(ii) Assets included in Form 990, Part X

▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

b Assets included in Form 990, Part X

▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIV and complete the following table:
- | | Amount |
|---------------------------------|-----------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21? Yes No
- b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Temporarily restricted endowment _____ %
- The percentages in lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|---------------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |

Part VI Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		33,000.		33,000.
b Buildings				
c Leasehold improvements		8,688,740.		8,688,740.
d Equipment				
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).)				8,721,740.

Part VII Investments - Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. (Col (b) must equal Form 990, Part X, col (B) line 12.) ▶		

Part VIII Investments - Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Col (b) must equal Form 990, Part X, col (B) line 13.) ▶		

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 15.) ▶	

Part X Other Liabilities. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) RETAINAGE PAYABLE	2,370,315.
(3) LOANS PAYABLE	14,994,000.
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 25.) ▶	17,364,315.

2. FIN 48 (ASC 740) Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740).

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	76,291.
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	11,644,055.
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	-11,567,764.
4	Net unrealized gains (losses) on investments	4	
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV.)	8	
9	Total adjustments (net). Add lines 4 through 8	9	
10	Excess or (deficit) for the year per audited financial statements. Combine lines 3 and 9	10	-11,567,764.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements	1	146,798.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains on investments	2a	
b	Donated services and use of facilities	2b	70,507.
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	70,507.
3	Subtract line 2e from line 1	3	76,291.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5	76,291.

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements	1	11,640,860.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	70,507.
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	70,507.
3	Subtract line 2e from line 1	3	11,570,353.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	73,702.
c	Add lines 4a and 4b	4c	73,702.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	11,644,055.

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2: MANAGEMENT HAS EVALUATED ALL INCOME TAX POSITIONS AND

CONCLUDED THAT NO DISCLOSURES RELATING TO UNCERTAIN TAX POSITIONS ARE

REQUIRED IN THE FINANCIAL STATEMENTS.

PACS 732 - HENRY, LLC

73,702

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**

**Complete if the organization answered "Yes" to Form 990, Part IV, line 21 or 22.
▶ Attach to Form 990.**

OMB No. 1545-0047

2011

**Open to Public
Inspection**

Name of the organization

FRIENDS OF PAVE ACADEMY, INC.

**Employer identification number
20-4241997**

Part I General Information on Grants and Assistance

- 1** Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? Yes No
- 2** Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II Grants and Other Assistance to Governments and Organizations in the United States. Complete if the organization answered "Yes" to Form 990, Part IV, line 21, for any recipient that received more than \$5,000. Check this box if no one recipient received more than \$5,000. Part II can be duplicated if additional space is needed

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
RED HOOK SUPPORT CORPORATION 732 HENRY STREET BROOKLYN, NY 11231	80-0816743		11,520,000.	0.			TO MAKE A LOAN TO AN INVESTMENT FUND. INVESTMENT FUNDS USED THE LOAN ALONG WITH OTHER

- 2** Enter total number of section 501(c)(3) and government organizations listed in the line 1 table **1.**
- 3** Enter total number of other organizations listed in the line 1 table

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule I (Form 990) (2011)

SEE PART IV FOR COLUMN (H) DESCRIPTIONS

Part III Grants and Other Assistance to Individuals in the United States. Complete if the organization answered "Yes" to Form 990, Part IV, line 22.
Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of non-cash assistance

Part IV Supplemental Information. Complete this part to provide the information required in Part I, line 2, and any other additional information.

PART II, LINE 1, COLUMN (H):

NAME OF ORGANIZATION OR GOVERNMENT: RED HOOK SUPPORT CORPORATION

(H) PURPOSE OF GRANT OR ASSISTANCE: TO MAKE A LOAN TO AN INVESTMENT

FUND. INVESTMEMNT FUNDS USED THE LOAN ALONG WITH OTHER FUNDS MADE BY

OTHERS, TO MAKE AN EQUITY INVESTMENT IN AN ENTITY WHICH THEN MADE

\$14,994,000 OF LOANS TO PACS 732. THESE LOANS WERE MADE UNDER NMTC

PROGRAM.

**SCHEDULE M
(Form 990)**

Noncash Contributions

OMB No. 1545-0047

2011

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ **Complete if the organizations answered "Yes" on Form 990, Part IV, lines 29 or 30.**
▶ **Attach to Form 990.**

Name of the organization **FRIENDS OF PAVE ACADEMY, INC.** Employer identification number **20-4241997**

Part I Types of Property

	(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1 Art - Works of art				
2 Art - Historical treasures				
3 Art - Fractional interests				
4 Books and publications				
5 Clothing and household goods				
6 Cars and other vehicles				
7 Boats and planes				
8 Intellectual property				
9 Securities - Publicly traded	X	6	10,602.	FAIR MARKET VALUE
10 Securities - Closely held stock				
11 Securities - Partnership, LLC, or trust interests				
12 Securities - Miscellaneous				
13 Qualified conservation contribution - Historic structures				
14 Qualified conservation contribution - Other				
15 Real estate - Residential				
16 Real estate - Commercial				
17 Real estate - Other				
18 Collectibles				
19 Food inventory				
20 Drugs and medical supplies				
21 Taxidermy				
22 Historical artifacts				
23 Scientific specimens				
24 Archeological artifacts				
25 Other ▶ (_____)				
26 Other ▶ (_____)				
27 Other ▶ (_____)				
28 Other ▶ (_____)				

29 Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part IV, Donee Acknowledgement **29**

	Yes	No
30a During the year, did the organization receive by contribution any property reported in Part I, lines 1-28 that it must hold for at least three years from the date of the initial contribution, and which is not required to be used for exempt purposes for the entire holding period?		X
b If "Yes," describe the arrangement in Part II.		
31 Does the organization have a gift acceptance policy that requires the review of any non-standard contributions?		X
32a Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions?		X
b If "Yes," describe in Part II.		
33 If the organization did not report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.		

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

OMB No. 1545-0047

2011

Open to Public
Inspection

Name of the organization

FRIENDS OF PAVE ACADEMY, INC.

Employer identification number

20-4241997

FORM 990, PART VI, SECTION A, LINE 2: BOARD TRUSTEES ALLIE SWEENEY AND
PATRICK SWEENEY HAVE A FAMILY RELATIONSHIP.

FORM 990, PART VI, SECTION B, LINE 11: THE 990 IS REVIEWED BY THE CHAIRMAN
OF THE BOARD THEN CIRCULATED TO THE TRUSTEES FOR REVIEW.

FORM 990, PART VI, SECTION B, LINE 12C: THE GOVERNING BOARD REQUIRES ALL
OF THE BOARD MEMBERS TO SIGN A STATEMENT AFFIRMING RECEIPT OF THE POLICY
AND COMPLIANCE WITH SAID POLICY.

FORM 990, PART VI, SECTION C, LINE 19: THE GOVERNING DOCUMENTS, CONFLICT
OF INTEREST POLICY AND FINANCIAL STATEMENTS ARE AVAILABLE TO THE PUBLIC BY
REQUEST.

FORM 990, PART XII, LINE 2C

OVERSIGHT OF AUDIT

THE BOARD OF TRUSTEES AUDIT COMMITTEE IS RESPONSIBLE FOR THE OVERSIGHT
OF THE ANNUAL AUDIT BY OUR INDEPENDENT ACCOUNTING FIRM. THE BOARD ALSO
WILL REVIEW AND APPROVE THE 990 BEFORE IT IS SUBMITTED TO THE IRS.

Related Organizations and Unrelated Partnerships

▶ Complete if the organization answered "Yes" to Form 990, Part IV, line 33, 34, 35, 36, or 37.
▶ Attach to Form 990. ▶ See separate instructions.

Name of the organization: **FRIENDS OF PAVE ACADEMY, INC.**
Employer identification number: **20-4241997**

Part I Identification of Disregarded Entities (Complete if the organization answered "Yes" to Form 990, Part IV, line 33.)

(a) Name, address, and EIN of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
PACS 732 HENRY - 26-2272858 732 HENRY STREET BROOKLYN, NY 11231	REAL ESTATE	NEW YORK	-517,704.	16,717,733.	FRIENDS OF PAVE ACADEMY, INC.

Part II Identification of Related Tax-Exempt Organizations (Complete if the organization answered "Yes" to Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.)

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No

Part III Identification of Related Organizations Taxable as a Partnership (Complete if the organization answered "Yes" to Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.)

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportion- ate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	

Part IV Identification of Related Organizations Taxable as a Corporation or Trust (Complete if the organization answered "Yes" to Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.)

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership

Part V Transactions With Related Organizations (Complete if the organization answered "Yes" to Form 990, Part IV, line 34, 35, 35a, or 36.)

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

	Yes	No
a Receipt of (i) interest (ii) annuities (iii) royalties or (iv) rent from a controlled entity	1a	
b Gift, grant, or capital contribution to related organization(s)	1b	
c Gift, grant, or capital contribution from related organization(s)	1c	
d Loans or loan guarantees to or for related organization(s)	1d	
e Loans or loan guarantees by related organization(s)	1e	
f Sale of assets to related organization(s)	1f	
g Purchase of assets from related organization(s)	1g	
h Exchange of assets with related organization(s)	1h	
i Lease of facilities, equipment, or other assets to related organization(s)	1i	
j Lease of facilities, equipment, or other assets from related organization(s)	1j	
k Performance of services or membership or fundraising solicitations for related organization(s)	1k	
l Performance of services or membership or fundraising solicitations by related organization(s)	1l	
m Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)	1m	
n Sharing of paid employees with related organization(s)	1n	
o Reimbursement paid to related organization(s) for expenses	1o	
p Reimbursement paid by related organization(s) for expenses	1p	
q Other transfer of cash or property to related organization(s)	1q	
r Other transfer of cash or property from related organization(s)	1r	

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(a) Name of other organization	(b) Transaction type (a-r)	(c) Amount involved	(d) Method of determining amount involved
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			

Part VII Supplemental Information

Complete this part to provide additional information for responses to questions on Schedule R (see instructions).

Lined area for supplemental information.

• If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only **Part II** and check this box **X**

Note. Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868.

• If you are filing for an **Automatic 3-Month Extension**, complete only **Part I** (on page 1).

Part II Additional (Not Automatic) 3-Month Extension of Time. Only file the original (no copies needed).

Enter filer's identifying number, see instructions

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions FRIENDS OF PAVE ACADEMY, INC.	Employer identification number (EIN) or <input checked="" type="checkbox"/> 20-4241997
	Number, street, and room or suite no. If a P.O. box, see instructions. 732 HENRY ST	Social security number (SSN) <input type="checkbox"/>
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. BROOKLYN, NY 11231	

Enter the Return code for the return that this application is for (file a separate application for each return)

Application Is For	Return Code	Application Is For	Return Code
Form 990	01		
Form 990-BL	02	Form 1041-A	08
Form 990-EZ	01	Form 4720	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

COOPER WESTENDARP

• The books are in the care of **732 HENRY ST - BROOKLYN, NY 11231**

Telephone No. **718-858-7813** FAX No.

• If the organization does not have an office or place of business in the United States, check this box

• If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) . If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

4 I request an additional 3-month extension of time until **MAY 15, 2013**.

5 For calendar year , or other tax year beginning **JUL 1, 2011**, and ending **JUN 30, 2012**.

6 If the tax year entered in line 5 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

7 State in detail why you need the extension
ADDITIONAL TIME IS NEEDED TO COMPILE THE INFORMATION NECESSARY TO COMPLETE THE RETURN.

8a If this application is for Form 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	8a	\$	0.
b If this application is for Form 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.	8b	\$	0.
c Balance due. Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	8c	\$	0.

Signature and Verification must be completed for Part II only.

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature Title Date

**IRS e-file Signature Authorization
for an Exempt Organization**

For calendar year 2011, or fiscal year beginning JUL 1, 2011, and ending JUN 30, 2012

2011

Department of the Treasury
Internal Revenue Service

▶ **Do not send to the IRS. Keep for your records.**
▶ **See instructions.**

Name of exempt organization

Employer identification number

FRIENDS OF PAVE ACADEMY, INC.

20-4241997

Name and title of officer

**CHRIS DAVIDSON
TRUSTEE**

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a, or 5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, or 5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1a Form 990 check here ▶ <input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b <u>76291</u>
2a Form 990-EZ check here ▶ <input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here ▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here ▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b _____
5a Form 8868 check here ▶ <input type="checkbox"/>	b Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5b _____

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2011 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize LUTZ AND CARR, CPAS LLP to enter my PIN 11231
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2011 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2011 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

13332110017
do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2011 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ _____

**ERO Must Retain This Form - See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So**

TAX RETURN FILING INSTRUCTIONS

NEW YORK FORM CHAR500, ANNUAL FILING REPORT

FOR THE YEAR ENDING

JUNE 30, 2012

Prepared for	FRIENDS OF PAVE ACADEMY, INC. 732 HENRY ST BROOKLYN, NY 11231
Prepared by	LUTZ AND CARR, CPAS LLP 300 EAST 42ND STREET NEW YORK, NY 10017
Mail tax return to	NEW YORK STATE DEPARTMENT OF LAW CHARITIES BUREAU - REGISTRATION SECTION 120 BROADWAY NEW YORK, NY 10271
Return must be mailed on or before	PLEASE MAIL AS SOON AS POSSIBLE.
Special Instructions	NEW YORK FORM CHAR500 MUST BE SIGNED AND DATED BY BOTH OF THE AUTHORIZED INDIVIDUALS. ALSO BE SURE THAT THE ATTACHED COPY OF FEDERAL FORM 990 HAS BEEN PROPERLY SIGNED AND DATED. ENCLOSE A CHECK FOR \$110 MADE PAYABLE TO NYS DEPARTMENT OF LAW. INCLUDE THE ORGANIZATION'S STATE REGISTRATION NUMBER(S) ON THE REMITTANCE.

Form CHAR500	Annual Filing for Charitable Organizations New York State Department of Law (Office of the Attorney General) Charities Bureau - Registration Section 120 Broadway New York, NY 10271 http://www.charitiesnys.com	2011
This form used for Article 7-A, EPTL and dual filers (replaces forms CHAR 497, CHAR 010 and CHAR 006)		Open to Public Inspection

1. General Information			
a. For the fiscal year beginning (mm/dd/yyyy) 07/01/2011 and ending (mm/dd/yyyy) 06/30/2012			
b. Check if applicable for NYS: <input checked="" type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial filing <input type="checkbox"/> Final filing <input type="checkbox"/> Amended filing <input type="checkbox"/> NY registration pending	c. Name of organization FRIENDS OF PAVE ACADEMY, INC.		d. Fed. employer ID no. (EIN) 20-4241997
	e. NY State registration no. 40-48-55	f. Telephone number 212 584-6171	
	Number and street (or P.O. box if mail not delivered to street address) 732 HENRY ST	Room/suite	g. Email
	City or town, state or country and ZIP + 4 BROOKLYN, NY 11231		

2. Certification - Two Signatures Required			
We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.			
a. President or Authorized Officer	CHRIS DAVIDSON	TRUSTEE	
Signature	Printed Name	Title	Date
b. Chief Financial Officer or Treas.			
Signature	Printed Name	Title	Date

3. Annual Report Exemption Information	
a. Article 7-A annual report exemption (Article 7-A registrants and dual registrants) Check <input type="checkbox"/> if total contributions from NY State (including residents, foundations, corporations, government agencies, etc.) did not exceed \$25,000 and the organization did not engage a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during this fiscal year. NOTE: An organization may claim this exemption if no PFR or FRC was used and either: 1) it received an allocation from a federated fund, United Way or incorporated community appeal and contributions from other sources did not exceed \$25,000 or 2) it received all or substantially all of its contributions from one government agency to which it submitted an annual report similar to that required by Article 7-A.	
b. EPTL annual report exemption (EPTL registrants and dual registrants) Check <input type="checkbox"/> if gross receipts did not exceed \$25,000 and assets (market value) did not exceed \$25,000 at any time during this fiscal year.	
For EPTL or Article 7-A registrants claiming the annual report exemption under the one law under which they are registered and for dual registrants claiming the annual report exemptions under both laws, simply complete part 1 (General Information), part 2 (Certification) and part 3 (Annual Report Exemption Information) above. <i>Do not submit a fee, do not complete the following schedules and do not submit any attachments to this form.</i>	

4. Article 7-A Schedules	
If you did not check the Article 7-A annual report exemption above, complete the following for this fiscal year:	
a. Did the organization use a professional fund raiser, fund raising counsel or commercial co-venturer for fund raising activity in NY State? ... <input type="checkbox"/> Yes* <input checked="" type="checkbox"/> No	
* If "Yes", complete Schedule 4a.	
b. Did the organization receive government contributions (grants)? <input type="checkbox"/> Yes* <input checked="" type="checkbox"/> No	
* If "Yes", complete Schedule 4b.	

5. Fee Submitted: See last page for summary of fee requirements.	
Indicate the filing fee(s) you are submitting along with this form:	
a. Article 7-A filing fee	\$ <u>10.</u>
b. EPTL filing fee	\$ <u>100.</u>
c. Total fee	\$ <u>110.</u>
Submit only one check or money order for the total fee, payable to "NYS Department of Law"	

6. Attachments - For organizations that are not claiming annual report exemptions under both laws, see last page for required attachments ▶▶▶

5. Fee Instructions

The filing fee depends on the organization's Registration Type. For details on Registration Type and filing fees, see the Instructions for Form CHAR500.

Organization's Registration Type **Fee Instructions**

- **Article 7-A** Calculate the Article 7-A filing fee using the table in **part a** below. The EPTL filing fee is \$0.
- **EPTL** Calculate the EPTL filing fee using the table in **part b** below. The Article 7-A filing fee is \$0.
- **Dual** Calculate both the Article 7-A and EPTL filing fees using the tables in **parts a and b** below. Add the Article 7-A and EPTL filing fees together to calculate the total fee. Submit a single check or money order for the total fee.

a) Article 7-A filing fee

Total Support & Revenue	Article 7-A Fee
more than \$250,000	\$25
up to \$250,000 *	\$10

* Any organization that contracted with or used the services of a professional fund raiser (PFR) or fund raising counsel (FRC) during the reporting period must pay an Article 7-A filing fee of \$25, regardless of total support and revenue.

b) EPTL filing fee

Net Worth at End of Year	EPTL Fee
Less than \$50,000	\$25
\$50,000 or more, but less than \$250,000	\$50
\$250,000 or more, but less than \$1,000,000	\$100
\$1,000,000 or more, but less than \$10,000,000	\$250
\$10,000,000 or more, but less than \$50,000,000	\$750
\$50,000,000 or more	\$1500

6. Attachments - Document Attachment Check-List

Check the boxes for the documents you are attaching.

For All Filers		
<u>Filing Fee</u>		
<input checked="" type="checkbox"/> Single check or money order payable to "NYS Department of Law"		
<u>Copies of Internal Revenue Service Forms</u>		
<input checked="" type="checkbox"/> IRS Form 990 <input checked="" type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-EZ <input type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-PF <input type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T

Additional Article 7-A Document Attachment Requirement
<u>Independent Accountant's Report</u>
<input type="checkbox"/> Audit Report (total support & revenue more than \$250,000)
<input type="checkbox"/> Review Report (total support & revenue \$100,001 to \$250,000)
<input checked="" type="checkbox"/> No Accountant's Report Required (total support & revenue not more than \$100,000)

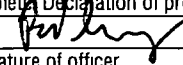
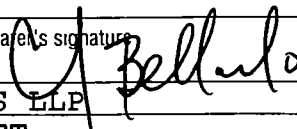
Return of Organization Exempt From Income Tax
 Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

▶ The organization may have to use a copy of this return to satisfy state reporting requirements

A For the 2010 calendar year, or tax year beginning **JUL 1, 2010** and ending **JUN 30, 2011**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization FRIENDS OF PAVE ACADEMY, INC. Doing Business As Number and street (or P.O. box if mail is not delivered to street address) Room/suite 71 SULLIVAN STREET City or town, state or country, and ZIP + 4 BROOKLYN, NY 11231 F Name and address of principal officer: PATRICK SWEENEY SAME AS C ABOVE	D Employer identification number 20-4241997 E Telephone number (718) 858-7813 G Gross receipts \$ 4,244,302. H(a) Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c)() (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ WWW.PAVEACADEMY.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2006 M State of legal domicile: NY

Part I Summary				
	1 Briefly describe the organization's mission or most significant activities: TO FINANCIALLY SUPPORT THE ESTABLISHMENT AND OPERATIONS OF PAVE ACADEMY CHARTER SCHOOL THROUGH			
Activities & Governance	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets			
	3 Number of voting members of the governing body (Part VI, line 1a)	3	6	
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	6	
	5 Total number of individuals employed in calendar year 2010 (Part V, line 2a)	5	0	
	6 Total number of volunteers (estimate if necessary)	6	6	
	7 a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.	
	b Net unrelated business taxable income from Form 990-T, line 34	7b	0.	
Revenue		Prior Year	Current Year	
	8 Contributions and grants (Part VIII, line 1h)	1,782,070.	4,234,723.	
	9 Program service revenue (Part VIII, line 2g)	0.	0.	
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	12,522.	9,579.	
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0.	0.	
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,794,592.	4,244,302.	
Expenses				
	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.	
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.	
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	0.	0.	
	16 a Professional fundraising fees (Part IX, column (A), line 11e)	22,735.	7,544.	
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 7,544.			
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24f)	33,196.	120,207.	
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	55,931.	127,751.	
	19 Revenue less expenses. Subtract line 18 from line 12	1,738,661.	4,116,551.	
Net Assets or Fund Balances		Beginning of Current Year	End of Year	
	20 Total assets (Part X, line 18)	7,778,925.	12,240,123.	
	21 Total liabilities (Part X, line 26)	31,311.	375,958.	
	22 Net assets or fund balances. Subtract line 21 from line 20	7,747,614.	11,864,165.	

Part II Signature Block				
Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.				
	Signature of officer:  PATRICK SWEENEY, PRESIDENT Type or print name and title	Date	Date: 5-14-12	
	Print/Type preparer's name: C Bellando	Preparer's signature: 	Date: 3/14/12	Check if self-employed: <input type="checkbox"/> PTIN:
	Firm's name: LUTZ AND CARR, CPAS LLP	Firm's EIN: ▶	Phone no. 212-697-2299	
	Firm's address: 300 EAST 42ND STREET NEW YORK, NY 10017			

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

SEE SCHEDULE O FOR ORGANIZATION MISSION STATEMENT CONTINUATION

guk 7

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response to any question in this Part III

1 Briefly describe the organization's mission:

TO FINANCIALLY SUPPORT THE ESTABLISHMENT AND OPERATIONS OF PAVE ACADEMY CHARTER SCHOOL THROUGH FUNDRAISING AND FACILITY DEVELOPMENT COSTS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ?

Yes No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services?

Yes No

If "Yes," describe these changes on Schedule O

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses.

Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported

4a (Code) (Expenses \$ 85,232. including grants of \$) (Revenue \$)

TO FINANCIALLY SUPPORT THE ESTABLISHMENT AND OPERATIONS OF PAVE ACADEMY CHARTER SCHOOL THROUGH FUNDRAISING AND FACILITY DEVELOPMENT COSTS.

4b (Code) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services. (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 85,232.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		
6 Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X, or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI, XII, and XIII</i>		X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional</i>	X	
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, and program service activities outside the United States? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospitals? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach its audited financial statements to this return? Note. Some Form 990 filers that operate one or more hospitals must attach audited financial statements (see instructions)		

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II		X
22 Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? If "Yes," complete Schedule L, Part II		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? If "Yes," complete Schedule L, Part III		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions)		
a A current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV		X
b A family member of a current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? If "Yes," complete Schedule L, Part IV		X
29 Did the organization receive more than \$25,000 in non-cash contributions? If "Yes," complete Schedule M	X	
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I	X	
34 Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1		X
35 Is any related organization a controlled entity within the meaning of section 512(b)(13)?		X
a Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19?	X	

Note. All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V

Table with columns for question numbers (1a-14b), Yes/No checkboxes, and numerical input fields. Contains questions about Form 1096, Form W-2G, Form W-3, foreign accounts, tax shelter transactions, and contributions.

Form 990 (2010)

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response to any question in this Part VI

Section A. Governing Body and Management

	Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year		
1b Enter the number of voting members included in line 1a, above, who are independent		
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	X	
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?		X
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5 Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6 Does the organization have members or stockholders?		X
7a Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?		X
7b Are any decisions of the governing body subject to approval by members, stockholders, or other persons?		X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a The governing body?	X	
b Each committee with authority to act on behalf of the governing body?	X	
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

	Yes	No
10a Does the organization have local chapters, branches, or affiliates?		X
b If "Yes," does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?		
11a Has the organization provided a copy of this Form 990 to all members of its governing body before filing the form?	X	
b Describe in Schedule O the process, if any, used by the organization to review this Form 990		
12a Does the organization have a written conflict of interest policy? If "No," go to line 13	X	
b Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
c Does the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this is done	X	
13 Does the organization have a written whistleblower policy?	X	
14 Does the organization have a written document retention and destruction policy?	X	
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a The organization's CEO, Executive Director, or top management official		X
b Other officers or key employees of the organization		X
If "Yes" to line 15a or 15b, describe the process in Schedule O (See instructions)		
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
b If "Yes," has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed **NY**
- 18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.
 Own website Another's website Upon request
- 19 Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public
- 20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization **COOPER WESTENDARP - (718) 858-7813**
71 SULLIVAN STREET, BROOKLYN, NY 11231

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response to any question in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former** directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
KATE ALCORN SECRETARY	2.00	X		X			0.	0.	0.	
CHRIS DAVIDSON TRUSTEE	2.00	X					0.	0.	0.	
ROB HANSEN TRUSTEE	2.00	X					0.	0.	0.	
ALLIE SWEENEY TRUSTEE	2.00	X					0.	0.	0.	
PATRICK SWEENEY PRESIDENT	4.00	X		X			0.	0.	0.	
DAVID SWEENEY TRUSTEE	2.00	X					0.	0.	0.	
SCOTT WHITWORTH FORMER CHAIRMAN OF THE BOARD	10.00	X		X			0.	0.	0.	

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

Table with 6 main columns: (A) Name and title, (B) Average hours per week, (C) Position (check all that apply), (D) Reportable compensation from the organization, (E) Reportable compensation from related organizations, (F) Estimated amount of other compensation. Includes sub-totals for lines 1b, 1c, and 1d.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 in reportable compensation from the organization 0

Table with 3 columns: Question number, Yes, No. Contains questions 3, 4, and 5 regarding compensation reporting.

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization NONE

Table with 3 columns: (A) Name and business address, (B) Description of services, (C) Compensation. Includes a total count for line 2.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization 0

Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514	
Contributions, gifts, grants and other similar amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e					
	f All other contributions, gifts, grants, and similar amounts not included above	1f 4,234,723.					
	g Noncash contributions included in lines 1a-1f \$	425,826.					
	h Total. Add lines 1a-1f		4,234,723.				
	Program Service Revenue	2 a _____ Business Code					
		b _____					
c _____							
d _____							
e _____							
f All other program service revenue							
g Total. Add lines 2a-2f							
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		9,579.			9,579.	
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross Rents	(i) Real					
		(ii) Personal					
		b Less rental expenses					
	c Rental income or (loss)						
	d Net rental income or (loss)						
	7 a Gross amount from sales of assets other than inventory	(i) Securities					
		(ii) Other					
		b Less cost or other basis and sales expenses					
		c Gain or (loss)					
	d Net gain or (loss)						
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c) See Part IV, line 18	a					
		b Less: direct expenses	b				
c Net income or (loss) from fundraising events							
9 a Gross income from gaming activities. See Part IV, line 19	a						
	b Less: direct expenses	b					
	c Net income or (loss) from gaming activities						
10 a Gross sales of inventory, less returns and allowances	a						
	b Less cost of goods sold	b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code					
11 a _____	a						
	b _____						
	c _____						
	d All other revenue						
	e Total. Add lines 11a-11d						
12 Total revenue. See instructions.			4,244,302.	0.	0.	9,579.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns

All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21				
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages				
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes				
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting	24,500.		24,500.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17	7,544.			7,544.
f Investment management fees				
g Other	23,946.	18,730.	5,216.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy				
17 Travel	1,326.	1,326.		
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	3,837.		3,837.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24f. If line 24f amount exceeds 10% of line 25, column (A) amount, list line 24f expenses on Schedule O.)				
a PROGRAM SERVICES- PACS	65,176.	65,176.		
b MISCELLANEOUS EXPENSES	1,422.		1,422.	
c				
d				
e				
f All other expenses				
25 Total functional expenses Add lines 1 through 24f	127,751.	85,232.	34,975.	7,544.
26 Joint costs. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720). Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation				

Part X Balance Sheet

		(A) Beginning of year		(B) End of year	
Assets	1	Cash - non-interest-bearing	1,587,391.	1	1,698,982.
	2	Savings and temporary cash investments	4,385,343.	2	869,896.
	3	Pledges and grants receivable, net	1,049,597.	3	2,402,140.
	4	Accounts receivable, net		4	4,665,438.
	5	Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees Complete Part II of Schedule L		5	
	6	Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)		6	
	7	Notes and loans receivable, net	159,048.	7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges		9	6,840.
	10a	Land, buildings, and equipment cost or other basis Complete Part VI of Schedule D	10a 2,596,827.		
	10b	Less: accumulated depreciation	10b	10c	2,596,827.
	11	Investments - publicly traded securities		11	
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11		15	
16	Total assets. Add lines 1 through 15 (must equal line 34)	7,778,925.	16	12,240,123.	
Liabilities	17	Accounts payable and accrued expenses	31,311.	17	22,000.
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities. Complete Part X of Schedule D	0.	25	353,958.
	26	Total liabilities. Add lines 17 through 25	31,311.	26	375,958.
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27	Unrestricted net assets	5,619,667.	27	7,486,609.
	28	Temporarily restricted net assets	2,127,947.	28	4,377,556.
	29	Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund		31	
	32	Retained earnings, endowment, accumulated income, or other funds		32	
	33	Total net assets or fund balances	7,747,614.	33	11,864,165.
	34	Total liabilities and net assets/fund balances	7,778,925.	34	12,240,123.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	4,244,302.
2	Total expenses (must equal Part IX, column (A), line 25)	2	127,751.
3	Revenue less expenses. Subtract line 2 from line 1	3	4,116,551.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	7,747,614.
5	Other changes in net assets or fund balances (explain in Schedule O)	5	0.
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	6	11,864,165.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII

1 Accounting method used to prepare the Form 990. Cash Accrual Other

If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O

2a Were the organization's financial statements compiled or reviewed by an independent accountant?

b Were the organization's financial statements audited by an independent accountant?

c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?

If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O

d If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both:

Separate basis Consolidated basis Both consolidated and separate basis

3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?

b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits

	Yes	No
2a		X
2b	X	
2c	X	
3a		X
3b		

Form 990 (2010)

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

Name of the organization: **FRIENDS OF PAVE ACADEMY, INC.**
Employer identification number: **20-4241997**

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions

The organization is not a private foundation because it is. (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).
- 2 A school described in section 170(b)(1)(A)(ii). (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).
- 4 A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii). Enter the hospital's name, city, and state _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv). (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi). (Complete Part II.)
- 8 A community trust described in section 170(b)(1)(A)(vi). (Complete Part II.)
- 9 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See section 509(a)(4).
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See section 509(a)(3). Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 a Type I b Type II c Type III - Functionally integrated d Type III - Other

e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).

f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box

g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

	Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?	<input type="checkbox"/>	<input type="checkbox"/>
(ii) A family member of a person described in (i) above?	<input type="checkbox"/>	<input type="checkbox"/>
(iii) A 35% controlled entity of a person described in (i) or (ii) above?	<input type="checkbox"/>	<input type="checkbox"/>

h Provide the following information about the supported organization(s)

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
Total									

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")	24,457.	107,500.	118,800.	7635638.	4234723.	12121118.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	24,457.	107,500.	118,800.	7635638.	4234723.	12121118.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						12121118.

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
7 Amounts from line 4	24,457.	107,500.	118,800.	7635638.	4234723.	12121118.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources				45,343.	9,579.	54,922.
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)				1210850.	3212118.	4422968.
11 Total support. Add lines 7 through 10						16599008.
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here <input checked="" type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2010 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2009 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2010. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 33 1/3% support test - 2009. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2010. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2009. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income Do not include gain or loss from the sale of capital assets (Explain in Part IV)						
13 Total support (Add lines 9, 10c, 11, and 12)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

15 Public support percentage for 2010 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2009 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2010 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2009 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2010. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2009. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

M4

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990,
Part IV, line 6, 7, 8, 9, 10, 11, or 12.
▶ Attach to Form 990. ▶ See separate instructions.

OMB No 1545-0047

2010

Open to Public
Inspection

Name of the organization **FRIENDS OF PAVE ACADEMY, INC.** Employer identification number **20-4241997**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (dunning year)		
3 Aggregate grants from (dunning year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education) Preservation of an historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? Yes No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1 ▶ \$ _____

(ii) Assets included in Form 990, Part X ▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1 ▶ \$ _____

b Assets included in Form 990, Part X ▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIV and complete the following table.
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21? Yes No
- b If "Yes," explain the arrangement in Part XIV

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the year end balance held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment. See Form 990, Part X, line 10

Description of investment	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		33,000.		33,000.
b Buildings				
c Leasehold improvements		2,563,827.		2,563,827.
d Equipment				
e Other				
Total. Add lines 1a through 1e (Column (d) must equal Form 990, Part X, column (B), line 10(c).)				2,596,827.

Part VII Investments - Other Securities. See Form 990, Part X, line 12

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation. Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total (Col (b) must equal Form 990, Part X, col (B) line 12.)		

Part VIII Investments - Program Related. See Form 990, Part X, line 13

(a) Description of investment type	(b) Book value	(c) Method of valuation. Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total (Col (b) must equal Form 990, Part X, col (B) line 13.)		

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 15.)	

Part X Other Liabilities. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Amount
(1) Federal income taxes	
(2) RETAINAGE PAYABLE	353,958.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 25.)	353,958.

2. FIN 48 (ASC 740) Footnote In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740)

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements		
1	Total revenue (Form 990, Part VIII, column (A), line 12)	4,244,302.
2	Total expenses (Form 990, Part IX, column (A), line 25)	127,751.
3	Excess or (deficit) for the year. Subtract line 2 from line 1	4,116,551.
4	Net unrealized gains (losses) on investments	
5	Donated services and use of facilities	
6	Investment expenses	
7	Prior period adjustments	
8	Other (Describe in Part XIV.)	
9	Total adjustments (net) Add lines 4 through 8	
10	Excess or (deficit) for the year per audited financial statements Combine lines 3 and 9	4,116,551.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return		
1	Total revenue, gains, and other support per audited financial statements	1
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12	
a	Net unrealized gains on investments	2a
b	Donated services and use of facilities	2b
c	Recoveries of prior year grants	2c
d	Other (Describe in Part XIV.)	2d
e	Add lines 2a through 2d	2e
3	Subtract line 2e from line 1	3
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:	
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a
b	Other (Describe in Part XIV.)	4b
c	Add lines 4a and 4b	4c
5	Total revenue Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return		
1	Total expenses and losses per audited financial statements	1
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:	
a	Donated services and use of facilities	2a
b	Prior year adjustments	2b
c	Other losses	2c
d	Other (Describe in Part XIV.)	2d
e	Add lines 2a through 2d	2e
3	Subtract line 2e from line 1	3
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:	
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a
b	Other (Describe in Part XIV.)	4b
c	Add lines 4a and 4b	4c
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9, Part III, lines 1a and 4, Part IV, lines 1b and 2b, Part V, line 4, Part X, line 2, Part XI, line 8, Part XII, lines 2d and 4b, and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information

PART X, LINE 2: MANAGEMENT HAS EVALUATED ALL INCOME TAX POSITIONS AND CONCLUDED THAT NO DISCLOSURES RELATING TO UNCERTAIN TAX POSITIONS ARE REQUIRED IN THE FINANCIAL STATEMENTS.

**SCHEDULE M
(Form 990)**

Noncash Contributions

OMB No 1545-0047

2010

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ Complete if the organizations answered "Yes" on Form 990, Part IV, lines 29 or 30.
▶ Attach to Form 990.

Name of the organization

FRIENDS OF PAVE ACADEMY, INC.

Employer identification number

20-4241997

Part I Types of Property

	(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1 Art - Works of art				
2 Art - Historical treasures				
3 Art - Fractional interests				
4 Books and publications				
5 Clothing and household goods				
6 Cars and other vehicles				
7 Boats and planes				
8 Intellectual property				
9 Securities - Publicly traded	X	6	425,826.	FAIR MARKET VALUE
10 Securities - Closely held stock				
11 Securities - Partnership, LLC, or trust interests				
12 Securities - Miscellaneous				
13 Qualified conservation contribution - Historic structures				
14 Qualified conservation contribution - Other				
15 Real estate - Residential				
16 Real estate - Commercial				
17 Real estate - Other				
18 Collectibles				
19 Food inventory				
20 Drugs and medical supplies				
21 Taxidermy				
22 Historical artifacts				
23 Scientific specimens				
24 Archeological artifacts				
25 Other ▶ ()				
26 Other ▶ ()				
27 Other ▶ ()				
28 Other ▶ ()				

29 Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part IV, Donee Acknowledgement **29**

	Yes	No
30a During the year, did the organization receive by contribution any property reported in Part I, lines 1-28 that it must hold for at least three years from the date of the initial contribution, and which is not required to be used for exempt purposes for the entire holding period? b If "Yes," describe the arrangement in Part II.		X
31 Does the organization have a gift acceptance policy that requires the review of any non-standard contributions?		X
32a Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions? b If "Yes," describe in Part II		X
33 If the organization did not report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule M (Form 990) (2010)

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

OMB No 1545-0047

2010

Open to Public
Inspection

Name of the organization

FRIENDS OF PAVE ACADEMY, INC.

Employer identification number

20-4241997

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

FUNDRAISING AND FACILITY DEVELOPMENT COSTS.

FORM 990, PART VI, SECTION A, LINE 2: BOARD TRUSTEES ALLIE SWEENEY AND
PATRICK SWEENEY HAVE A FAMILY RELATIONSHIP.

FORM 990, PART VI, SECTION B, LINE 11: THE 990 IS REVIEWED BY THE CHAIRMAN
OF THE BOARD THEN CIRCULATED TO THE TRUSTEES FOR REVIEW.

FORM 990, PART VI, SECTION B, LINE 12C: THE GOVERNING BOARD REQUIRES ALL
OF THE BOARD MEMBERS TO SIGN A STATEMENT AFFIRMING RECEIPT OF THE POLICY
AND COMPLIANCE WITH SAID POLICY.

FORM 990, PART VI, SECTION C, LINE 19: THE GOVERNING DOCUMENTS, CONFLICT
OF INTEREST POLICY AND FINANCIAL STATEMENTS ARE AVAILABLE TO THE PUBLIC BY
REQUEST.

FORM 990, PART XII, LINE 2C

OVERSIGHT OF AUDIT

THE BOARD OF TRUSTEES AUDIT COMMITTEE IS RESPONSIBLE FOR THE OVERSIGHT
OF THE ANNUAL AUDIT BY OUR INDEPENDENT ACCOUNTING FIRM. THE BOARD ALSO
WILL REVIEW AND APPROVE THE 990 BEFORE IT IS SUBMITTED TO THE IRS.

SCHEDULE R
(Form 990)
Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

▶ Complete if the organization answered "Yes" to Form 990, Part IV, line 33, 34, 35, 36, or 37.
▶ Attach to Form 990. ▶ See separate instructions.

2010
Open to Public
Inspection

Name of the organization

Employer identification number
20-4241997

FRIENDS OF PAVE ACADEMY, INC.

Part I Identification of Disregarded Entities (Complete if the organization answered "Yes" to Form 990, Part IV, line 33)

(a) Name, address, and EIN of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
PACS 732 HENRY, LLC - 59-3843228 71 SULLIVAN STREET BROOKLYN, NY 11231	REAL ESTATE	NEW YORK	0.	6,664,719.	FRIENDS OF PAVE ACADEMY, INC.

Part II Identification of Related Tax-Exempt Organizations (Complete if the organization answered "Yes" to Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year)

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No

Part V Transactions With Related Organizations (Complete if the organization answered "Yes" to Form 990, Part IV, line 34, 35, 35a, or 36.)

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

a Receipt of (i) interest (ii) annuities (iii) royalties or (iv) rent from a controlled entity

b Gift, grant, or capital contribution to other organization(s)

c Gift, grant, or capital contribution from other organization(s)

d Loans or loan guarantees to or for other organization(s)

e Loans or loan guarantees by other organization(s)

f Sale of assets to other organization(s)

g Purchase of assets from other organization(s)

h Exchange of assets

i Lease of facilities, equipment, or other assets to other organization(s)

j Lease of facilities, equipment, or other assets from other organization(s)

k Performance of services or membership or fundraising solicitations for other organization(s)

l Performance of services or membership or fundraising solicitations by other organization(s)

m Sharing of facilities, equipment, mailing lists, or other assets

n Sharing of paid employees

o Reimbursement paid to other organization for expenses

p Reimbursement paid by other organization for expenses

q Other transfer of cash or property to other organization(s)

r Other transfer of cash or property from other organization(s)

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of other organization	(b) Transaction type (a-r)	(c) Amount involved	(d) Method of determining amount involved	Yes	No
(1)						
(2)						
(3)						
(4)						
(5)						
(6)						

Part VII Supplemental Information

Complete this part to provide additional information for responses to questions on Schedule R (see instructions).

Lined area for supplemental information.

• If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only Part II and check this box **X**

Note. Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868

• If you are filing for an **Automatic 3-Month Extension**, complete only Part I (on page 1)

Part II	Additional (Not Automatic) 3-Month Extension of Time. Only file the original (no copies needed).	
Type or print File by the extended due date for filing your return See instructions	Name of exempt organization FRIENDS OF PAVE ACADEMY, INC.	Employer identification number 20-4241997
	Number, street, and room or suite no. If a P O box, see instructions. 71 SULLIVAN STREET	
	City, town or post office, state, and ZIP code For a foreign address, see instructions. BROOKLYN, NY	

Enter the Return code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990	01		
Form 990-BL	02	Form 1041-A	08
Form 990-EZ	03	Form 4720	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

THE ORGANIZATION

• The books are in the care of **71 SULLIVAN STREET - BROOKLYN, NY**
 Telephone No. **(718) 858-7813** FAX No

• If the organization does not have an office or place of business in the United States, check this box

• If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____ . If this is for the whole group, check this box If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for

4 I request an additional 3-month extension of time until **MAY 15, 2012**

5 For calendar year _____, or other tax year beginning **JUL 1, 2010**, and ending **JUN 30, 2011**

6 If the tax year entered in line 5 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

7 State in detail why you need the extension
ADDITIONAL TIME IS NEEDED TO COMPILE THE INFORMATION NECESSARY TO COMPLETE THE RETURN.

8a If this application is for Form 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits See instructions	8a	\$	0.
8b If this application is for Form 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868	8b	\$	0.
8c Balance due. Subtract line 8b from line 8a Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System) See instructions.	8c	\$	0.

Signature and Verification

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature *Christy A. J.* Title *CPT* Date *1/19/12*

CHANGE OF ACCOUNTING PERIOD
Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

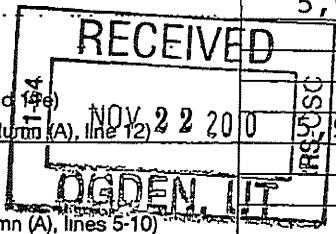
A For the **2010** calendar year, or tax year beginning **JAN 1, 2010** and ending **JUN 30, 2010**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	Please use IRS label or print or type. See Specific Instructions	C Name of organization FRIENDS OF PAVE C/O SCOTT WHITWORTH Doing Business As Number and street (or P O box if mail is not delivered to street address) Room/suite 71 SULLIVAN STREET City or town, state or country, and ZIP + 4 BROOKLYN, NY 11231	D Employer identification number 20-4241997
	E Telephone number 212-584-6171		G Gross receipts \$ 1,794,592.
	F Name and address of principal officer: SCOTT WHITWORTH C/O WM CAPITAL PARTNERS 500 5TH AVENUE, NEW		H(a) Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c) (3) (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527			
J Website: ▶ WWW.PAVEACADEMY.ORG			
K Form of organization <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶			L Year of formation. 2006
			M State of legal domicile. NY

Part I Summary

SCANNED DEC 22 2010

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: TO FINANCIALLY SUPPORT THE ESTABLISHMENT AND OPERATIONS OF PAVE ACADEMY CHARTER SCHOOL THROUGH		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3	Number of voting members of the governing body (Part VI, line 1a)	3	6
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	6
	5	Total number of employees (Part V, line 2a)	5	0
	6	Total number of volunteers (estimate if necessary)	6	0
	7a	Total gross unrelated business revenue from Part VIII, column (C), line 12	7a	0.
7b	Net unrelated business taxable income from Form 990-T, line 34	7b	0.	
Revenue	8	Contributions and grants (Part VIII, line 1h)	Prior Year 5,907,568.	Current Year 1,782,070.
	9	Program service revenue (Part VIII, line 2g)		
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	32,821.	12,522.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 14e)		
	12	Total revenue. Add lines 8 through 11 (must equal Part VIII, column (A), line 12)	5,940,389.	1,794,592.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
	14	Benefits paid to or for members (Part IX, column (A), line 4)		
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	18,000.	22,735.
	16b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 22,735.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24f)	41,151.	33,196.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	59,151.	55,931.	
19	Revenue less expenses. Subtract line 18 from line 12	5,881,238.	1,738,661.	
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	Beginning of Current Year 6,057,869.	End of Year 7,778,925.
	21	Total liabilities (Part X, line 26)	48,893.	31,288.
	22	Net assets or fund balances. Subtract line 21 from line 20	6,008,976.	7,747,637.



Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here X *Scott Whitworth*
 Signature of officer Date **11/15/2010**
SCOTT WHITWORTH, CHAIRMAN
 Type or print name and title

Paid Preparer's Use Only
 Preparer's signature ▶ *Gus Saliba* Date **11/15/10** Check if self-employed
 Firm's name (or yours if self-employed), address, and ZIP + 4 ▶ **FRUCHTER ROSEN & COMPANY, P.C.**
156 WEST 56TH STREET
NEW YORK, NY 10019
 Preparer's identifying number (see instructions) ▶ **EIN**
 Phone no. ▶ **212-957-3600**

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

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Part III Statement of Program Service Accomplishments

1 Briefly describe the organization's mission.
TO FINANCIALLY SUPPORT THE ESTABLISHMENT AND OPERATIONS OF PAVE
ADACEMY CHARTER SCHOOL THROUGH FUNDRAISING AND FACILITY DEVELOPMENT
COSTS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No
If "Yes," describe these changes on Schedule O.

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 18,355. including grants of \$) (Revenue \$)
TO FINANCIALLY SUPPORT THE ESTABLISHMENT AND OPERATIONS OF PAVE ACADEMY
CHARTER SCHOOL THROUGH FUNDRAISING AND FACILITY DEVELOPMENT COSTS.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services. (Describe in Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses ► \$ 18,355.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Section 501(c)(4), 501(c)(5), and 501(c)(6) organizations. Is the organization subject to the section 6033(e) notice and reporting requirement and proxy tax? <i>If "Yes," complete Schedule C, Part III</i>		
6 Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 Is the organization's answer to any of the following questions "Yes"? <i>If so, complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable</i>	X	
• Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI.</i>		
• Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII.</i>		
• Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		
• Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX.</i>		
• Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X.</i>		
• Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48? <i>If "Yes," complete Schedule D, Part X.</i>		
12 Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI, XII, and XIII.</i>	X	
12A Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," completing Schedule D, Parts XI, XII, and XIII is optional</i>	Yes	No
		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
14b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, and program service activities outside the United States? <i>If "Yes," complete Schedule F, Part I</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? <i>If "Yes," complete Schedule F, Part II</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? <i>If "Yes," complete Schedule F, Part III</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>	X	
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20 Did the organization operate one or more hospitals? <i>If "Yes," complete Schedule H</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II		X
22 Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? If "Yes," complete Schedule L, Part II		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? If "Yes," complete Schedule L, Part III		X
28 Was the organization a party to a business transaction with one of the following parties, (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV		X
b A family member of a current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV		X
c An entity of which a current or former officer, director, trustee, or key employee of the organization (or a family member) was an officer, director, trustee, or direct or indirect owner? If "Yes," complete Schedule L, Part IV		X
29 Did the organization receive more than \$25,000 in non-cash contributions? If "Yes," complete Schedule M		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I		X
34 Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1	X	
35 Is any related organization a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19? Note. All Form 990 filers are required to complete Schedule O.	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096, Annual Summary and Transmittal of U.S. Information Returns. Enter -0- if not applicable		
1a		0	
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
1b		0	
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		
1c			
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
2a		0	
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? <i>Note.</i> If the sum of lines 1a and 2a is greater than 250, you may be required to e-file this return. (see instructions)		
2b			
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year covered by this return?		X
3a			
b	If "Yes," has it filed a Form 990-T for this year? If "No," provide an explanation in Schedule O		
3b			
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
4a			
b	If "Yes," enter the name of the foreign country: _____ See the instructions for exceptions and filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.		
4b			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5a			
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5b			
c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T, Disclosure by Tax-Exempt Entity Regarding Prohibited Tax Shelter Transaction?		
5c			
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible?		X
6a			
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
6b			
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
7a			
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
7b			
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7c			
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d	
7d			
e	Did the organization, during the year, receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		
7e			
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		
7f			
g	For all contributions of qualified intellectual property, did the organization file Form 8899 as required?		
7g			
h	For contributions of cars, boats, airplanes, and other vehicles, did the organization file a Form 1098-C as required?		
7h			
8	Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations. Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?		
8			
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the organization make any taxable distributions under section 4965?		
9a			
b	Did the organization make a distribution to a donor, donor advisor, or related person?		
9b			
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	
10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
10b			
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	11a	
11a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
11b			
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
12a			
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
12b			

Part VII Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Section A. Governing Body and Management

	1a	1b	2	3	4	5	6	7a	7b	8a	8b	9	Yes	No
1a Enter the number of voting members of the governing body	6													
b Enter the number of voting members that are independent		6												
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?			X											
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?														X
4 Did the organization make any significant changes to its organizational documents since the prior Form 990 was filed?														X
5 Did the organization become aware during the year of a material diversion of the organization's assets?														X
6 Does the organization have members or stockholders?														X
7a Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?														X
b Are any decisions of the governing body subject to approval by members, stockholders, or other persons?														X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:														
a The governing body?										X				
b Each committee with authority to act on behalf of the governing body?										X				
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O														X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code)

	10a	10b	11	12a	12b	12c	13	14	15a	15b	16a	16b	Yes	No
10a Does the organization have local chapters, branches, or affiliates?														X
b If "Yes," does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?														
11 Has the organization provided a copy of this Form 990 to all members of its governing body before filing the form?			X											
11A Describe in Schedule O the process, if any, used by the organization to review this Form 990.														
12a Does the organization have a written conflict of interest policy? If "No," go to line 13				X										
b Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?					X									
c Does the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this is done						X								
13 Does the organization have a written whistleblower policy?							X							
14 Does the organization have a written document retention and destruction policy?								X						
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?														
a The organization's CEO, Executive Director, or top management official														X
b Other officers or key employees of the organization														X
If "Yes" to line 15a or 15b, describe the process in Schedule O. (See instructions.)														
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?														X
b If "Yes," has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?														

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed	NY
18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply. <input type="checkbox"/> Own website <input type="checkbox"/> Another's website <input checked="" type="checkbox"/> Upon request	
19 Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.	
20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization:	COOPER WESTENDARP - 718-858-7813 71 SULLIVAN STREET, BROOKLYN, NY 11231

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year. Use Schedule J-2 if additional space is needed.

- List all of the organization's current officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter 0- in columns (D), (E), and (F) if no compensation was paid.
 - List all of the organization's current key employees. See instructions for definition of "key employee."
 - List the organization's five current highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
 - List all of the organization's former officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
 - List all of the organization's former directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if the organization did not compensate any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
KATE ALCORN TRUSTEE	4.00	X					0.	0.	0.	
ROBERT HANSEN TRUSTEE	4.00	X					0.	0.	0.	
PATRICK SWEENEY TRUSTEE	4.00	X					0.	0.	0.	
ALLIE SWEENEY TRUSTEE	4.00	X					0.	0.	0.	
DAVID SWEENEY TRUSTEE	4.00	X					0.	0.	0.	
SCOTT WHITWORTH CHAIRMAN OF THE BOARD	10.00	X		X			0.	0.	0.	

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Total							0.	0.	0.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 in reportable compensation from the organization **0**

	Yes	No
3 Did the organization list any former officer, director or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual.		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization for services rendered to the organization? If "Yes," complete Schedule J for such person		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. **NONE**

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization **0**

Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514	
Contributions, gifts, grants and other similar amounts	1 a	Federated campaigns					
	1 b	Membership dues					
	1 c	Fundraising events					
	1 d	Related organizations					
	1 e	Government grants (contributions)					
	1 f	All other contributions, gifts, grants, and similar amounts not included above	1,782,070.				
	g	Noncash contributions included in lines 1a-1f \$					
h Total. Add lines 1a-1f			1,782,070.				
Program Service Revenue	2 a		Business Code				
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f						
Other Revenue	3		Investment income (including dividends, interest, and other similar amounts)	12,522.		12,522.	
	4		Income from investment of tax-exempt bond proceeds				
	5		Royalties				
	6 a	Gross Rents		(i) Real (ii) Personal			
		b Less: rental expenses					
		c Rental income or (loss)					
		d Net rental income or (loss)					
	7 a	Gross amount from sales of assets other than inventory		(i) Securities (ii) Other			
		b Less: cost or other basis and sales expenses					
		c Gain or (loss)					
		d Net gain or (loss)					
	8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18		a			
		b Less: direct expenses		b			
		c Net income or (loss) from fundraising events					
	9 a	Gross income from gaming activities. See Part IV, line 19		a			
b Less: direct expenses		b					
c Net income or (loss) from gaming activities							
10 a	Gross sales of inventory, less returns and allowances		a				
	b Less: cost of goods sold		b				
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue			Business Code				
11 a							
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d						
12 Total revenue. See instructions.			1,794,592.	0.	0.	12,522.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns.
All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21				
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages				
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes				
11 Fees for services (non-employees):				
a Management	1,787.		1,787.	
b Legal	20,395.	18,355.	2,040.	
c Accounting	11,000.		11,000.	
d Lobbying				
e Professional fundraising services See Part IV, line 17	22,735.			22,735.
f Investment management fees				
g Other				
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance				
24 Other expenses. Itemize expenses not covered above. (Expenses grouped together and labeled miscellaneous may not exceed 5% of total expenses shown on line 25 below.)				
a BANK SERVICE CHARGES	14.		14.	
b				
c				
d				
e				
f All other expenses				
25 Total functional expenses. Add lines 1 through 24f	55,931.	18,355.	14,841.	22,735.
26 Joint costs. Check here <input type="checkbox"/> if following SOP 98-2. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation ...				

Part X Balance Sheet

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	452,502.	1	1,587,391.
	2 Savings and temporary cash investments	4,372,821.	2	4,385,343.
	3 Pledges and grants receivable, net	935,000.	3	1,049,597.
	4 Accounts receivable, net	15,000.	4	
	5 Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Receivables from other disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B). Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net		7	159,048.
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a		
	b Less: accumulated depreciation	10b		10c
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	597,546.
16 Total assets. Add lines 1 through 15 (must equal line 34)		16	7,778,925.	
Liabilities	17 Accounts payable and accrued expenses	48,893.	17	31,288.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities. Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25		26	31,288.
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	954,816.	27	1,830,530.
	28 Temporarily restricted net assets	5,054,160.	28	5,917,107.
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	6,008,976.	33	7,747,637.	
34 Total liabilities and net assets/fund balances	6,057,869.	34	7,778,925.	

Form 990 2010

Part XI Financial Statements and Reporting

- 1 Accounting method used to prepare the Form 990: Cash Accrual Other _____
 If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.
- 2a Were the organization's financial statements compiled or reviewed by an independent accountant?
- b Were the organization's financial statements audited by an independent accountant?
- c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?
 If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.
- d If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a consolidated basis, separate basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- 3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-1337
- b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.

	Yes	No
2a		X
2b	X	
2c	X	
3a		X
3b		

Form 990 2010

SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

OMB No 1545-0047

2010

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

Name of the organization **FRIENDS OF PAVE
C/O SCOTT WHITWORTH** Employer identification number **20-4241997**

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).
- 2 A school described in section 170(b)(1)(A)(ii). (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).
- 4 A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii). Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv). (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi). (Complete Part II.)
- 8 A community trust described in section 170(b)(1)(A)(vi). (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See section 509(a)(4).
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See section 509(a)(3). Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I
 - b Type II
 - c Type III - Functionally integrated
 - d Type III - Other
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

	Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?		
(ii) A family member of a person described in (i) above?		
(iii) A 35% controlled entity of a person described in (i) or (ii) above?		
- h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
Total									

LHA For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990 or 990-EZ) **2010**

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)
 (Complete only if you checked the box on line 5, 7, or 8 of Part I.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						0.

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						0.
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here <input checked="" type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2009 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2008 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2009. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 33 1/3% support test - 2008. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2009. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2008. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2) (Complete only if you checked the box on line 9 of Part I)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support (Add lines 9, 10c, 11, and 12)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

15 Public support percentage for 2009 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2008 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2009 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2008 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2009. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2008. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Schedule D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990,
Part IV, line 6, 7, 8, 9, 10, 11, or 12.

▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open to Public
Inspection

Name of the organization **FRIENDS OF PAVE
C/O SCOTT WHITWORTH** Employer identification number
20-4241997

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (during year)		
3 Aggregate grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

- Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (e.g., recreation or pleasure)	<input type="checkbox"/> Preservation of an historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of a certified historic structure
<input type="checkbox"/> Preservation of open space	
- Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06	2d
- Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____
- Number of states where property subject to conservation easement is located ▶ _____
- Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? Yes No
- Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____
- Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____
- Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? Yes No
- In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

- If the organization elected, as permitted under SFAS 116, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.
- If the organization elected, as permitted under SFAS 116, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1	▶ \$ _____
(ii) Assets included in Form 990, Part X	▶ \$ _____
- If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 relating to these items:

a Revenues included in Form 990, Part VIII, line 1	▶ \$ _____
b Assets included in Form 990, Part X	▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a Public exhibition, b Scholarly research, c Preservation for future generations, d Loan or exchange programs, e Other

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIV and complete the following table:

Table with columns for description (1c-1f) and Amount.

2a Did the organization include an amount on Form 990, Part X, line 21? Yes No

b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

Table with columns for (a) Current year, (b) Prior year, (c) Two years back, (d) Three years back, (e) Four years back and rows for 1a-1g.

2 Provide the estimated percentage of the year end balance held as:

- a Board designated or quasi-endowment %, b Permanent endowment %, c Term endowment %

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

Table with columns Yes No and rows 3a(i), 3a(ii), 3b.

- (i) unrelated organizations, (ii) related organizations, b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?

4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Investments - Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Table with columns (a) Cost or other basis (investment), (b) Cost or other basis (other), (c) Accumulated depreciation, (d) Book value and rows 1a-1e.

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).) 0.

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	1,794,592.
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	55,931.
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	1,738,661.
4	Net unrealized gains (losses) on investments	4	
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV.)	8	
9	Total adjustments (net). Add lines 4 through 8	9	0.
10	Excess or (deficit) for the year per audited financial statements. Combine lines 3 and 9	10	1,738,661.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements	1	2,120,209.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains on investments	2a	
b	Donated services and use of facilities	2b	325,617.
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	325,617.
3	Subtract line 2e from line 1	3	1,794,592.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12)	5	1,794,592.

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements	1	381,548.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	325,617.
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	325,617.
3	Subtract line 2e from line 1	3	55,931.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	55,931.

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

FRIENDS OF PAVE

Part II Fundraising Events. Complete if the organization answered "Yes" to Form 990, Part IV, line 18, or reported more than \$15,000 on Form 990-EZ, line 6a. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))
		(event type)	(event type)	(total number)	
Revenue	1	Gross receipts			
	2	Less: Charitable contributions			
	3	Gross income (line 1 minus line 2)			
Direct Expenses	4	Cash prizes			
	5	Noncash prizes			
	6	Rent/facility costs			
	7	Food and beverages			
	8	Entertainment			
	9	Other direct expenses			
	10	Direct expense summary. Add lines 4 through 9 in column (d)			
	11	Net income summary. Combine line 3, column (d), and line 10			

Part III Gaming. Complete if the organization answered "Yes" to Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1	Gross revenue			
	2	Cash prizes			
Direct Expenses	3	Noncash prizes			
	4	Rent/facility costs			
	5	Other direct expenses			
	6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No
	7	Direct expense summary. Add lines 2 through 5 in column (d)			
	8	Net gaming income summary. Combine line 1, column (d), and line 7			

9 Enter the state(s) in which the organization operates gaming activities: _____
 a Is the organization licensed to operate gaming activities in each of these states?
 b If "No," explain:

10a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year?
 b If "Yes," explain:

11 Does the organization operate gaming activities with nonmembers?

12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming?

	Yes	No
9a		
10a		
11		
12		

13 Indicate the percentage of gaming activity operated in:

a The organization's facility	13a	%
b An outside facility	13b	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

15a Does the organization have a contract with a third party from whom the organization receives gaming revenue?

15a

b If "Yes," enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____

c If "Yes," enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

Director/officer

Employee

Independent contractor

17 Mandatory distributions:

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license?

17a

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990

Complete to provide information for responses to specific questions on
Form 990 or to provide any additional information.
▶ Attach to Form 990.

OMB No. 1545-0047

2010

Open to Public
Inspection

Name of the organization

FRIENDS OF PAVE
C/O SCOTT WHITWORTH

Employer identification number
20-4241997

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

FUNDRAISING AND FACILITY DEVELOPMENT COSTS.

FORM 990, PART VI, SECTION A, LINE 2: BOARD TRUSTEES ALLIE SWEENEY AND
PATRICK SWEENEY HAVE A FAMILY RELATIONSHIP.

FORM 990, PART VI, SECTION B, LINE 11: THE 990 IS REVIEWED BY THE CHAIRMAN
OF THE BOARD THEN CIRCULATED TO THE TRUSTEES FOR REVIEW.

FORM 990, PART VI, SECTION B, LINE 12C: THE GOVERNING BOARD REQUIRES ALL
OF THE BOARD MEMBERS TO SIGN A STATEMENT AFFIRMING RECEIPT OF THE POLICY
AND COMPLIANCE WITH SAID POLICY.

FORM 990, PART VI, SECTION C, LINE 18: THE 990 IS AVAILABLE UPON REQUEST.

FORM 990, PART VI, SECTION C, LINE 19: THE GOVERNING DOCUMENTS, CONFLICT
OF INTEREST POLICY AND FINANCIAL STATEMENTS ARE AVAILABLE TO THE PUBLIC BY
VISITING THE WEBSITE AND E-MAILING OR CALLING TO REQUEST THE DOCUMENTS.

FORM 990 PART XI LINE 2C
OVERSIGHT OF AUDIT

THE BOARD OF TRUSTEES AUDIT COMMITTEE IS RESPONSIBLE FOR THE OVERSIGHT
OF THE ANNUAL AUDIT BY OUR INDEPENDENT ACCOUNTING FIRM. THE BOARD ALSO
WILL REVIEW AND APPROVE THE 990 BEFORE IT IS SUBMITTED TO THE IRS.

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships
▶ Complete if the organization answered "Yes" to Form 990, Part IV, line 33, 34, 35, 36, or 37.
▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047
2010
Open to Public Inspection

Name of the organization

**FRIENDS OF PAVE
C/O SCOTT WHITWORTH**

Employer identification number
20-4241997

Part I Identification of Disregarded Entities (Complete if the organization answered "Yes" to Form 990, Part IV, line 33.)

(a) Name, address, and EIN of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II Identification of Related Tax-Exempt Organizations (Complete if the organization answered "Yes" to Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.)

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity
PAVE ACADEMY CHARTER SCHOOL - 26-2272858 71 SULLIVAN STREET BROOKLYN, NY 11231	EDUCATION OF CHILDREN IN KINDERGARTEN THROUGH GRADE 3.	NEW YORK			

LHA For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) **2010**

FRIENDS OF PAVE
C/O SCOTT WHITWORTH

Part V Transactions With Related Organizations (Complete if the organization answered "Yes" to Form 990, Part IV, line 34, 35, or 36.)

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

	Yes	No
a Receipt of (i) interest (ii) annuities (iii) royalties or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to other organization(s)		X
c Gift, grant, or capital contribution from other organization(s)		X
d Loans or loan guarantees to or for other organization(s)		X
e Loans or loan guarantees by other organization(s)		X
f Sale of assets to other organization(s)		X
g Purchase of assets from other organization(s)		X
h Exchange of assets		X
i Lease of facilities, equipment, or other assets to other organization(s)		X
j Lease of facilities, equipment, or other assets from other organization(s)		X
k Performance of services or membership or fundraising solicitations for other organization(s)		X
l Performance of services or membership or fundraising solicitations by other organization(s)		X
m Sharing of facilities, equipment, mailing lists, or other assets		X
n Sharing of paid employees		X
o Reimbursement paid to other organization for expenses		X
p Reimbursement paid by other organization for expenses		X
q Other transfer of cash or property to other organization(s)		X
r Other transfer of cash or property from other organization(s)		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of other organization(s)	(b) Transaction type (e-r)	(c) Amount involved
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

The organization may have to use a copy of this return to satisfy state reporting requirements.

A For the 2011 calendar year, or tax year beginning JUL 1, 2011 and ending JUN 30, 2012

B Check if applicable: <input checked="" type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization PAVE ACADEMY CHARTER SCHOOL Doing Business As Number and street (or P.O. box if mail is not delivered to street address) Room/suite 732 HENRY STREET City or town, state or country, and ZIP + 4 BROOKLYN, NY 11231 F Name and address of principal officer: J SPENCER ROBERTSON 71 SULLIVAN STREET, BROOKLYN, NY 11231	D Employer identification number 26-2272858 E Telephone number 718-858-7813 G Gross receipts \$ 3,834,427. H(a) Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ WWW.PAVEACADEMY.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2008
M State of legal domicile: NY		

Part I Summary			
		1 Briefly describe the organization's mission or most significant activities: PREPARES STUDENTS TO THRIVE IN COMPETITIVE HIGH SCHOOLS AND FOUR YEAR COLLEGES.	
		2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.	
Activities & Governance	3	Number of voting members of the governing body (Part VI, line 1a)	3 10
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4 10
	5	Total number of individuals employed in calendar year 2011 (Part V, line 2a)	5 49
	6	Total number of volunteers (estimate if necessary)	6 0
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a 0.
	b	Net unrelated business taxable income from Form 990-T, line 34	7b 0.
	Revenue	8	Contributions and grants (Part VIII, line 1h)
9		Program service revenue (Part VIII, line 2g)	2,411,424. 3,043,273.
10		Investment income (Part VIII, column (A), lines 3, 4, and 7d)	1,331. 1,113.
11		Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	-1,165. -12,827.
12		Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	2,998,955. 3,812,000.
Expenses		13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0. 0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,270,125. 2,883,129.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	0. 0.
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.	
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	657,365. 772,912.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,927,490. 3,656,041.
	19	Revenue less expenses. Subtract line 18 from line 12	71,465. 155,959.
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	Beginning of Current Year: 914,740. End of Year: 1,065,850.
	21	Total liabilities (Part X, line 26)	234,648. 229,799.
	22	Net assets or fund balances. Subtract line 21 from line 20	680,092. 836,051.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer J SPENCER ROBERTSON, EXECUTIVE DIRECTOR Type or print name and title	Date
Paid Preparer Use Only	Print/Type preparer's name GUS SALIBA	Preparer's signature GUS SALIBA
	Date 05/13/13	Check if self-employed <input type="checkbox"/> PTIN P01243493
	Firm's name ▶ FRUCHTER ROSEN & CO., P.C.	Firm's EIN ▶ 06-1671819
	Firm's address ▶ 156 WEST 56TH STREET STE 1804 NEW YORK, NY 10019	Phone no. 212-957-3600

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response to any question in this Part III [X]

1 Briefly describe the organization's mission: PAVE ACADEMY PREPARES STUDENTS IN VARIOUS GRADES TO THRIVE IN COMPETITIVE HIGH SCHOOLS, AND FOUR YEAR COLLEGES. THE SCHOOL PROVIDES THE CHILDREN OF BROOKLYN WITH A RIGOROUS ACADEMIC PROGRAM, AND A SCHOOL COMMUNITY BUILT ON THE SCHOOL'S CORE VALUES OF PERSEVERANCE,

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 3,052,703. including grants of \$) (Revenue \$ 3,043,273.) EXPENSES DIRECTLY ASSOCIATED WITH THE OPERATIONS OF THE CHARTER SCHOOL AND THE RELATED CURRICULUM COSTS. FOR THE 2011-2012 SCHOOL YEAR, WE SERVED APPROXIMATELY 220 STUDENTS IN GRADES KINDERGARTEN THROUGH FOURTH.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 3,052,703.

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2	Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI, XII, and XIII</i>	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional</i>		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	X	
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a	Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants and other assistance to any government or organization in the United States on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19?	X	

Note. All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V

Input box for Schedule O response

Main table with columns for question number, description, and Yes/No responses. Includes rows for Form 1096, Form W-2G, Form W-3, Form 990-T, Form 8886-T, Form 8282, Form 8899, Form 1098-C, Form 4966, Form 720, Form 709, Form 706, Form 706-A, Form 706-B, Form 706-C, Form 706-D, Form 706-E, Form 706-F, Form 706-G, Form 706-H, Form 706-I, Form 706-J, Form 706-K, Form 706-L, Form 706-M, Form 706-N, Form 706-O, Form 706-P, Form 706-Q, Form 706-R, Form 706-S, Form 706-T, Form 706-U, Form 706-V, Form 706-W, Form 706-X, Form 706-Y, Form 706-Z.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response to any question in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.	10	
1b	Enter the number of voting members included in line 1a, above, who are independent	10	
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official	X	
15b	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **NONE**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request
- 19** Describe in Schedule O whether (and if so, how), the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, physical address, and telephone number of the person who possesses the books and records of the organization: **J SPENCER ROBERTSON - 718-858-7813**
732 HENRY STREET, BROOKLYN, NY 11231

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response to any question in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) SCOTT WHITWORTH CHAIR	2.00	X		X				0.	0.	0.
(2) LAUREL FITZPATRICK VICE CHAIR	1.00	X		X				0.	0.	0.
(3) STEVE OLSON TREASURER	1.00	X		X				0.	0.	0.
(4) WALLY BAZEMORE TRUSTEE	1.00	X						0.	0.	0.
(5) EMILY STONE GELB TRUSTEE	1.00	X						0.	0.	0.
(6) RICK GERSON TRUSTEE	1.00	X						0.	0.	0.
(7) DYLAN GLENN TRUSTEE	1.00	X						0.	0.	0.
(8) RIM HINCKLEY TRUSTEE	1.00	X						0.	0.	0.
(9) ELIZABETH BURNETT TAYLOR TRUSTEE	1.00	X						0.	0.	0.
(10) NITA BAUM TRUSTEE	1.00	X						0.	0.	0.
(11) J SPENCER ROBERTSON EXECUTIVE DIRECTOR	40.00			X				106,182.	0.	28,399.
(12) HENRY COOPER WESTENDARP DIRECTOR OF FINANCE AND OPERATIONS	40.00			X				122,687.	0.	10,614.
(13) ASHLEY FERGUSON PRINCIPAL	40.00			X				52,887.	0.	7,917.
(14) JEREMY ABARNO PRINCIPAL	40.00			X				114,382.	0.	5,938.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Sub-total							396,138.	0.	52,868.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							396,138.	0.	52,868.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **3**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **0**

Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c	23,300.				
	d Related organizations	1d					
	e Government grants (contributions)	1e	175,431.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	581,710.				
	g Noncash contributions included in lines 1a-1f: \$						
	h Total. Add lines 1a-1f		780,441.				
	Program Service Revenue	2 a GOV'T PER-PUPIL REV.	Business Code 900099	3,043,273.	3,043,273.		
b							
c							
d							
e							
f All other program service revenue							
g Total. Add lines 2a-2f			3,043,273.				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		1,113.			1,113.	
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	(i) Real					
		(ii) Personal					
		b Less: rental expenses					
		c Rental income or (loss)					
	d Net rental income or (loss)						
	7 a Gross amount from sales of assets other than inventory	(i) Securities					
		(ii) Other					
		b Less: cost or other basis and sales expenses					
		c Gain or (loss)					
	d Net gain or (loss)						
	8 a Gross income from fundraising events (not including \$ 23,300. of contributions reported on line 1c). See Part IV, line 18	a	9,600.				
		b Less: direct expenses	b	22,427.			
c Net income or (loss) from fundraising events			-12,827.			-12,827.	
9 a Gross income from gaming activities. See Part IV, line 19	a						
	b Less: direct expenses	b					
	c Net income or (loss) from gaming activities						
10 a Gross sales of inventory, less returns and allowances	a						
	b Less: cost of goods sold	b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code					
11 a							
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d						
12 Total revenue. See instructions.			3,812,000.	3,043,273.	0.	-11,714.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Check if Schedule O contains a response to any question in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the United States. See Part IV, line 21				
2 Grants and other assistance to individuals in the United States. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the United States. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	423,593.	355,607.	67,986.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,987,440.	1,668,455.	318,985.	
8 Pension plan accruals and contributions (include section 401(k) and section 403(b) employer contributions)	2,670.	2,240.	430.	
9 Other employee benefits	278,348.	233,673.	44,675.	
10 Payroll taxes	191,078.	160,410.	30,668.	
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting	18,973.		18,973.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	219,745.	150,622.	69,123.	
12 Advertising and promotion	41,042.	36,181.	4,861.	
13 Office expenses	32,156.	26,994.	5,162.	
14 Information technology	39,597.	35,409.	4,188.	
15 Royalties				
16 Occupancy				
17 Travel	13,802.	8,604.	5,198.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	74,541.	62,577.	11,964.	
23 Insurance	21,566.	18,674.	2,892.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	234,462.	234,462.		
b CLASSROOM SUPPLIES	47,642.	43,029.	4,613.	
c STAFF LUNCHEAS AND TEAM	14,642.	3,972.	10,670.	
d REPAIRS AND MAINTENANCE	9,778.	8,209.	1,569.	
e All other expenses	4,966.	3,585.	1,381.	
25 Total functional expenses. Add lines 1 through 24e	3,656,041.	3,052,703.	603,338.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

		(A) Beginning of year		(B) End of year	
Assets	1 Cash - non-interest-bearing	363,535.	1	279,755.	
	2 Savings and temporary cash investments	303,946.	2	454,859.	
	3 Pledges and grants receivable, net	20,273.	3	47,204.	
	4 Accounts receivable, net		4		
	5 Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5		
	6 Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)		6		
	7 Notes and loans receivable, net		7		
	8 Inventories for sale or use		8		
	9 Prepaid expenses and deferred charges	2,145.	9	34,493.	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 437,006.			
	b Less: accumulated depreciation	10b 263,042.	149,465.	10c	173,964.
	11 Investments - publicly traded securities		11		
	12 Investments - other securities. See Part IV, line 11		12		
	13 Investments - program-related. See Part IV, line 11		13		
	14 Intangible assets		14		
	15 Other assets. See Part IV, line 11	75,376.	15	75,575.	
16 Total assets. Add lines 1 through 15 (must equal line 34)	914,740.	16	1,065,850.		
Liabilities	17 Accounts payable and accrued expenses	228,298.	17	204,030.	
	18 Grants payable		18		
	19 Deferred revenue	6,350.	19	25,769.	
	20 Tax-exempt bond liabilities		20		
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21		
	22 Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22		
	23 Secured mortgages and notes payable to unrelated third parties		23		
	24 Unsecured notes and loans payable to unrelated third parties		24		
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25		
	26 Total liabilities. Add lines 17 through 25	234,648.	26	229,799.	
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27 Unrestricted net assets	680,092.	27	836,051.	
	28 Temporarily restricted net assets		28		
	29 Permanently restricted net assets		29		
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.				
	30 Capital stock or trust principal, or current funds		30		
	31 Paid-in or capital surplus, or land, building, or equipment fund		31		
	32 Retained earnings, endowment, accumulated income, or other funds		32		
	33 Total net assets or fund balances	680,092.	33	836,051.	
34 Total liabilities and net assets/fund balances	914,740.	34	1,065,850.		

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	3,812,000.
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,656,041.
3	Revenue less expenses. Subtract line 2 from line 1	3	155,959.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	680,092.
5	Other changes in net assets or fund balances (explain in Schedule O)	5	0.
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	6	836,051.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
2b	Were the organization's financial statements audited by an independent accountant?	X	
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

Form 990 (2011)

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2011

Open to Public Inspection

Name of the organization **PAVE ACADEMY CHARTER SCHOOL** Employer identification number **26-2272858**

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I
 - b Type II
 - c Type III - Functionally integrated
 - d Type III - Other
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

	Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?		
(ii) A family member of a person described in (i) above?		
(iii) A 35% controlled entity of a person described in (i) or (ii) above?		
- h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
Total									

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2011 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2010 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2011. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2010. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2011. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2010. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2011 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2010 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2011 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2010 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2011. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2010. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes," to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**

▶ **Attach to Form 990. ▶ See separate instructions.**

OMB No. 1545-0047

2011

Open to Public Inspection

Name of the organization

PAVE ACADEMY CHARTER SCHOOL

Employer identification number

26-2272858

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (during year)		
3 Aggregate grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education) Preservation of an historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

(ii) Assets included in Form 990, Part X

▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

b Assets included in Form 990, Part X

▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____

- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIV and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

- 2a Did the organization include an amount on Form 990, Part X, line 21? Yes No

b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____ %
- b Permanent endowment _____ %
- c Temporarily restricted endowment _____ %

The percentages in lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

- (i) unrelated organizations
- (ii) related organizations

	Yes	No
3a(i)		
3a(ii)		
3b		

b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?

4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		306,370.	181,093.	125,277.
e Other		130,636.	81,949.	48,687.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).)				173,964.

Part VII Investments - Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. (Col (b) must equal Form 990, Part X, col (B) line 12.) ▶		

Part VIII Investments - Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Col (b) must equal Form 990, Part X, col (B) line 13.) ▶		

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) RESTRICTED CASH	75,575.
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 15.) ▶	75,575.

Part X Other Liabilities. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 25.) ▶	

2. FIN 48 (ASC 740) Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740).

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	3,812,000.
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	3,656,041.
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	155,959.
4	Net unrealized gains (losses) on investments	4	
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV.)	8	
9	Total adjustments (net). Add lines 4 through 8	9	
10	Excess or (deficit) for the year per audited financial statements. Combine lines 3 and 9	10	155,959.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements	1	3,885,228.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains on investments	2a	
b	Donated services and use of facilities	2b	50,801.
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	50,801.
3	Subtract line 2e from line 1	3	3,834,427.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	-22,427.
c	Add lines 4a and 4b	4c	-22,427.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5	3,812,000.

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements	1	3,684,415.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	50,801.
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	50,801.
3	Subtract line 2e from line 1	3	3,633,614.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	22,427.
c	Add lines 4a and 4b	4c	22,427.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	3,656,041.

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2: THE SCHOOL'S ACCOUNTING POLICY PROVIDES THAT A TAX

EXPENSE OR BENEFIT FROM AN UNCERTAIN TAX POSITION MAY BE RECOGNIZED WHEN

IT IS MORE LIKELY THAN NOT THAT THE POSITION WILL BE SUSTAINED UPON

EXAMINATION, INCLUDING RESOLUTIONS OF ANY RELATED APPEALS OR LITIGATION

PROCESSES, BASED ON THE TECHNICAL MERITS. THE SCHOOL HAS NO UNCERTAIN TAX

POSITION RESULTING IN AN ACCRUAL OF TAX EXPENSE OR BENEFIT.

PART XII, LINE 4B - OTHER ADJUSTMENTS:

Part XIV Supplemental Information (continued)

EXPENSES ON SPECIAL EVENT

PART XIII, LINE 4B - OTHER ADJUSTMENTS:

EXPENSES ON SPECIAL EVENT

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No. 1545-0047

2011

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ **Complete if the organization answered "Yes" to Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**

▶ **Attach to Form 990 or Form 990-EZ.**

Name of the organization **PAVE ACADEMY CHARTER SCHOOL** Employer identification number **26-2272858**

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	X	
PAVE ACADEMY CHARTER SCHOOL, INCLUDES A NON-DISCRIMINATORY POLICY IN ITS PUBLICATION MATERIALS.		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" to either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990 or 990-EZ) (2011)

Part II

Supplemental Information. Complete this part to provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also complete this part to provide any other additional information.

SCHEDULE E, LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL RECEIVES PER-PUPIL FUNDING FROM THE NYC BOARD OF EDUCATION UNDER THEIR CHARTER AGREEMENT. THE SCHOOL ALSO RECEIVES VARIOUS FEDERAL, STATE, AND CITY FUNDS INCLUDING FEDERAL ENTITLEMENTS TO ASSIST WITH COVERING THE COST OF CERTAIN PROGRAMS.

Department of the Treasury
Internal Revenue Service

**Supplemental Information Regarding
Fundraising or Gaming Activities**

OMB No. 1545-0047

2011

**Open To Public
Inspection**

**Complete if the organization answered "Yes" to Form 990, Part IV, lines 17, 18, or 19,
or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.
▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.**

Name of the organization **PAVE ACADEMY CHARTER SCHOOL** Employer identification number **26-2272858**

Part I

Fundraising Activities. Complete if the organization answered "Yes" to Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.

- a** Mail solicitations
- b** Internet and email solicitations
- c** Phone solicitations
- d** In-person solicitations
- e** Solicitation of non-government grants
- f** Solicitation of government grants
- g** Special fundraising events

2 a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services? **Yes** **No**

b If "Yes," list the ten highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least \$5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	(ii) Activity	(iii) Did fundraiser have custody or control of contributions?		(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in col. (i)	(vi) Amount paid to (or retained by) organization
		Yes	No			
Total	▶					

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

Part II Fundraising Events. Complete if the organization answered "Yes" to Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))
		GOLF TOURNAMENT (event type)	(event type)	NONE (total number)	
Revenue	1 Gross receipts	32,900.			32,900.
	2 Less: Charitable contributions	23,300.			23,300.
	3 Gross income (line 1 minus line 2)	9,600.			9,600.
Direct Expenses	4 Cash prizes				
	5 Noncash prizes				
	6 Rent/facility costs	18,624.			18,624.
	7 Food and beverages				
	8 Entertainment				
	9 Other direct expenses	3,803.			3,803.
	10 Direct expense summary. Add lines 4 through 9 in column (d)				(22,427)
	11 Net income summary. Combine line 3, column (d), and line 10				-12,827.

Part III Gaming. Complete if the organization answered "Yes" to Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
		1 Gross revenue			
Direct Expenses	2 Cash prizes				
	3 Noncash prizes				
	4 Rent/facility costs				
	5 Other direct expenses				
	6 Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	
7 Direct expense summary. Add lines 2 through 5 in column (d)				(_____)	
8 Net gaming income summary. Combine line 1, column d, and line 7					

9 Enter the state(s) in which the organization operates gaming activities: _____
a Is the organization licensed to operate gaming activities in each of these states? Yes No
b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year? Yes No
b If "Yes," explain: _____

- 11 Does the organization operate gaming activities with nonmembers? Yes No
- 12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming? Yes No
- 13 Indicate the percentage of gaming activity operated in:

13a		%
13b		%

 - a The organization's facility
 - b An outside facility

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ► _____

Address ► _____

- 15a Does the organization have a contract with a third party from whom the organization receives gaming revenue? Yes No
- b If "Yes," enter the amount of gaming revenue received by the organization ► \$ _____ and the amount of gaming revenue retained by the third party ► \$ _____.
- c If "Yes," enter name and address of the third party:

Name ► _____

Address ► _____

16 Gaming manager information:

Name ► _____

Gaming manager compensation ► \$ _____

Description of services provided ► _____

Director/officer Employee Independent contractor

17 Mandatory distributions:

- a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No
- b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ► \$ _____

Part IV **Supplemental Information.** Complete this part to provide the explanations required by Part I, line 2b, columns (iii) and (v), and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also complete this part to provide any additional information (see instructions).

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

OMB No. 1545-0047

2011

Open to Public
Inspection

Name of the organization

PAVE ACADEMY CHARTER SCHOOL

Employer identification number

26-2272858

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

ACHIEVEMENT, VIBRANCE, AND EXCELLENT CHARACTER (PAVE).

FORM 990, PART VI, SECTION B, LINE 11: FORM 990 IS REVIEWED BY MANAGEMENT AND THE FINANCE COMMITTEE OF THE BOARD OF TRUSTEES FOR APPROVAL. IF CHANGES ARE REQUIRED, THE SCHOOL WILL THEN FORWARD TO THE AUDITING FIRM AND A FINAL VERSION WILL BE DISTRIBUTED TO ALL BOARD MEMBERS PRIOR TO THE IRS SUBMISSION.

FORM 990, PART VI, SECTION B, LINE 12C: THE SCHOOL SHARES ITS CONFLICT OF INTEREST POLICY WITH BOARD MEMBERS AND OFFICERS ON AN ANNUAL BASIS. OFFICERS, DIRECTORS, AND KEY EMPLOYEES ARE EXPECTED TO DECLARE IF AT ANY POINT A CONFLICT OF INTEREST ARISES.

FORM 990, PART VI, SECTION B, LINE 15: COMPARABLE DATA IS USED BY THE BOARD WHEN DETERMINING THE COMPENSATION OF OFFICERS AND KEY EMPLOYEES.

FORM 990, PART VI, SECTION C, LINE 19: THE GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND THE FINANCIAL STATEMENTS, ARE ALL AVAILABLE UPON REQUEST.

FORM 990, PART XII, FINANCIAL STATEMENT AND REPORTING, LINE 2C: THE SCHOOL HAS A FINANCE COMMITTEE THAT IS RESPONSIBLE FOR OVERSIGHT OF THE AUDIT AND SELECTION OF THE INDEPENDENT AUDITOR.

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
1	STUDENT ACTIVITY TABLES	072208	SL	7.00	16	3,768.			3,768.	1,615.		538.
2	STACKABLE SCHOOL CHAIRS	072508	SL	7.00	16	2,715.			2,715.	1,164.		388.
3	ADULT CHAIRS FOR CLASSROOMS & SHIPPI	072808	SL	7.00	16	2,032.			2,032.	871.		290.
4	CLASSROOM FURNITRE - BROKEN UP FOR CSP	090708	SL	7.00	16	7,564.			7,564.	3,062.		1,081.
6	CLASSROOM FURNITURE BROKEN UP FOR WALT	090708	SL	7.00	16	2,496.			2,496.	1,010.		357.
7	CLASSROOM FURNITURE	061809	SL	7.00	16	4,141.			4,141.	1,775.		592.
8	CLASSROOM FURNITURE	062309	SL	7.00	16	1,350.			1,350.	402.		193.
9	PORTABLE PARTITIONS	081909	SL	7.00	16	1,400.			1,400.	383.		200.
10	LEGS FOR TABLE, EXPEDITED	083109	SL	7.00	16	119.			119.	33.		17.
11	CLASSROOM FURNITURE	102109	SL	7.00	16	453.			453.	113.		65.
12	CLASSROOM FURNITURE	102209	SL	7.00	16	1,008.			1,008.	252.		144.
13	CLASSROOM FURNITURE	110309	SL	7.00	16	669.			669.	159.		96.
14	CHAIRS	120709	SL	7.00	16	114.			114.	26.		16.
15	2200 SERIES OPEN DESK - 48 QTY	063010	SL	7.00	16	2,445.			2,445.	378.		349.
16	120 SERIES SCHOOL CHAIRS - 50 QTY	063010	SL	7.00	16	1,474.			1,474.	228.		211.
17	2 CLASSROOM KIDNEY TABLES	070109	SL	7.00	16	323.			323.	92.		46.
18	WHEEL FLANNEL EASEL ITEM #3068AV	063010	SL	7.00	16	1,022.			1,022.	158.		146.
19	SWITCHABLE STEREO/M	082410	SL	7.00	16	1,720.			1,720.	225.		246.

2011 DEPRECIATION AND AMORTIZATION REPORT

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
20	ITEM #208SH-WT 4'X8' PORCELAIN STE	10/12/10	SL	7.00	16	1,999.			1,999.	214.		286.
21	ITEM #668AF-DD DELUXE REVERSIBLE B SWITCHABLE	10/12/10	SL	7.00	16	1,986.			1,986.	213.		284.
22	STEREO/MONO HEADPHO SCHOOL OUTFITTERS-	06/23/11	SL	7.00	16	5,361.			5,361.	64.		766.
23	CLASSROOM FURNITURE	06/24/11	SL	7.00	16	1,650.			1,650.	20.		236.
24	CLASSROOM FURNITURE	07/28/11	SL	7.00	16	1,258.			1,258.			180.
25	ORD1352458 - STOOLS	08/10/11	SL	7.00	16	1,059.			1,059.			139.
26	6 MARKERBOARDS ADJUSTABLE-HEIGHT	08/10/11	SL	7.00	16	3,138.			3,138.			411.
27	SCIENCE TABLE - QTY	08/12/11	SL	7.00	16	3,422.			3,422.			448.
28	CLASSROOM FURNITURE	08/25/11	SL	7.00	16	1,054.			1,054.			138.
29	CLASSROOM FURNITURE	02/21/12	SL	7.00	16	2,436.			2,436.			145.
30	- AIR CONDITIONERS KLEARVIEW APPLIANCE	06/07/11	SL	7.00	16	7,020.			7,020.	84.		1,003.
31	- AIR CONDITIONERS KLEARVIEW APPLIANCE	06/14/11	SL	7.00	16	2,440.			2,440.	29.		349.
32	- AIR CONDITIONERS KLEARVIEW APPLIANCE	06/28/11	SL	7.00	16	2,265.			2,265.	27.		324.
33	IKEA FURNITURE	08/24/11	SL	7.00	16	919.			919.			120.
34	IKEA FURNITURE	08/24/11	SL	7.00	16	120.			120.			16.
35	IKEA FURNITURE	08/24/11	SL	7.00	16	184.			184.			24.
36	AIR CONDITIONERS NETWORK EQUIPMENT -	07/21/08	SL	7.00	16	5,000.			5,000.	2,143.		714.
37	WALTON	06/25/08	SL	5.00	16	25,780.			25,780.	15,898.		5,156.

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
38	AUDIO VISUAL EQUIPMENT, SPEAKERS	081408	SL	5.00	16	1,859.			1,859.	1,084.		372.
39	MISC NETWORKING EQUIP AND INSTALL S	082308	SL	5.00	16	2,489.			2,489.	1,452.		498.
40	NETWORKING EQUIPMENT	082308	SL	5.00	16	5,597.			5,597.	3,265.		1,119.
41	NETWORKING EQUIPMENT	082308	SL	5.00	16	2,642.			2,642.	1,541.		528.
42	NETWORKING EQUIPMENT (WALTON)	082308	SL	5.00	16	3,000.			3,000.	1,750.		600.
43	NETWORKING EQUIPMENT	101008	SL	5.00	16	2,750.			2,750.	1,513.		550.
44	D-SERIES SWITCH INSTALLATION AND WO	062909	SL	5.00	16	10,015.			10,015.	4,173.		2,003.
45	PART # 0808=D2G124-12 12 P	083010	SL	5.00	16	6,939.			6,939.	1,272.		1,388.
46	BUFFALO TERASTATION III NAS 8TB 4X2TB	050311	SL	5.00	16	3,200.			3,200.	107.		640.
47	PE R610 WITH CHASSIS FOR IP TO S	110311	SL	5.00	16	5,386.			5,386.			718.
48	KODAK I1310 PLUS SCANNER	121611	SL	5.00	16	1,334.			1,334.			156.
49	VPN GATEWAY HARDWARE AND CONFIG	041312	SL	5.00	16	3,911.			3,911.			196.
50	SMARTBOARDS SMARTBOARDS (NON	093008	SL	5.00	16	20,436.			20,436.	11,580.		4,087.
51	WALTON GRANT) SMART BOARDS WALTON	073109	SL	5.00	16	1,779.			1,779.	711.		356.
52	GRANT PROJECT# 18774	073109	SL	5.00	16	8,023.			8,023.	3,209.		1,605.
53	(SMARTBOARDS) PURELAND SUPPLY -	070210	SL	5.00	16	9,912.			9,912.	1,982.		1,982.
54	REPLACEMENT LAMPS PRESENTATION	082310	SL	5.00	16	1,625.			1,625.	298.		325.
55	PRODUCTS - SMARTBOA	110510	SL	5.00	16	1,515.			1,515.	202.		303.

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
56	PRESENTATION PRODUCTS - SMARTBOARDS	022311	SL	5.00	16	1,498.			1,498.	125.		300.
57	PRESENTATION PRODUCTS - SMARTBOARDS	052511	SL	5.00	16	1,323.			1,323.	44.		265.
58	SMARTBOARDS	082611	SL	5.00	16	8,252.			8,252.			1,513.
59	SMARTBOARDS	082911	SL	5.00	16	1,870.			1,870.			343.
60	PARALLELS DESKTOP FOR MAC	070908	SL	3.00	16	1,170.			1,170.	1,170.		0.
61	WINDOWS VISTA; AGGREGATE	080408	SL	3.00	16	3,000.			3,000.	2,917.		83.
62	MICROSOFT OFFICE 2010 FOR STAFF	021111	SL	3.00	16	1,396.			1,396.	194.		465.
63	003MB403LL/10 TEACHER MAC BOOKS,	062508	SL	3.00	16	17,037.			17,037.	17,510.		0.
64	MACBOOK PRO; ITEM #MC372LL/A; QUANTIT	102210	SL	3.00	16	4,176.			4,176.	1,044.		1,392.
65	APPLE MACBOOK PRO	051011	SL	3.00	16	2,255.			2,255.	125.		752.
66	MACBOOK 13-IN., 2.4GHZ INTEL CORE	207141	SL	3.00	16	41,306.			41,306.			13,296.
67	STAFF COMPUTERS	032612	SL	3.00	16	4,180.			4,180.			464.
68	STUDENT MOBILE LEARNING LAB	062508	SL	3.00	16	25,197.			25,197.	25,197.		0.
69	16 DELL STUDENT COMPUTERS	081209	SL	3.00	16	13,901.			13,901.	8,881.		4,634.
70	GOVT GHOST SOLUTION FOR 32 STUDENT COM	081309	SL	3.00	16	174.			174.	111.		58.
71	16 DELL STUDENT COMPUTERS	081309	SL	3.00	16	13,901.			13,901.	8,881.		4,634.
72	10 STUDENT COMPUTERS (\$927 EAC	120210	SL	3.00	16	9,270.			9,270.	1,803.		3,090.
73	33 DELL COMPUTERS	010511	SL	3.00	16	2,781.			2,781.	464.		927.

2011 DEPRECIATION AND AMORTIZATION REPORT

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Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
74	12 DELL COMPUTERS	062411	SL	3.00	16	11,280.			11,280.	313.		3,760.
75	STUDENT COMPUTERS 11 IPADS & APPLE	011812	SL	3.00	16	2,372.			2,372.			390.
76	CONTRACTS FOR STUDE 20 IPADS & APPLE	060112	SL	3.00	16	7,678.			7,678.			213.
77	CONTRACTS FOR STUDE SUCCESS MAKER	060412	SL	3.00	16	9,160.			9,160.			254.
78	SOFTWARE (DYCD) WATERFORD FULL	062309	SL	3.00	16	14,950.			14,950.	10,382.		4,568.
79	CURRICULUM & LICENS * TOTAL 990 PAGE 10 DEPR	071408	SL	3.00	16	44,563.			44,563.	44,563.		0.
						437,006.		0.	437,006.	188,501.	0.	74,541.

Depreciation and Amortization 990
 (Including Information on Listed Property)

2011

Attachment
 Sequence No. 179

▶ See separate instructions. ▶ Attach to your tax return.

Name(s) shown on return PAVE ACADEMY CHARTER SCHOOL	Business or activity to which this form relates FORM 990 PAGE 10	Identifying number 26-2272858
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Part I Election To Expense Certain Property Under Section 179 Note: If you have any listed property, complete Part V before you complete Part I.

1 Maximum amount (see instructions)	1	500,000.
2 Total cost of section 179 property placed in service (see instructions)	2	
3 Threshold cost of section 179 property before reduction in limitation	3	2,000,000.
4 Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5 Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions	5	
6		
(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7 Listed property. Enter the amount from line 29	7	
8 Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7	8	
9 Tentative deduction. Enter the smaller of line 5 or line 8	9	
10 Carryover of disallowed deduction from line 13 of your 2010 Form 4562	10	
11 Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12 Section 179 expense deduction. Add lines 9 and 10, but do not enter more than line 11	12	
13 Carryover of disallowed deduction to 2012. Add lines 9 and 10, less line 12	13	

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.)

14 Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year	14	
15 Property subject to section 168(f)(1) election	15	
16 Other depreciation (including ACRS)	16	74,541.

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

Section A

17 MACRS deductions for assets placed in service in tax years beginning before 2011	17	
18 If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here	<input type="checkbox"/>	

Section B - Assets Placed in Service During 2011 Tax Year Using the General Depreciation System

(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only - see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19a 3-year property						
b 5-year property						
c 7-year property						
d 10-year property						
e 15-year property						
f 20-year property						
g 25-year property			25 yrs.		S/L	
h Residential rental property	/		27.5 yrs.	MM	S/L	
	/		27.5 yrs.	MM	S/L	
i Nonresidential real property	/		39 yrs.	MM	S/L	
	/			MM	S/L	

Section C - Assets Placed in Service During 2011 Tax Year Using the Alternative Depreciation System

20a Class life					S/L	
b 12-year			12 yrs.		S/L	
c 40-year	/		40 yrs.	MM	S/L	

Part IV Summary (See instructions.)

21 Listed property. Enter amount from line 28	21	
22 Total. Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations - see instr.	22	74,541.
23 For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs	23	

Part V Listed Property (Include automobiles, certain other vehicles, certain computers, and property used for entertainment, recreation, or amusement.)

Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete only 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles.)

24a Do you have evidence to support the business/investment use claimed? <input type="checkbox"/> Yes <input type="checkbox"/> No		24b If "Yes," is the evidence written? <input type="checkbox"/> Yes <input type="checkbox"/> No						
(a) Type of property (list vehicles first)	(b) Date placed in service	(c) Business/investment use percentage	(d) Cost or other basis	(e) Basis for depreciation (business/investment use only)	(f) Recovery period	(g) Method/Convention	(h) Depreciation deduction	(i) Elected section 179 cost
25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use.....								25
26 Property used more than 50% in a qualified business use:								
	:	:	%					
	:	:	%					
	:	:	%					
27 Property used 50% or less in a qualified business use:								
	:	:	%			S/L -		
	:	:	%			S/L -		
	:	:	%			S/L -		
28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1								28
29 Add amounts in column (i), line 26. Enter here and on line 7, page 1								29

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

30 Total business/investment miles driven during the year (do not include commuting miles)	(a) Vehicle		(b) Vehicle		(c) Vehicle		(d) Vehicle		(e) Vehicle		(f) Vehicle	
31 Total commuting miles driven during the year												
32 Total other personal (noncommuting) miles driven												
33 Total miles driven during the year. Add lines 30 through 32												
34 Was the vehicle available for personal use during off-duty hours?	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
35 Was the vehicle used primarily by a more than 5% owner or related person?												
36 Is another vehicle available for personal use?												

Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who are not more than 5% owners or related persons.

37 Do you maintain a written policy statement that prohibits all personal use of vehicles, including commuting, by your employees?	Yes	No
38 Do you maintain a written policy statement that prohibits personal use of vehicles, except commuting, by your employees? See the instructions for vehicles used by corporate officers, directors, or 1% or more owners		
39 Do you treat all use of vehicles by employees as personal use?		
40 Do you provide more than five vehicles to your employees, obtain information from your employees about the use of the vehicles, and retain the information received?		
41 Do you meet the requirements concerning qualified automobile demonstration use?		

Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," do not complete Section B for the covered vehicles.

Part VI Amortization

(a) Description of costs	(b) Date amortization begins	(c) Amortizable amount	(d) Code section	(e) Amortization period or percentage	(f) Amortization for this year
42 Amortization of costs that begins during your 2011 tax year:					
	:				
	:				
43 Amortization of costs that began before your 2011 tax year					43
44 Total. Add amounts in column (f). See the instructions for where to report					44

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

A For the 2010 calendar year, or tax year beginning **JUL 1, 2010** and ending **JUN 30, 2011**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization PAVE ACADEMY CHARTER SCHOOL Doing Business As Number and street (or P.O. box if mail is not delivered to street address) Room/suite 71 SULLIVAN STREET City or town, state or country, and ZIP + 4 BROOKLYN, NY 11231 F Name and address of principal officer: J SPENCER ROBERTSON 71 SULLIVAN STREET, BROOKLYN, NY 11231	D Employer identification number 26-2272858 E Telephone number 718-858-7813 G Gross receipts \$ 3,020,980. H(a) Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ WWW.PAVEACADEMY.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2008 M State of legal domicile: NY

Part I Summary

	1 Briefly describe the organization's mission or most significant activities: PREPARES STUDENTS TO THRIVE IN COMPETITIVE HIGH SCHOOLS AND FOUR YEAR COLLEGES.		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
Activities & Governance	3 Number of voting members of the governing body (Part VI, line 1a)	3	13
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	13
	5 Total number of individuals employed in calendar year 2010 (Part V, line 2a)	5	39
	6 Total number of volunteers (estimate if necessary)	6	30
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	b Net unrelated business taxable income from Form 990-T, line 34	7b	0.
	Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year 456,278.
9 Program service revenue (Part VIII, line 2g)		1,760,951.	2,411,424.
10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)		1,457.	1,331.
11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		0.	-1,165.
12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)		2,218,686.	2,998,955.
Expenses		13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	1,585,047.	2,270,125.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b Total fundraising expenses (Part IX, column (D), line 25) ▶	0.	
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24f)	460,251.	657,365.
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,045,298.	2,927,490.
	19 Revenue less expenses. Subtract line 18 from line 12	173,388.	71,465.
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year 771,803.	End of Year 914,740.
	21 Total liabilities (Part X, line 26)	163,176.	234,648.
	22 Net assets or fund balances. Subtract line 21 from line 20	608,627.	680,092.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer J SPENCER ROBERTSON, EXECUTIVE DIRECTOR Type or print name and title	Date		
Paid Preparer Use Only	Print/Type preparer's name GUS SALIBA	Preparer's signature GUS SALIBA	Date 05/02/12	<input type="checkbox"/> Check if self-employed PTIN
	Firm's name ▶ FRUCHTER ROSEN & COMPANY, P.C.	Firm's EIN ▶		
	Firm's address ▶ 156 WEST 56TH STREET, STE 1804 NEW YORK, NY 10019	Phone no. (212) 957-3600		

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response to any question in this Part III [X]

1 Briefly describe the organization's mission:
PAVE ACADEMY PREPARES STUDENTS IN VARIOUS GRADES TO THRIVE IN
COMPETITIVE HIGH SCHOOLS, AND FOUR YEAR COLLEGES. THE SCHOOL PROVIDES
THE CHILDREN OF BROOKLYN WITH A RIGOROUS ACADEMIC PROGRAM, AND A
SCHOOL COMMUNITY BUILT ON THE SCHOOL'S CORE VALUES OF PERSEVERANCE,

2 Did the organization undertake any significant program services during the year which were not listed on
the prior Form 990 or 990-EZ? [] Yes [X] No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No
If "Yes," describe these changes on Schedule O.

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses.
Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and
allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 2,414,372. including grants of \$) (Revenue \$ 2,411,424.)
EXPENSES DIRECTLY ASSOCIATED WITH THE OPERATIONS OF THE CHARTER SCHOOL
AND THE RELATED CURRICULUM COSTS. FOR THE 2010-2011 SCHOOL YEAR, WE
SERVED APPROXIMATELY 178 STUDENTS IN GRADES KINDERGARTEN THROUGH THIRD.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services. (Describe in Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 2,414,372.

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors?	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10	Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI, XII, and XIII</i>	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional</i>		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, and program service activities outside the United States? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	X	
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a	Did the organization operate one or more hospitals? <i>If "Yes," complete Schedule H</i>		X
b	If "Yes" to line 20a, did the organization attach its audited financial statements to this return? Note. Some Form 990 filers that operate one or more hospitals must attach audited financial statements (see instructions)		

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1</i>		X
35 Is any related organization a controlled entity within the meaning of section 512(b)(13)?		X
a Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19? Note. All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V

Input box for Schedule O response

Main table with columns for question number, description, sub-questions (1a-14b), Yes, and No. Includes questions about Form 1096, Form W-2G, Form W-3, Form 990-T, Form 8886-T, Form 8282, Form 8899, Form 1098-C, Form 4966, Form 720, and Form 709.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response to any question in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year		
	1a		13
b	Enter the number of voting members included in line 1a, above, who are independent		
	1b		13
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Does the organization have members or stockholders?		X
7a	Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?		X
b	Are any decisions of the governing body subject to approval by members, stockholders, or other persons?		X
7b			
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
8a			
b	Each committee with authority to act on behalf of the governing body?	X	
8b			
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Does the organization have local chapters, branches, or affiliates?		X
b	If "Yes," does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?		
10b			
11a	Has the organization provided a copy of this Form 990 to all members of its governing body before filing the form?	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Does the organization have a written conflict of interest policy? If "No," go to line 13	X	
b	Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12b			
c	Does the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this is done	X	
12c			
13	Does the organization have a written whistleblower policy?	X	
14	Does the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official	X	
15a			
b	Other officers or key employees of the organization	X	
15b			
	If "Yes" to line 15a or 15b, describe the process in Schedule O. (See instructions.)		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
b	If "Yes," has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?		
16b			

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **NONE**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.
 Own website Another's website Upon request
- 19** Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.
- 20** State the name, physical address, and telephone number of the person who possesses the books and records of the organization: **J SPENCER ROBERTSON - 718-858-7813**
71 SULLIVAN STREET, BROOKLYN, NY 11231

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response to any question in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
SCOTT WHITWORTH CHAIR	2.00	X		X				0.	0.	0.
DOUG ROSS CO-CHAIR	2.00	X		X				0.	0.	0.
LAUREL FITZPATRICK VICE CHAIR	1.00	X		X				0.	0.	0.
STEVE OLSON TREASURER	1.00	X		X				0.	0.	0.
JAMIE RENWICK SECRETARY	1.00	X		X				0.	0.	0.
WALLY BAZEMORE TRUSTEE	1.00	X						0.	0.	0.
EMILY GELB TRUSTEE	1.00	X						0.	0.	0.
RICK GERSON TRUSTEE	1.00	X						0.	0.	0.
DYLAN GLENN TRUSTEE	1.00	X						0.	0.	0.
RIM HINCKLEY TRUSTEE	1.00	X						0.	0.	0.
ELIZABETH TAYLOR TRUSTEE	1.00	X						0.	0.	0.
NITA BAUM TRUSTEE	1.00	X						0.	0.	0.
MAUREEN MILASI TRUSTEE	1.00	X						0.	0.	0.
J SPENCER ROBERTSON EXECUTIVE DIRECTOR	40.00			X				89,361.	0.	11,265.
HENRY COOPER WESTENDARP DIRECTOR OF FINANCE AND OPERATIONS	40.00			X				106,218.	0.	2,152.
ASHLEY FERGUSON PRINCIPAL	40.00			X				108,124.	0.	12,430.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional Trustee	Officer	Key employee	Highest compensated employee	Former			
1b Sub-total								303,703.	0.	25,847.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								303,703.	0.	25,847.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 in reportable compensation from the organization 2

	Yes	No
3 Did the organization list any former officer, director or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. **NONE**

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization 0

Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514	
Contributions, gifts, grants and other similar amounts	1 a	Federated campaigns					
	b	Membership dues					
	c	Fundraising events	51,000.				
	d	Related organizations					
	e	Government grants (contributions)	198,773.				
	f	All other contributions, gifts, grants, and similar amounts not included above	337,592.				
	g	Noncash contributions included in lines 1a-1f: \$					
	h	Total. Add lines 1a-1f	587,365.				
	Program Service Revenue	2 a	GOV'T PER-PUPIL REV.	2,411,424.	2,411,424.		
		Business Code	900099				
b							
c							
d							
e							
g		Total. Add lines 2a-2f	2,411,424.				
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)	1,331.			1,331.	
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6 a	Gross Rents	(i) Real				
		Less: rental expenses	(ii) Personal				
		Rental income or (loss)					
		Net rental income or (loss)					
	7 a	Gross amount from sales of assets other than inventory	(i) Securities				
		Less: cost or other basis and sales expenses	(ii) Other				
		Gain or (loss)					
		Net gain or (loss)					
	8 a	Gross income from fundraising events (not including \$ 51,000. of contributions reported on line 1c). See Part IV, line 18	a	20,860.			
		Less: direct expenses	b	22,025.			
		Net income or (loss) from fundraising events		-1,165.			-1,165.
	9 a	Gross income from gaming activities. See Part IV, line 19	a				
Less: direct expenses		b					
Net income or (loss) from gaming activities							
10 a	Gross sales of inventory, less returns and allowances	a					
	Less: cost of goods sold	b					
	Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code					
11 a							
	b						
	c						
	d	All other revenue					
	e	Total. Add lines 11a-11d					
12	Total revenue. See instructions.		2,998,955.	2,411,424.	0.	166.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns.
 All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21				
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	355,899.	301,446.	54,453.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,539,859.	1,304,263.	235,596.	
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions)	26,525.	22,467.	4,058.	
9 Other employee benefits	198,417.	168,059.	30,358.	
10 Payroll taxes	149,425.	126,563.	22,862.	
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting	18,660.		18,660.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	151,258.	66,281.	84,977.	
12 Advertising and promotion	62,340.	53,979.	8,361.	
13 Office expenses	34,339.	29,085.	5,254.	
14 Information technology	33,608.	29,106.	4,502.	
15 Royalties				
16 Occupancy				
17 Travel	20,113.	14,695.	5,418.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	75,095.	63,606.	11,489.	
23 Insurance	12,505.	10,591.	1,914.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24f. If line 24f amount exceeds 10% of line 25, column (A) amount, list line 24f expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	155,712.	155,712.		
b CLASSROOM SUPPLIES	57,522.	51,843.	5,679.	
c STAFF LUNCHEES AND TEAM	25,447.	7,330.	18,117.	
d REPAIRS AND MAINTENANCE	9,252.	7,837.	1,415.	
e STUDENT MEALS	1,509.	1,509.		
f All other expenses	5.		5.	
25 Total functional expenses. Add lines 1 through 24f	2,927,490.	2,414,372.	513,118.	0.
26 Joint costs. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720). Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation				

Part X Balance Sheet

		(A) Beginning of year		(B) End of year	
Assets	1 Cash - non-interest-bearing	237,659.	1	363,535.	
	2 Savings and temporary cash investments	302,812.	2	303,946.	
	3 Pledges and grants receivable, net	31,910.	3	20,273.	
	4 Accounts receivable, net		4		
	5 Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5		
	6 Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)		6		
	7 Notes and loans receivable, net		7		
	8 Inventories for sale or use		8		
	9 Prepaid expenses and deferred charges	6,294.	9	2,145.	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 337,966.			
	b Less: accumulated depreciation	10b 188,501.	142,949.	10c	149,465.
	11 Investments - publicly traded securities		11		
	12 Investments - other securities. See Part IV, line 11		12		
	13 Investments - program-related. See Part IV, line 11		13		
	14 Intangible assets		14		
	15 Other assets. See Part IV, line 11	50,179.	15	75,376.	
16 Total assets. Add lines 1 through 15 (must equal line 34)	771,803.	16	914,740.		
Liabilities	17 Accounts payable and accrued expenses	156,955.	17	228,298.	
	18 Grants payable		18		
	19 Deferred revenue	6,221.	19	6,350.	
	20 Tax-exempt bond liabilities		20		
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21		
	22 Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22		
	23 Secured mortgages and notes payable to unrelated third parties		23		
	24 Unsecured notes and loans payable to unrelated third parties		24		
	25 Other liabilities. Complete Part X of Schedule D		25		
	26 Total liabilities. Add lines 17 through 25	163,176.	26	234,648.	
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27 Unrestricted net assets	608,627.	27	680,092.	
	28 Temporarily restricted net assets		28		
	29 Permanently restricted net assets		29		
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.				
	30 Capital stock or trust principal, or current funds		30		
	31 Paid-in or capital surplus, or land, building, or equipment fund		31		
	32 Retained earnings, endowment, accumulated income, or other funds		32		
	33 Total net assets or fund balances	608,627.	33	680,092.	
34 Total liabilities and net assets/fund balances	771,803.	34	914,740.		

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	2,998,955.
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,927,490.
3	Revenue less expenses. Subtract line 2 from line 1	3	71,465.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	608,627.
5	Other changes in net assets or fund balances (explain in Schedule O)	5	0.
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	6	680,092.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
2b	Were the organization's financial statements audited by an independent accountant?	X	
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

Form 990 (2010)

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open to Public Inspection

Name of the organization **PAVE ACADEMY CHARTER SCHOOL** Employer identification number **26-2272858**

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I
 - b Type II
 - c Type III - Functionally integrated
 - d Type III - Other
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

	Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?		
(ii) A family member of a person described in (i) above?		
(iii) A 35% controlled entity of a person described in (i) or (ii) above?		
- h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
Total									

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2010 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2009 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2010. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2009. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2010. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2009. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2010 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2009 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2010 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2009 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2010. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2009. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990,
Part IV, line 6, 7, 8, 9, 10, 11, or 12.

▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open to Public
Inspection

Name of the organization

PAVE ACADEMY CHARTER SCHOOL

Employer identification number

26-2272858

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (during year)		
3 Aggregate grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education) Preservation of an historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

(ii) Assets included in Form 990, Part X

▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

b Assets included in Form 990, Part X

▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items

(check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange programs
- e Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIV and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21? Yes No

b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the year end balance held as:

- a Board designated or quasi-endowment _____ %
- b Permanent endowment _____ %
- c Term endowment _____ %

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations	3a(i)	
(ii) related organizations	3a(ii)	
b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of investment	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		215,920.	118,817.	97,103.
e Other		122,046.	69,684.	52,362.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).)				149,465.

Part VII Investments - Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. (Col (b) must equal Form 990, Part X, col (B) line 12.) ▶		

Part VIII Investments - Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Col (b) must equal Form 990, Part X, col (B) line 13.) ▶		

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) RESTRICTED CASH	75,376.
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 15.) ▶	75,376.

Part X Other Liabilities. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Amount
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 25.) ▶	

FIN 48 (ASC 740) Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740).

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	2,998,955.
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	2,927,490.
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	71,465.
4	Net unrealized gains (losses) on investments	4	
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV.)	8	
9	Total adjustments (net). Add lines 4 through 8	9	0.
10	Excess or (deficit) for the year per audited financial statements. Combine lines 3 and 9	10	71,465.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements	1	3,135,246.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains on investments	2a	
b	Donated services and use of facilities	2b	114,266.
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	114,266.
3	Subtract line 2e from line 1	3	3,020,980.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	-22,025.
c	Add lines 4a and 4b	4c	-22,025.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5	2,998,955.

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements	1	3,019,731.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	114,266.
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	114,266.
3	Subtract line 2e from line 1	3	2,905,465.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	22,025.
c	Add lines 4a and 4b	4c	22,025.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	2,927,490.

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2: THE SCHOOL'S ACCOUNTING POLICY PROVIDES THAT A TAX

EXPENSE OR BENEFIT FROM AN UNCERTAIN TAX POSITION MAY BE RECOGNIZED WHEN

IT IS MORE LIKELY THAN NOT THAT THE POSITION WILL BE SUSTAINED UPON

EXAMINATION, INCLUDING RESOLUTIONS OF ANY RELATED APPEALS OR LITIGATION

PROCESSES, BASED ON THE TECHNICAL MERITS. THE SCHOOL HAS NO UNCERTAIN TAX

POSITION RESULTING IN AN ACCRUAL OF TAX EXPENSE OR BENEFIT.

PART XII, LINE 4B - OTHER ADJUSTMENTS:

Part XIV Supplemental Information (continued)

EXPENSES ON SPECIAL EVENT

PART XIII, LINE 4B - OTHER ADJUSTMENTS:

EXPENSES ON SPECIAL EVENT

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No. 1545-0047

2010

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ **Complete if the organization answered "Yes" to Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**

▶ **Attach to Form 990 or Form 990-EZ.**

Name of the organization **PAVE ACADEMY CHARTER SCHOOL** Employer identification number **26-2272858**

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	X	
PAVE ACADEMY CHARTER SCHOOL, INCLUDES A NON-DISCRIMINATORY POLICY IN ITS PUBLICATION MATERIALS.		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" to either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

Part II

Supplemental Information. Complete this part to provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also complete this part to provide any other additional information.

SCHEDULE E, LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL RECEIVES PER PUPIL FUNDING FROM THE NYC BOARD OF EDUCATION UNDER THEIR CHARTER AGREEMENT. THE SCHOOL ALSO RECEIVES VARIOUS FEDERAL, STATE, AND CITY FUNDS INCLUDING FEDERAL ENTITLEMENTS TO ASSIST WITH COVERING THE COST OF CERTAIN PROGRAMS.

SCHEDULE G
(Form 990 or 990-EZ)

**Supplemental Information Regarding
Fundraising or Gaming Activities**

OMB No. 1545-0047

2010

Department of the Treasury
Internal Revenue Service

**Complete if the organization answered "Yes" to Form 990, Part IV, lines 17, 18, or 19,
or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.
▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.**

**Open To Public
Inspection**

Name of the organization
PAVE ACADEMY CHARTER SCHOOL

Employer identification number
26-2272858

Part I Fundraising Activities. Complete if the organization answered "Yes" to Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.

- a** Mail solicitations **e** Solicitation of non-government grants
b Internet and email solicitations **f** Solicitation of government grants
c Phone solicitations **g** Special fundraising events
d In-person solicitations

2 a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services? **Yes** **No**

b If "Yes," list the ten highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least \$5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	(ii) Activity	(iii) Did fundraiser have custody or control of contributions?		(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in col. (i)	(vi) Amount paid to (or retained by) organization
		Yes	No			
Total						

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

Part II Fundraising Events. Complete if the organization answered "Yes" to Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))	
		GOLF TOURNAMENT		NONE		
		(event type)	(event type)	(total number)		
Revenue	1	Gross receipts	71,860.			71,860.
	2	Less: Charitable contributions	51,000.			51,000.
	3	Gross income (line 1 minus line 2)	20,860.			20,860.
Direct Expenses	4	Cash prizes				
	5	Noncash prizes				
	6	Rent/facility costs	22,025.			22,025.
	7	Food and beverages				
	8	Entertainment				
	9	Other direct expenses				
	10	Direct expense summary. Add lines 4 through 9 in column (d)				(22,025)
	11	Net income summary. Combine line 3, column (d), and line 10				-1,165.

Part III Gaming. Complete if the organization answered "Yes" to Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
		1	Gross revenue		
Direct Expenses	2	Cash prizes			
	3	Noncash prizes			
	4	Rent/facility costs			
	5	Other direct expenses			
	6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No
7	Direct expense summary. Add lines 2 through 5 in column (d)				(_____)
8	Net gaming income summary. Combine line 1, column d, and line 7				

9 Enter the state(s) in which the organization operates gaming activities: _____
 a Is the organization licensed to operate gaming activities in each of these states? Yes No
 b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year? Yes No
 b If "Yes," explain: _____

- 11 Does the organization operate gaming activities with nonmembers? Yes No
- 12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming? Yes No
- 13 Indicate the percentage of gaming activity operated in:

a The organization's facility	13a	%
b An outside facility	13b	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

- 15a Does the organization have a contract with a third party from whom the organization receives gaming revenue? Yes No
- b If "Yes," enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____.
- c If "Yes," enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

Director/officer Employee Independent contractor

- 17 Mandatory distributions:
 - a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No
 - b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV **Supplemental Information.** Complete this part to provide the explanations required by Part I, line 2b, columns (iii) and (v), and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also complete this part to provide any additional information (see instructions).

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

OMB No. 1545-0047

2010

Open to Public
Inspection

Name of the organization

PAVE ACADEMY CHARTER SCHOOL

Employer identification number

26-2272858

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

ACHIEVEMENT, VIBRANCE, AND EXCELLENT CHARACTER (PAVE).

FORM 990, PART VI, SECTION B, LINE 11: FORM 990 IS REVIEWED BY MANAGEMENT,
AND THE FINANCE COMMITTEE OF THE BOARD OF TRUSTEES FOR APPROVAL. IF CHANGES
ARE REQUIRED, THE ORGANIZATION WILL THEN FORWARD TO THE AUDITING FIRM, AND
A FINAL VERSION WILL BE DISTRIBUTED TO ALL BOARD MEMBERS PRIOR TO THE IRS
SUBMISSION.

FORM 990, PART VI, SECTION B, LINE 12C: THE ORGANIZATION SHARES ITS
CONFLICT OF INTEREST POLICY WITH BOARD MEMBERS, AND OFFICERS, ON AN ANNUAL
BASIS. OFFICERS, DIRECTORS, AND KEY EMPLOYEES ARE EXPECTED TO DECLARE IF AT
ANY POINT A CONFLICT OF INTEREST ARISES.

FORM 990, PART VI, SECTION B, LINE 15: COMPARABLE DATA IS USED BY THE
BOARD WHEN DETERMINING THE COMPENSATION OF OFFICERS, AND KEY EMPLOYEES.

FORM 990, PART VI, SECTION C, LINE 19: THE GOVERNING DOCUMENTS, CONFLICT
OF INTEREST POLICY, AND THE FINANCIAL STATEMENTS, ARE ALL AVAILABLE UPON
REQUEST.

FORM 990, PART XII, FINANCIAL STATEMENT AND REPORTING, LINE 2C
THE SCHOOL HAS A FINANCE COMMITTEE THAT IS RESPONSIBLE FOR OVERSIGHT OF
THE AUDIT AND SELECTION OF THE INDEPENDENT AUDITOR.

2010 DEPRECIATION AND AMORTIZATION REPORT

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
	FURNITURE & FIXTURES											
1	CLASSROOM FURNITURE	VARIABLES	SSL	7.00	16	24,065.			24,065.	6,460.		3,438.
12	CLASSROOM FURNITURE	VARIABLES	SSL	7.00	16	9,027.			9,027.	534.		1,290.
18	SWITCHABLE STEREO MONO HEADPHONES	082410	SL	7.00	16	1,720.			1,720.			225.
19	PORCELAIN STEEL SKIN WITH ADHESIVE	101210	SL	7.00	16	1,999.			1,999.			214.
20	DELUXE REVERSIBLE BOARDS	101210	SL	7.00	16	1,986.			1,986.			213.
21	ADD DESCRIPTION SWITCHABLE STEREO	062411	SL	7.00	16	1,650.			1,650.			20.
22	MONO HEADPHONES	062311	SL	7.00	16	5,361.			5,361.			64.
23	KLEARVIEW APPLIANCE- AIR COND	060711	SL	7.00	16	7,020.			7,020.			84.
24	KLEARVIEW APPLIANCE- AIR COND	061411	SL	7.00	16	2,440.			2,440.			29.
25	KLEARVIEW APPLIANCE- AIR COND	062811	SL	7.00	16	2,265.			2,265.			27.
	* 990 PAGE 10 TOTAL FURNITURE & FIXTUR					57,533.		0.	57,533.	6,994.	0.	5,604.
	MACHINERY & EQUIPMENT											
2	SOFTWARE	VARIABLES	SSL	3.00	16	4,170.			4,170.	2,697.		1,390.
3	STUDENT COMPUTERS	VARIABLES	SSL	3.00	16	25,197.			25,197.	17,498.		7,699.
4	STAFF COMPUTERS	VARIABLES	SSL	3.00	16	18,122.			18,122.	11,831.		6,041.
6	NETWORK EQUIPMENT	VARIABLES	SSL	5.00	16	54,131.			54,131.	19,849.		10,826.
7	SMARTBOARDS	093008	SL	5.00	16	20,436.			20,436.	7,493.		4,087.

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
11	STAFF COMPUTERS WRITTEN OFF	070108	SL	3.00	16	-1,085.			-1,085.			0.
13	SMARTBOARDS	073109	SL	5.00	16	9,802.			9,802.	1,961.		1,960.
14	STUDENT COMPUTERS	081309	SL	3.00	16	27,977.			27,977.	8,549.		9,326.
15	10 STUDENT COMPUTERS	120210	SL	3.00	16	9,270.			9,270.			1,803.
16	3 DELL COMPUTERS	010511	SL	3.00	16	2,781.			2,781.			464.
17	12 DELL COMPUTERS	062411	SL	3.00	16	11,280.			11,280.			313.
26	NETWORK EQUIPMENT	083010	SL	5.00	16	6,939.			6,939.			1,272.
27	NETWORK EQUIPMENT	050311	SL	5.00	16	3,200.			3,200.			107.
28	SMARTBOARDS	070210	SL	5.00	16	9,912.			9,912.			1,619.
29	REPLACEMENT LAMPS	082310	SL	5.00	16	1,625.			1,625.			298.
30	SMARTBOARDS	110510	SL	5.00	16	1,515.			1,515.			202.
31	SMARTBOARD MAINTENANCE & SUPPL	022311	SL	5.00	16	1,498.			1,498.			125.
32	SMARTBOARD MAINTENANCE & SUPPL	052511	SL	5.00	16	1,323.			1,323.			44.
33	SOFTWARE	021111	SL	3.00	16	1,396.			1,396.			194.
34	MACBOOK PRO	102210	SL	3.00	16	4,176.			4,176.			1,044.
35	MACBOOK PRO	051011	SL	3.00	16	2,255.			2,255.			125.
	* 990 PAGE 10 TOTAL MACHINERY & EQUIPM					215,920.		0.	215,920.	69,878.	0.	48,939.
	OTHER											

2010 DEPRECIATION AND AMORTIZATION REPORT

FORM 990 PAGE 10

990

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
8	FIXTURES WATERFORD	07/01/08	SL	7.00	16	5,000.			5,000.	1,428.		714.
9	CURRICULUM SOFTWARE SUCCESS MAKER	07/01/08	SL	3.00	16	44,563.			44,563.	29,708.		14,855.
10	SOFTWARE	06/01/09	SL	3.00	16	14,950.			14,950.	5,398.		4,983.
	* 990 PAGE 10 TOTAL OTHER					64,513.		0.	64,513.	36,534.	0.	20,552.
	* GRAND TOTAL 990 PAGE 10 DEPR					337,966.		0.	337,966.	113,406.	0.	75,095.

Depreciation and Amortization 990
 (Including Information on Listed Property)

▶ See separate instructions. ▶ Attach to your tax return.

PAVE ACADEMY CHARTER SCHOOL **FORM 990 PAGE 10** **26-2272858**

Part I Election To Expense Certain Property Under Section 179 Note: If you have any listed property, complete Part V before you complete Part I.

1	Maximum amount (see instructions)	1	500,000.
2	Total cost of section 179 property placed in service (see instructions)	2	
3	Threshold cost of section 179 property before reduction in limitation	3	2,000,000.
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property. Enter the amount from line 29	7	
8	Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8	9	
10	Carryover of disallowed deduction from line 13 of your 2009 Form 4562	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	Section 179 expense deduction. Add lines 9 and 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2011. Add lines 9 and 10, less line 12	13	

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.)

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year	14	
15	Property subject to section 168(f)(1) election	15	
16	Other depreciation (including ACRS)	16	75,095.

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

Section A

17	MACRS deductions for assets placed in service in tax years beginning before 2010	17	
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here	<input type="checkbox"/>	

Section B - Assets Placed in Service During 2010 Tax Year Using the General Depreciation System

(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only - see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19a 3-year property						
b 5-year property						
c 7-year property						
d 10-year property						
e 15-year property						
f 20-year property						
g 25-year property			25 yrs.		S/L	
h Residential rental property	/		27.5 yrs.	MM	S/L	
	/		27.5 yrs.	MM	S/L	
i Nonresidential real property	/		39 yrs.	MM	S/L	
	/			MM	S/L	

Section C - Assets Placed in Service During 2010 Tax Year Using the Alternative Depreciation System

20a Class life					S/L	
b 12-year			12 yrs.		S/L	
c 40-year	/		40 yrs.	MM	S/L	

Part IV Summary (See instructions.)

21	Listed property. Enter amount from line 28	21	
22	Total. Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations - see instr.	22	75,095.
23	For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs	23	

Part V Listed Property (Include automobiles, certain other vehicles, certain computers, and property used for entertainment, recreation, or amusement.)

Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete only 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles.)

24a Do you have evidence to support the business/investment use claimed? Yes No 24b If "Yes," is the evidence written? Yes No

Table with columns (a) Type of property, (b) Date placed in service, (c) Business/investment use percentage, (d) Cost or other basis, (e) Basis for depreciation, (f) Recovery period, (g) Method/Convention, (h) Depreciation deduction, (i) Elected section 179 cost

25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use 25

26 Property used more than 50% in a qualified business use: Table with columns for percentage and cost

27 Property used 50% or less in a qualified business use: Table with columns for percentage and S/L

28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1 28

29 Add amounts in column (i), line 26. Enter here and on line 7, page 1 29

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

Table for Section B with columns (a) through (f) Vehicle and rows 30-36 regarding business/investment miles and personal use availability.

Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who are not more than 5% owners or related persons.

Table for Section C with rows 37-41 regarding policy statements and requirements for vehicle use by employees.

Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," do not complete Section B for the covered vehicles.

Part VI Amortization

Table for Part VI with columns (a) Description of costs, (b) Date amortization begins, (c) Amortizable amount, (d) Code section, (e) Amortization period or percentage, (f) Amortization for this year

42 Amortization of costs that begins during your 2010 tax year: Table with columns for percentage and cost

43 Amortization of costs that began before your 2010 tax year 43

44 Total. Add amounts in column (f). See the instructions for where to report 44

Return of Organization Exempt From Income Tax

2009

Department of the Treasury
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

Open to Public Inspection

The organization may have to use a copy of this return to satisfy state reporting requirements.

A For the 2009 calendar year, or tax year beginning JUL 1, 2009 and ending JUN 30, 2010

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	Please use IRS label or print or type. See Specific Instructions.	C Name of organization		D Employer identification number
		PAVE ACADEMY CHARTER SCHOOL		26-2272858
		Doing Business As		
		Number and street (or P.O. box if mail is not delivered to street address) Room/suite		E Telephone number
71 SULLIVAN STREET			718-858-7813	
City or town, state or country, and ZIP + 4		G Gross receipts \$ 2,218,686.		
BROOKLYN, NY 11231		H(a) Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
F Name and address of principal officer: J SPENCER ROBERTSON		H(b) Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No		
71 SULLIVAN STREET, BROOKLYN, NY 11231		If "No," attach a list. (see instructions)		
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c) (3) (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		H(c) Group exemption number ▶		
J Website: WWW.PAVEACADEMY.ORG				
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2008 M State of legal domicile: NY		

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: <u>PREPARES STUDENTS TO THRIVE IN COMPETITIVE HIGH SCHOOLS AND FOUR YEAR COLLEGES.</u>
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.
	3 Number of voting members of the governing body (Part VI, line 1a) 3 11
	4 Number of independent voting members of the governing body (Part VI, line 1b) 4 11
	5 Total number of employees (Part V, line 2a) 5 29
	6 Total number of volunteers (estimate if necessary) 6 5
	7a Total gross unrelated business revenue from Part VIII, column (C), line 12 7a 0.
b Net unrelated business taxable income from Form 990-T, line 34 7b 0.	

Revenue		Prior Year	Current Year
		8 Contributions and grants (Part VIII, line 1h)	802,570.
9 Program service revenue (Part VIII, line 2g)	1,207,558.	1,760,951.	
10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	1,535.	1,457.	
11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	-693.		
12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	2,010,970.	2,218,686.	
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
	14 Benefits paid to or for members (Part IX, column (A), line 4)		
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	1,114,094.	1,585,047.
	16a Professional fundraising fees (Part IX, column (A), line 11e)		
	b Total fundraising expenses (Part IX, column (D), line 25) ▶		
17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24f)	461,637.	460,251.	
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	1,575,731.	2,045,298.	
19 Revenue less expenses. Subtract line 18 from line 12	435,239.	173,388.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year 598,184.	End of Year 771,803.
	21 Total liabilities (Part X, line 26)	162,945.	163,176.
	22 Net assets or fund balances. Subtract line 21 from line 20	435,239.	608,627.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here ▶ Signature of officer _____ Date _____
 ▶ **J SPENCER ROBERTSON, EXECUTIVE DIRECTOR**
 Type or print name and title

Paid Preparer's Use Only

Preparer's signature ▶ GUS SALIBA	Date 05/13/11	Check if self-employed <input type="checkbox"/>	Preparer's identifying number (see instructions)
Firm's name (or yours if self-employed), address, and ZIP + 4 ▶ FRUCHTER ROSEN & COMPANY, P.C. 156 WEST 56TH STREET, SUITE 1804 NEW YORK, NY 10019	EIN ▶ _____	Phone no. ▶ (212) 957-3600	

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

1 Briefly describe the organization's mission: SEE SCHEDULE O FOR CONTINUATION PAVE ACADEMY PREPARES STUDENTS IN VARIOUS GRADES TO THRIVE IN COMPETITIVE HIGH SCHOOLS AND FOUR YEAR COLLEGES. THE SCHOOL PROVIDES THE CHILDREN OF BROOKLYN WITH A RIGOROUS ACADEMIC PROGRAM AND A SCHOOL COMMUNITY BUILT ON THE SCHOOL'S CORE VALUES OF PERSEVERANCE,

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No [X] No

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 1,661,937. including grants of \$) (Revenue \$ 1,760,951.) EXPENSES DIRECTLY ASSOCIATED WITH THE OPERATIONS OF THE CHARTER SCHOOL AND THE RELATED CURRICULUM COSTS. FOR THE 2009-2010 SCHOOL YEAR, WE SERVED APPROXIMATELY 136 STUDENTS IN GRADES KINDERGARTEN THROUGH SECOND.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services. (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses \$ 1,661,937.

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors?	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities? <i>If "Yes," complete Schedule C, Part II</i>		X
5	Section 501(c)(4), 501(c)(5), and 501(c)(6) organizations. Is the organization subject to the section 6033(e) notice and reporting requirement and proxy tax? <i>If "Yes," complete Schedule C, Part III</i>		
6	Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10	Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11	Is the organization's answer to any of the following questions "Yes"? <i>If so, complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable</i>	X	
	• Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI.</i>		
	• Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII.</i>		
	• Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII.</i>		
	• Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX.</i>		
	• Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X.</i>		
	• Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48? <i>If "Yes," complete Schedule D, Part X.</i>		
12	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI, XII, and XIII.</i>	X	
12A	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," completing Schedule D, Parts XI, XII, and XIII is optional</i>	Yes	No
			X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
14b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, and program service activities outside the United States? <i>If "Yes," complete Schedule F, Part I</i>		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? <i>If "Yes," complete Schedule F, Part II</i>		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? <i>If "Yes," complete Schedule F, Part III</i>		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20	Did the organization operate one or more hospitals? <i>If "Yes," complete Schedule H</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties, (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee of the organization (or a family member) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1</i>		X
35 Is any related organization a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19?	X	

Note. All Form 990 filers are required to complete Schedule O.

Part V Statements Regarding Other IRS Filings and Tax Compliance

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096, Annual Summary and Transmittal of U.S. Information Returns. Enter -0- if not applicable		
	1a 5		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
	1b 0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
	1c		
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a 29		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file this return. (see instructions)	X	
	2b		
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year covered by this return?		X
	3a		
b	If "Yes," has it filed a Form 990-T for this year? If "No," provide an explanation in Schedule O		
	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
	4a		
b	If "Yes," enter the name of the foreign country: _____ See the instructions for exceptions and filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.		
	4b		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
	5a		
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
	5b		
c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T, Disclosure by Tax-Exempt Entity Regarding Prohibited Tax Shelter Transaction?		
	5c		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible?		X
	6a		
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
	6b		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
	7a		
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
	7c		
d	If "Yes," indicate the number of Forms 8282 filed during the year		
	7d		
e	Did the organization, during the year, receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
	7e		
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
	7f		
g	For all contributions of qualified intellectual property, did the organization file Form 8899 as required?		
	7g		
h	For contributions of cars, boats, airplanes, and other vehicles, did the organization file a Form 1098-C as required?		
	7h		
8	Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations. Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?		
	8		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the organization make any taxable distributions under section 4966?		
	9a		
b	Did the organization make a distribution to a donor, donor advisor, or related person?		
	9b		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	11a	
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	

Form 990 (2009)

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body		
1a			11
b	Enter the number of voting members that are independent		
1b			11
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its organizational documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a material diversion of the organization's assets?		X
6	Does the organization have members or stockholders?		X
7a	Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?		X
b	Are any decisions of the governing body subject to approval by members, stockholders, or other persons?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Does the organization have local chapters, branches, or affiliates?		X
b	If "Yes," does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?		
10b			
11	Has the organization provided a copy of this Form 990 to all members of its governing body before filing the form?	X	
11A	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Does the organization have a written conflict of interest policy? If "No," go to line 13	X	
b	Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12b		X	
c	Does the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this is done	X	
12c		X	
13	Does the organization have a written whistleblower policy?	X	
14	Does the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official	X	
15a		X	
b	Other officers or key employees of the organization	X	
15b		X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O. (See instructions.)		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
b	If "Yes," has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?		
16b			

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed **NONE**

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.
 Own website Another's website Upon request

19 Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.

20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization: **J SPENCER ROBERTSON - 718-858-7813**
71 SULLIVAN STREET, BROOKLYN, NY 11231

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year. Use Schedule J-2 if additional space is needed.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.

- List all of the organization's **current** key employees. See instructions for definition of "key employee."

- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.

- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.

- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if the organization did not compensate any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
NITA BAUM TRUSTEE	1.00	X					0.	0.	0.	
WALLY BAZEMORE TRUSTEE	1.00	X					0.	0.	0.	
LAUREL FITZPATRICK TRUSTEE	1.00	X					0.	0.	0.	
DYLAN GLENN TRUSTEE	1.00	X					0.	0.	0.	
RIM HINCKLEY TRUSTEE	1.00	X					0.	0.	0.	
MAUREEN MILASI TRUSTEE	1.00	X					0.	0.	0.	
STEVE OLSON TRUSTEE	1.00	X					0.	0.	0.	
JAMIE RENWICK TRUSTEE	1.00	X					0.	0.	0.	
RICHARD GERSON TRUSTEE	1.00	X					0.	0.	0.	
G DOUGLAS ROSS CHAIR	1.00	X					0.	0.	0.	
EMILY STONE-GELB TRUSTEE	1.00	X					0.	0.	0.	
J SPENCER ROBERTSON EXECUTIVE DIRECTOR	40.00			X			92,144.	0.	18,000.	

Part VIII		Statement of Revenue		(A)	(B)	(C)	(D)	
				Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512, 513, or 514	
Contributions, gifts, grants and other similar amounts	1 a	Federated campaigns	1a					
	b	Membership dues	1b					
	c	Fundraising events	1c					
	d	Related organizations	1d					
	e	Government grants (contributions)	1e	260,972.				
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	195,306.				
	g	Noncash contributions included in lines 1a-1f: \$						
	h	Total. Add lines 1a-1f		456,278.				
	Program Service Revenue	2 a	GOV'T PER PUPIL REV.	Business Code 900099	1,760,951.	1,760,951.		
b								
c								
d								
e								
f		All other program service revenue						
g		Total. Add lines 2a-2f		1,760,951.				
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		1,457.			1,457.	
	4	Income from investment of tax-exempt bond proceeds						
	5	Royalties						
	6 a	Gross Rents	(i) Real	(ii) Personal				
		Less: rental expenses						
		Rental income or (loss)						
		Net rental income or (loss)						
	7 a	Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		Less: cost or other basis and sales expenses						
		Gain or (loss)						
		Net gain or (loss)						
	8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
		Less: direct expenses	b					
		Net income or (loss) from fundraising events						
	9 a	Gross income from gaming activities. See Part IV, line 19	a					
Less: direct expenses		b						
Net income or (loss) from gaming activities								
10 a	Gross sales of inventory, less returns and allowances	a						
	Less: cost of goods sold	b						
	Net income or (loss) from sales of inventory							
Miscellaneous Revenue		Business Code						
11 a								
b								
c								
d	All other revenue							
e	Total. Add lines 11a-11d							
12	Total revenue. See instructions.			2,218,686.	1,760,951.	0.	1,457.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns.

All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21				
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	110,500.		110,500.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,217,293.	1,076,370.	140,923.	
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions)	21,879.	19,840.	2,039.	
9 Other employee benefits	134,283.	126,421.	7,862.	
10 Payroll taxes	101,092.	84,222.	16,870.	
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting	18,771.		18,771.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	124,013.	93,350.	30,663.	
12 Advertising and promotion	12,888.	10,884.	2,004.	
13 Office expenses	40,312.	15,322.	24,990.	
14 Information technology	19,154.	17,528.	1,626.	
15 Royalties				
16 Occupancy				
17 Travel	36,415.	36,346.	69.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	65,414.	54,293.	11,121.	
23 Insurance	11,215.	9,308.	1,907.	
24 Other expenses. Itemize expenses not covered above. (Expenses grouped together and labeled miscellaneous may not exceed 5% of total expenses shown on line 25 below.)				
a INSTRUCTIONAL MATERIALS	58,844.	58,844.		
b CLASSROOM SUPPLIES	40,344.	40,344.		
c STAFF LUNCHEES AND TEAM	10,713.	8,892.	1,821.	
d MISCELLANEOUS	10,604.		10,604.	
e REPAIRS AND MAINTENANCE	9,360.	7,769.	1,591.	
f All other expenses	2,204.	2,204.		
25 Total functional expenses. Add lines 1 through 24f	2,045,298.	1,661,937.	383,361.	0.
26 Joint costs. Check here <input type="checkbox"/> if following SOP 98-2. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation ...				

Part X Balance Sheet

		(A) Beginning of year		(B) End of year	
Assets	1 Cash - non-interest-bearing	168,855.	1	237,659.	
	2 Savings and temporary cash investments	201,507.	2	302,812.	
	3 Pledges and grants receivable, net	33,725.	3	31,910.	
	4 Accounts receivable, net		4		
	5 Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5		
	6 Receivables from other disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B). Complete Part II of Schedule L		6		
	7 Notes and loans receivable, net		7		
	8 Inventories for sale or use		8		
	9 Prepaid expenses and deferred charges	7,512.	9	6,294.	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 256,355.			
	b Less: accumulated depreciation	10b 113,406.	161,557.	10c	142,949.
	11 Investments - publicly traded securities		11		
	12 Investments - other securities. See Part IV, line 11		12		
	13 Investments - program-related. See Part IV, line 11		13		
	14 Intangible assets		14		
	15 Other assets. See Part IV, line 11	25,028.	15	50,179.	
16 Total assets. Add lines 1 through 15 (must equal line 34)	598,184.	16	771,803.		
Liabilities	17 Accounts payable and accrued expenses	124,409.	17	156,955.	
	18 Grants payable		18		
	19 Deferred revenue	38,536.	19	6,221.	
	20 Tax-exempt bond liabilities		20		
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21		
	22 Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22		
	23 Secured mortgages and notes payable to unrelated third parties		23		
	24 Unsecured notes and loans payable to unrelated third parties		24		
	25 Other liabilities. Complete Part X of Schedule D		25		
	26 Total liabilities. Add lines 17 through 25	162,945.	26	163,176.	
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27 Unrestricted net assets	435,239.	27	608,627.	
	28 Temporarily restricted net assets		28		
	29 Permanently restricted net assets		29		
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.				
	30 Capital stock or trust principal, or current funds		30		
	31 Paid-in or capital surplus, or land, building, or equipment fund		31		
	32 Retained earnings, endowment, accumulated income, or other funds		32		
	33 Total net assets or fund balances	435,239.	33	608,627.	
34 Total liabilities and net assets/fund balances	598,184.	34	771,803.		

Part XI Financial Statements and Reporting

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
2b	Were the organization's financial statements audited by an independent accountant?	X	
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	X	
2c	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.		
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a consolidated basis, separate basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

Form 990 (2009)

Final Draft

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2009

Open to Public Inspection

Name of the organization **PAVE ACADEMY CHARTER SCHOOL** Employer identification number **26-2272858**

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I
 - b Type II
 - c Type III - Functionally integrated
 - d Type III - Other
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

	Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?		
(ii) A family member of a person described in (i) above?		
(iii) A 35% controlled entity of a person described in (i) or (ii) above?		
- h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
Total									

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2009 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2008 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2009. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2008. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2009. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2008. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2) (Complete only if you checked the box on line 9 of Part I.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2009 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2008 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2009 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2008 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2009. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2008. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Schedule B
(Form 990, 990-EZ,
or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, 990-EZ, or 990-PF.

OMB No. 1545-0047

2009

Name of the organization

Employer identification number

PAVE ACADEMY CHARTER SCHOOL

26-2272858

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II.

Special Rules

For a section 501(c)(3) organization filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), and received from any one contributor, during the year, a contribution of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, aggregate contributions of more than \$1,000 for use *exclusively* for religious, charitable, scientific, literary, or educational purposes, or the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions for use *exclusively* for religious, charitable, etc., purposes, but these contributions did not aggregate to more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc., contributions of \$5,000 or more during the year. ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2 of its Form 990, or check the box on line H of its Form 990-EZ, or on line 2 of its Form 990-PF, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990, 990-EZ, or 990-PF) (2009)

Name of organization PAVE ACADEMY CHARTER SCHOOL	Employer identification number 26-2272858
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Part I Contributors (see instructions)

(a) No.	(b) Name, address, and ZIP + 4	(c) Aggregate contributions	(d) Type of contribution
1	ALEX ROBERTSON C/O PAVE ACADEMY CHARTER SCHOOL BROOKLYN, NY 11231	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
2	KAREN AND KEVIN KENNEDY FOUNDATION C/O GOLDMAN SACHS FAMILY OFFICE, PO BOX 73 NEW YORK, NY 10274	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
3	MORGAN STANLEY 1585 BROADWAY NEW YORK, NY 10036	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
4	THE MARC FOUNDATION 405 LEXINGTON AVENUE, 14TH FLOOR NEW YORK, NY 10174	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
5	WALTON FAMILY FOUNDATION P.O. BOX 2030 BENTONVILLE, AZ 72712	\$ 36,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
6	JONATHAN LOCKER C/O PAVE ACADEMY CHARTER SCHOOL BROOKLYN, NY 11231	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)

Name of organization PAVE ACADEMY CHARTER SCHOOL	Employer identification number 26-2272858
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Part I Contributors (see instructions)

(a) No.	(b) Name, address, and ZIP + 4	(c) Aggregate contributions	(d) Type of contribution
7	TIGER GLOBAL MANAGEMENT LLC 101 PARK AVENUE NEW YORK, NY 10178	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
8	RICK GERSON C/O PAVE ACADEMY CHARTER SCHOOL BROOKLYN, NY 11231	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
9	JAMIE RENWICK C/O PAVE ACADEMY CHARTER SCHOOL BROOKLYN, NY 11231	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
10	DOUG ROSS C/O PAVE ACADEMY CHARTER SCHOOL BROOKLYN, NY 11231	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
11	RIM HINCKLEY C/O PAVE ACADEMY CHARTER SCHOOL BROOKLYN, NY 11231	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
12	JEMP-D FOUNDATION C/O JEROME STONE 225 NORTH MICHIGAN AVENUE, 17TH FLOOR CHICAGO, IL 60601	\$ 6,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)

Name of organization PAVE ACADEMY CHARTER SCHOOL	Employer identification number 26-2272858
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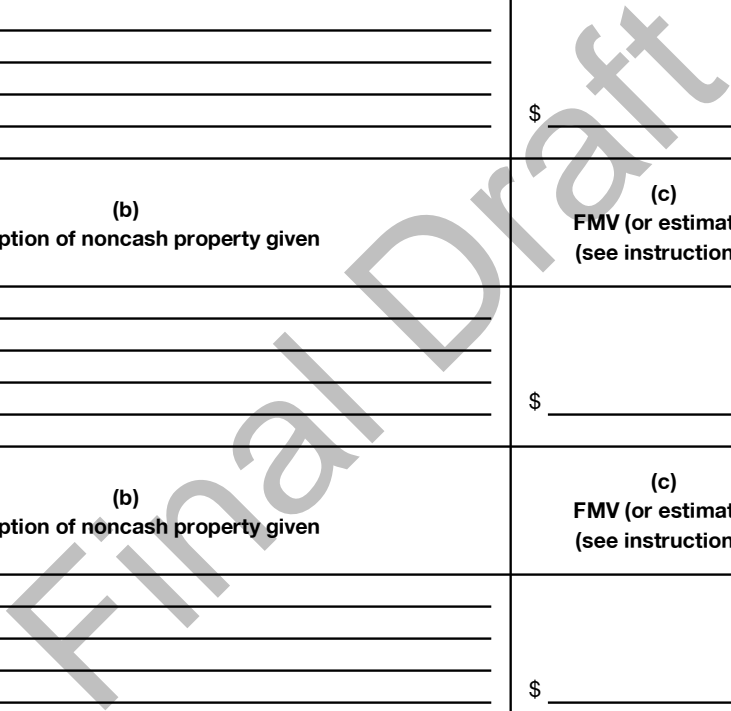
Part I Contributors (see instructions)

(a) No.	(b) Name, address, and ZIP + 4	(c) Aggregate contributions	(d) Type of contribution
13	<u>FIDELITY CHARITABLE GIFT FUND</u> <u>P.O. BOX 770001</u> <u>CINCINNATI, OH 45277</u>	\$ <u>5,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
14	<u>NEW YORK STATE EDUCATION DEPARTMENT</u> <u>89 WASHINGTON AVENUE, ROOM 510W</u> <u>ALBANY, NY 12234</u>	\$ <u>233,001.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
15	<u>NYC DEPARTMENT OF EDUCATION</u> <u>52 CHAMBERS STREET, ROOM 405</u> <u>NEW YORK, NY 10038</u>	\$ <u>27,971.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)

Name of organization	Employer identification number
PAVE ACADEMY CHARTER SCHOOL	26-2272858

Part II Noncash Property (see instructions)

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
_____	_____ _____ _____ _____	\$ _____	_____
_____	_____ _____ _____ _____	\$ _____	_____
_____	_____ _____ _____ _____	\$ _____	_____
_____	_____ _____ _____ _____	\$ _____	_____
_____	_____ _____ _____ _____	\$ _____	_____
_____	_____ _____ _____ _____	\$ _____	_____
_____	_____ _____ _____ _____	\$ _____	_____



Name of organization PAVE ACADEMY CHARTER SCHOOL	Employer identification number 26-2272858
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Part III Exclusively religious, charitable, etc., individual contributions to section 501(c)(7), (8), or (10) organizations aggregating more than \$1,000 for the year. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this information once. See instructions.) ▶ \$

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

Schedule D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990,
Part IV, line 6, 7, 8, 9, 10, 11, or 12.

▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2009

Open to Public
Inspection

Name of the organization

PAVE ACADEMY CHARTER SCHOOL

Employer identification number

26-2272858

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (during year)		
3 Aggregate grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or pleasure) Preservation of an historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

(ii) Assets included in Form 990, Part X

▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 relating to these items:

a Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

b Assets included in Form 990, Part X

▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIV and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21? Yes No
- b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the year end balance held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Investments - Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of investment	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		154,580.	67,181.	87,399.
e Other		101,775.	46,225.	55,550.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).)				142,949.

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	2,218,686.
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	2,045,298.
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	173,388.
4	Net unrealized gains (losses) on investments	4	
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV.)	8	
9	Total adjustments (net). Add lines 4 through 8	9	0.
10	Excess or (deficit) for the year per audited financial statements. Combine lines 3 and 9	10	173,388.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements	1	2,544,048.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains on investments	2a	
b	Donated services and use of facilities	2b	325,362.
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	325,362.
3	Subtract line 2e from line 1	3	2,218,686.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5	2,218,686.

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements	1	2,370,660.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	325,362.
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	325,362.
3	Subtract line 2e from line 1	3	2,045,298.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	2,045,298.

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No. 1545-0047

2009

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ **Complete if the organization answered "Yes" to Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**

▶ **Attach to Form 990 or Form 990-EZ.**

Name of the organization

PAVE ACADEMY CHARTER SCHOOL

Employer identification number

26-2272858

- 1** Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?
- 2** Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
- 3** Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Schedule O (Form 990)

	YES	NO
1	X	
2	X	
3	X	

PAVE ACADEMY CHARTER SCHOOL INCLUDES A NON-DISCRIMINATORY POLICY IN ITS PUBLICATION MATERIALS.

- 4** Does the organization maintain the following?
- a** Records indicating the racial composition of the student body, faculty, and administrative staff?
- b** Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?
- c** Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
- d** Copies of all material used by the organization or on its behalf to solicit contributions?
- If you answered "No" to any of the above, please explain. If you need more space, use Schedule O (Form 990).

4a	X	
4b	X	
4c	X	
4d	X	

- 5** Does the organization discriminate by race in any way with respect to:
- a** Students' rights or privileges?
- b** Admissions policies?
- c** Employment of faculty or administrative staff?
- d** Scholarships or other financial assistance?
- e** Educational policies?
- f** Use of facilities?
- g** Athletic programs?
- h** Other extracurricular activities?
- If you answered "Yes" to any of the above, please explain. If you need more space, use Schedule O (Form 990).

5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X

- 6a** Does the organization receive any financial aid or assistance from a governmental agency?
- b** Has the organization's right to such aid ever been revoked or suspended?
- If you answered "Yes" to either line 6a or line 6b, explain on Schedule O (Form 990).

6a	X	
6b		X

- 7** Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Schedule O (Form 990).

7	X	
----------	---	--

LHA For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990EZ.

Schedule E (Form 990 or 990-EZ) 2009

SEE SCHEDULE O FOR LINE 6 STATEMENT

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990

Complete to provide information for responses to specific questions on
Form 990 or to provide any additional information.
▶ Attach to Form 990.

OMB No. 1545-0047

2009

Open to Public
Inspection

Name of the organization

PAVE ACADEMY CHARTER SCHOOL

Employer identification number

26-2272858

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

ACHIEVEMENT, VIBRANCE AND EXCELLENT CHARACTER (PAVE).

FORM 990, PART VI, SECTION B, LINE 11: FORM 990 IS REVIEWED BY MANAGEMENT AND THE FINANCE COMMITTEE OF THE BOARD OF TRUSTEES FOR APPROVAL. IF CHANGES ARE REQUIRED, THE ORGANIZATION WILL THEN FORWARD TO THE AUDITING FIRM AND A FINAL VERSION WILL BE DISTRIBUTED TO ALL BOARD MEMBERS PRIOR TO THE IRS SUBMISSION.

FORM 990, PART VI, SECTION B, LINE 12C: THE ORGANIZATION SHARES ITS CONFLICT OF INTEREST POLICY WITH BOARD MEMBERS AND OFFICERS ON AN ANNUAL BASIS. OFFICERS, DIRECTORS AND KEY EMPLOYEES ARE EXPECTED TO DECLARE IF AT ANY POINT A CONFLICT OF INTEREST ARISES.

FORM 990, PART VI, SECTION B, LINE 15: COMPARABLE DATA IS USED BY THE BOARD WHEN DETERMINING THE COMPENSATION OF OFFICERS AND KEY EMPLOYEES.

FORM 990, PART VI, SECTION C, LINE 19: THE GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY AND THE FINANCIAL STATEMENTS ARE ALL AVAILABLE UPON REQUEST.

990 XI 2C

CHANGES TO THE PROGRAM

THE SCHOOL IS FULLY OPERATIONAL. THERE ARE NO START-UP EXPENSES INCLUDED IN THE PROGRAM EXPENSES.

**SCHEDULE O
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990

Complete to provide information for responses to specific questions on
Form 990 or to provide any additional information.
▶ Attach to Form 990.

OMB No. 1545-0047

2009

Open to Public
Inspection

Name of the organization

PAVE ACADEMY CHARTER SCHOOL

Employer identification number

26-2272858

SCHEDULE E, LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL RECEIVES PER PUPIL FUNDING FROM THE NYC BOARD OF EDUCATION
UNDER THEIR CHARTER AGREEMENT. THE SCHOOL ALSO RECEIVES VARIOUS FEDERAL,
STATE, AND CITY FUNDS INCLUDING FEDERAL ENTITLEMENTS TO ASSIST WITH
COVERING THE COST OF CERTAIN PROGRAMS.

Final Draft

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
	FURNITURE & FIXTURES											
1	CLASSROOM FURNITURE	VARIES	SSL	7.00	16	24,065.			24,065.	3,022.		3,438.
12	CLASSROOM FURNITURE	VARIES	SSL	7.00	16	9,027.			9,027.			534.
	* 990 PAGE 10 TOTAL FURNITURE & FIXTURES					33,092.		0.	33,092.	3,022.	0.	3,972.
	MACHINERY & EQUIPMENT											
3	STUDENT COMPUTERS	VARIES	SSL	3.00	16	25,197.			25,197.	9,099.		8,399.
4	STAFF COMPUTERS	VARIES	SSL	3.00	16	18,122.			18,122.	6,152.		5,679.
6	NETWORK EQUIPMENT	VARIES	SSL	5.00	16	54,131.			54,131.	9,023.		10,826.
7	SMARTBOARDS	093008	SL	5.00	16	20,436.			20,436.	3,406.		4,087.
11	STAFF COMPUTERS WRITTEN OFF	070108	SL	3.00	16	-1,085.			-1,085.			0.
13	SMARTBOARDS	073109	SL	5.00	16	9,802.			9,802.			1,961.
14	STUDENT COMPUTERS	081309	SL	3.00	16	27,977.			27,977.			8,549.
	* 990 PAGE 10 TOTAL MACHINERY & EQUIPM					154,580.		0.	154,580.	27,680.	0.	39,501.
	OTHER											
2	SOFTWARE	VARIES	SSL	3.00	16	4,170.			4,170.	1,307.		1,390.
8	FIXTURES	070108	SL	7.00	16	5,000.			5,000.	714.		714.
9	WATERFORD CURRICULUM SOFTWARE	070108	SL	3.00	16	44,563.			44,563.	14,854.		14,854.
10	SUCCESS MAKER SOFTWARE	060109	SL	3.00	16	14,950.			14,950.	415.		4,983.

Depreciation and Amortization 990 (Including Information on Listed Property)

Department of the Treasury Internal Revenue Service (99)

See separate instructions. Attach to your tax return.

Attachment Sequence No. 67

Name(s) shown on return

Business or activity to which this form relates

Identifying number

PAVE ACADEMY CHARTER SCHOOL

FORM 990 PAGE 10

26-2272858

Part I Election To Expense Certain Property Under Section 179 Note: If you have any listed property, complete Part V before you complete Part I.

Table with 13 rows for Section 179 election. Line 1: 250,000. Line 3: 800,000. Line 16: 65,414.

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.)

Table with 3 rows for Special Depreciation Allowance. Line 16: 65,414.

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

Section A

Table with 2 rows for Section A. Line 17: MACRS deductions for assets placed in service in tax years beginning before 2009.

Section B - Assets Placed in Service During 2009 Tax Year Using the General Depreciation System

Table with 7 columns: (a) Classification of property, (b) Month and year placed in service, (c) Basis for depreciation, (d) Recovery period, (e) Convention, (f) Method, (g) Depreciation deduction. Rows include 3-year, 5-year, 7-year, 10-year, 15-year, 20-year, 25-year property, Residential rental property, and Nonresidential real property.

Section C - Assets Placed in Service During 2009 Tax Year Using the Alternative Depreciation System

Table with 7 columns: (a) Class life, (b) Month and year placed in service, (c) Basis for depreciation, (d) Recovery period, (e) Convention, (f) Method, (g) Depreciation deduction. Rows include Class life 12-year and 40-year.

Part IV Summary (See instructions.)

Table with 3 rows for Summary. Line 22: 65,414. Line 23: Portion of the basis attributable to section 263A costs.

Part V Listed Property (Include automobiles, certain other vehicles, cellular telephones, certain computers, and property used for entertainment, recreation, or amusement.)

Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete only 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles)

24a Do you have evidence to support the business/investment use claimed? Yes No **24b** If "Yes," is the evidence written? Yes No

(a) Type of property (list vehicles first)	(b) Date placed in service	(c) Business/ investment use percentage	(d) Cost or other basis	(e) Basis for depreciation (business/investment use only)	(f) Recovery period	(g) Method/ Convention	(h) Depreciation deduction	(i) Elected section 179 cost
--	-------------------------------------	--	-------------------------------	--	---------------------------	------------------------------	----------------------------------	---------------------------------------

25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use **25**

26 Property used more than 50% in a qualified business use:

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	:	%						
	:	%						
	:	%						

27 Property used 50% or less in a qualified business use:

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	:	%				S/L -		
	:	%				S/L -		
	:	%				S/L -		

28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1 **28**

29 Add amounts in column (i), line 26. Enter here and on line 7, page 1 **29**

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

	(a) Vehicle		(b) Vehicle		(c) Vehicle		(d) Vehicle		(e) Vehicle		(f) Vehicle	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
30 Total business/investment miles driven during the year (do not include commuting miles)												
31 Total commuting miles driven during the year												
32 Total other personal (noncommuting) miles driven												
33 Total miles driven during the year. Add lines 30 through 32												
34 Was the vehicle available for personal use during off-duty hours?												
35 Was the vehicle used primarily by a more than 5% owner or related person?												
36 Is another vehicle available for personal use?												

Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who are not more than 5% owners or related persons.

	Yes	No
37 Do you maintain a written policy statement that prohibits all personal use of vehicles, including commuting, by your employees?		
38 Do you maintain a written policy statement that prohibits personal use of vehicles, except commuting, by your employees? See the instructions for vehicles used by corporate officers, directors, or 1% or more owners		
39 Do you treat all use of vehicles by employees as personal use?		
40 Do you provide more than five vehicles to your employees, obtain information from your employees about the use of the vehicles, and retain the information received?		
41 Do you meet the requirements concerning qualified automobile demonstration use?		

Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," do not complete Section B for the covered vehicles.

Part VI Amortization

(a) Description of costs	(b) Date amortization begins	(c) Amortizable amount	(d) Code section	(e) Amortization period or percentage	(f) Amortization for this year
-----------------------------	------------------------------------	------------------------------	------------------------	---	--------------------------------------

42 Amortization of costs that begins during your 2009 tax year:

	:				
	:				

43 Amortization of costs that began before your 2009 tax year **43**

44 Total. Add amounts in column (f). See the instructions for where to report **44**

APPENDIX T

ADDITIONAL APPENDICES

PAVE SOUTHEAST RALEIGH CHARTER SCHOOL

November 25, 2013

North Carolina State Board of Education
Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

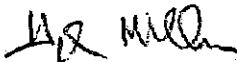
Dear Sir or Madam:

We would like to submit this letter of support in regards to PAVE Southeast Raleigh Charter School's application to open a high expectations charter school in 2015. From our meetings and conversations with the application team, we stand behind their mission to prepare students to thrive in competitive high schools and colleges. The individuals associated with PAVE have demonstrated a sincere commitment in their first several months of engaging the Wake County Community and the Southeast Raleigh Community.

Upon PAVE's charter approval, we are excited to look at ways in which our organizations can collaborate. PAVE's program has the ability to inform and enhance our mission of children graduating from high school with a plan for their future.

We are happy to provide additional information about our positive experiences with the PAVE team. Please feel free to contact us and we hope Wake County will welcome PAVE as a member of its school community.

Sincerely,



Hugh McLean
Boys & Girls Clubs
Raleigh, NC
hmclean@wakebgc.org

LIVE UNITED



United Way
of the Greater Triangle
Partner Agency



BOYS & GIRLS CLUBS

Administrative Office
Boys & Girls Clubs
701 N. Raleigh Boulevard
Raleigh, N.C. 27610
(919) 834-6282
Fax: (919) 821-2625
www.wakebgc.org

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Tish Turner, *Secretary*
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GREAT FUTURES START HERE.

Please Remember The Boys & Girls Clubs In Your Will

Education Innovations Group

907 Glenwood Avenue
Raleigh, NC 27608

Joel Medley, Director
Office of Charter Schools
North Carolina State Board of Education
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Joel:

I am writing to voice my strong support for PAVE Southeast Raleigh Charter School's application to open a charter school in 2015.

I first met with the members of PAVE's staff at their request to discuss the educational need in Southeast Raleigh and the community members to whom they should reach out and discuss their vision for a high-expectations charter school that would serve students whose needs could be met by PAVE's approach. Since that time, I have been impressed by PAVE's clear commitment to the local community and building support for the prospect of a school in an area underserved by high-quality charter schools.

I have also been impressed by PAVE's clear commitment to acting as a collaborative partner with the Wake County Public Schools. That was part of the vision for charter schools when they began in the mid-1990s, but not one that has been realized by any community in our state. PAVE is committed to those first principles.

I am confident that PAVE's program has the ability to provide high quality education for children and families in Southeast Raleigh, and to inform and enhance this community's priority of ensuring all students have the opportunity to attend and graduate from college. I am excited to be a part of this endeavor.

Please do not hesitate to contact me with any questions at buxton.jb@gmail.com or in the office at (919) 987-1355.

Sincerely,

J.B. Buxton



FORWARD IMPACT

North Carolina State Board of Education

Office of Charter Schools

6303 Mail Service Center

Raleigh, NC 27699-6303

November 22, 2013

Dear Sir or Madam:

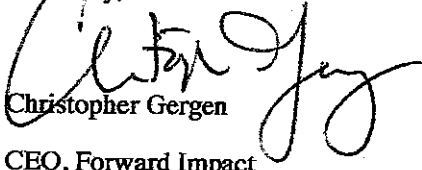
I would like to submit this letter of support in regards to PAVE Southeast Raleigh Charter School's application to open a high expectations charter school in 2015. From my meetings and conversations with the application team and members of PAVE's staff, I stand behind their mission to prepare students to thrive in competitive high schools and colleges. The individuals associated with PAVE have demonstrated a sincere commitment and capacity in their first several months of engaging the Wake County Community and, in particular, the Southeast Raleigh Community.

Upon PAVE's charter approval, we plan to explore ways to collaborate with the school about connecting them to the broader entrepreneurial community and furthering their important mission. PAVE's program has the ability to inform and enhance the area's priority of ensuring all students have the opportunity to go to and graduate from college, and we stand fully behind this endeavor.

Having worked with a number of high-performing charter schools in North Carolina and across the nation (including helping to start one of Washington DC's highest performing schools), I am highly impressed with PAVE's model and think they will make a strong contribution to our state's education landscape and serve the students of SE Raleigh well.

I am happy to provide additional information about our positive experiences with the PAVE team. Please don't hesitate to contact me with additional questions, and we hope Wake County will welcome PAVE as a member of its school community.

Sincerely,


Christopher Gergen

CEO, Forward Impact

Christopher@forwardimpact.info; c) 202-258-4973



Parrish Manor

North Carolina State Board of Education
Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

November 25, 2013

Dear Sir or Madam:

I would like to submit this letter of support in regards to PAVE Southeast Raleigh Charter School's application to open a high expectations charter school in 2015. From our meetings and conversations with the application team and members of PAVE's staff, I stand behind their mission to prepare students to thrive in competitive high schools and colleges. The individuals associated with PAVE have demonstrated a sincere commitment and capacity in their first several months of engaging the Wake County Community and, in particular, the Southeast Raleigh Community.

Parrish Manor is an award winning manufactured housing community located in Southeast Raleigh. We have over 300 school age children residing in our community and we hope some of them will have the opportunity to attend a local charter school such as PAVE Southeast Raleigh.

Upon PAVE's charter approval, I would be eager to further speak with the school about ways in which our organizations may collaborate. PAVE's program has the ability to inform and enhance the area's priority of ensuring all students have the opportunity to go to and graduate from college, and we stand behind this endeavor.

I am happy to provide additional information about our positive experiences with the PAVE team. Please feel free to contact me at your convenience, and I hope Wake County will welcome PAVE as a member of its school community.

Sincerely,

Chris Parrish
chris@parrishmanor.com



November 14, 2013

North Carolina State Board of Education
Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Board Members:

We would like to submit this letter of support for PAVE Southeast Raleigh Charter School's application to open a high expectations charter school in 2015. From our meetings and conversations with the application team and members of PAVE's staff, we stand behind their mission to prepare students to thrive in competitive high schools and colleges. As you know, the need for quality charter schools that address the achievement gap and prepare **all** students for college is high in many of our communities, and PAVE's commitment to developing this kind of school in NC can be an important contribution to our state.

Upon PAVE's charter approval, we would be eager to further speak with the school about ways in which our organizations may collaborate. PAVE's program has the ability to inform and enhance the area's priority of ensuring all students have the opportunity to go to and graduate from college, and we stand behind this endeavor.

We are happy to provide additional information about our positive experiences with the PAVE team. Please feel free to contact us at your convenience, and we hope Wake County will welcome PAVE as a member of its school community.

Sincerely,

A handwritten signature in black ink that reads "Pamela Blizzard". The signature is written in a cursive, flowing style.

Pamela Blizzard
Managing Director
Research Triangle High School

Research Triangle High School
10 Park Drive
P.O. Box 13453
Research Triangle Park, NC 27709
www.researchtrianglehighschool.org
Office: 919.998.6757 Fax: 919.998.3402

North Carolina State Board of Education

Office of Charter Schools

6303 Mail Service Center

Raleigh, NC 27699-6303

Dear Sir or Madam:

I would like to personally submit this letter of support in regards to PAVE Southeast Raleigh Charter School's application to open a high expectations charter school in 2015. Over the last year and a half, I - along with my organization (the Robertson Scholars Leadership Program) - have developed a partnership and, as a consequence, we have gotten an 'unvarnished' look at PAVE's team - including administrators and teaching staff - and school. This 'inside' look allows me to say - with conviction - that we stand behind their mission to prepare students to thrive in competitive high schools and colleges and we believe that they are uniquely positioned to achieve their goals because of their passion for excellence, attention to process, and reliance on data.

In addition, The Robertson family started the Robertson Scholars Leadership Program and we have been serving the Triangle community for over 12 years. This should be proof of the family's deep dedication, concern and commitment to the NC Triangle community.

Upon PAVE's charter approval, I would be more than happy to work with the school to find ways to deepen our relationship in order to leverage the resources that we have as a program. PAVE's program has the ability to inform and enhance the area's priority of ensuring all students have the opportunity to go to and graduate from college, and we stand behind this endeavor.

I am happy to provide additional information to you about our positive experiences with the PAVE team as you consider their application. Please feel free to contact me at your convenience, and I hope Wake County will welcome PAVE as a member of its school community.

Sincerely,

Allen M. Chan

Executive Director

Robertson Scholars Leadership Program

chan@robertsonscholars.org

919.668.5875

Ship Outreach and Community Center

North Carolina State Board of Education

Office of Charter Schools

6303 Mail Service Center

Raleigh, NC 27699-6303

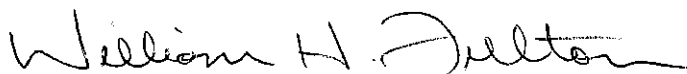
Dear Sir or Madam:

We would like to submit this letter of support in regards to PAVE Southeast Raleigh Charter School's application to open a high expectations charter school in 2015. From our meetings and conversations with the application team and members of PAVE's staff, we stand behind their mission to prepare students to thrive in competitive high schools and colleges. The individuals associated with PAVE have demonstrated a sincere commitment and capacity in their first several months of engaging the Wake County Community and, in particular, the Southeast Raleigh Community.

Upon PAVE's charter approval, we would be eager to further speak with the school about ways in which our organizations may collaborate. PAVE's program has the ability to inform and enhance the area's priority of ensuring all students have the opportunity to go to and graduate from college, and we stand behind this endeavor.

We are happy to provide additional information about our positive experiences with the PAVE team. Please feel free to contact us at your convenience, and we hope Wake County will welcome PAVE as a member of its school community.

Sincerely,



William H Fulton

Ship Outreach and Community Center

BillFulton04@gmail.com

919-481-1614

Ship of Zion Church

924 S. Blount St. Raleigh, NC 27601

North Carolina State Board of Education

Office of Charter Schools

6303 Mail Service Center

Raleigh, NC 27699-6303

Dear Sir or Madam:

We would like to submit this letter of support in regards to PAVE Southeast Raleigh Charter School's application to open a high expectations charter school in 2015. From our meetings and conversations with the application team and members of PAVE's staff, we stand behind their mission to prepare students to thrive in competitive high schools and colleges. The individuals associated with PAVE have demonstrated a sincere commitment and capacity in their first several months of engaging the Wake County Community and, in particular, the Southeast Raleigh Community.

Upon PAVE's charter approval, we would be eager to further speak with the school about ways in which our organizations may collaborate. PAVE's program has the ability to inform and enhance the area's priority of ensuring all students have the opportunity to go to and graduate from college, and we stand behind this endeavor.

We are happy to provide additional information about our positive experiences with the PAVE team. Please feel free to contact us at your convenience, and we hope Wake County will welcome PAVE as a member of its school community.

Sincerely,



Pastor Christopher Jones

webmaster@shipofzion.org

919-800-0067

WILLIAM R. KENAN, JR. CHARITABLE TRUST

KENAN CENTER

P.O. BOX 3858

CHAPEL HILL, NORTH CAROLINA 27515-3858

**RICHARD M. KRASNO
EXECUTIVE DIRECTOR**

919 962-0343

November 19, 2013

**North Carolina State Board of Education
Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303**

Dear Sir or Madam:

It is a pleasure to submit a letter supporting PAVE's Southeast Raleigh Charter School's application to open a high expectations charter school in 2015. I have had the privilege of substantial interaction with senior members of PAVE's staff and application team. I have no reservations regarding their ability to provide a first class educational experience for students to excel and acquire the necessary academic skills to proceed to and through college. Specifically, I have recently engaged in a number of conversations with PAVE staff members and I am impressed by their knowledge of the special educational context in Wake County and their deep commitment to the challenges present in Southeast Raleigh.

I have often visited the PAVE Academy in Red Hook, Brooklyn, and come away more impressed with every visit. The educational atmosphere at PAVE is alive with inspiration and excitement. The student's at PAVE aspire to the highest educational goals and are continually motivated by the first rate teaching staff to achieve and succeed. The presence of PAVE in Wake County will be a welcome addition to our educational landscape and cannot help but inspire all our schools to excel.

Please do not hesitate to call on me if I can provide any further information regarding the Trust's very positive relationship with PAVE. I am honored to give PAVE my unqualified endorsement with the hope that a PAVE school here will provide our Wake County children the same excitement and promise that is provided in Brooklyn.

Sincerely,



Richard M. Krasno, Ph.D.